# All Wales induction framework for early years and childcare

## Sample answers workbook

## Introduction

**Who is it for?**

This guide is aimed at those who are responsible for supporting workers to complete the All Wales Induction Framework for Early Years and Childcare (AWIF) workbooks.

It includes suggested answers to the questions asked in the AWIF workbooks, showing what comprehensive responses might look like compared to those that don’t have enough depth. The model answers will help you judge whether workers have sufficient knowledge to support their practise.

**How to use it?**

This is a reference guide, so you don’t need to read it from cover to cover. You can use the clickable links in the [index](#_Index_1) to take you to the relevant section.

This resource doesn’t give answers to every question and the sample answers aren’t prescriptive. You shouldn’t expect workers to use the exact words that are provided in the examples given here.

Also, it’s useful to remember that you would expect more comprehensive answers from someone nearing the end of their induction than from someone who’s just starting. Workers will continue to develop their knowledge and understanding.

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## Workbook 1: Principles and values of children’s care, play learning, and development 0-19

### 1.1 Legislation, national policies, guidance, and frameworks

**Learning activity**

Below are some key principles and values. Explain the importance of these principles and values on children's care, play, learning, and development and how can you apply this in your practice.

**Acceptable answer**

**Principle:** Personal and individual approach

**Importance on children’s care, play, learning, and development**

A personal and individual approach is important because all children develop differently and it’s good to concentrate on the child as an individual.

**How this would apply in practice**

I would apply this in practice by spending one-to-one time with the child. We need to plan for every child’s needs based on assessments and observations.

**Narrative**

This answer shows the importance of a personal and individual approach and clearly explains how this would be applied in practice.

**Answer that doesn’t meet the standards**

**Principle:** Personal and individual approach

**Importance on children’s care, play, learning, and development**

It’s important to focus on children’s care, play, learning, and development.

**How this would apply in practice**

I would do this in work and make sure I follow the principle of a personal and individual approach.

**Narrative**

This answer doesn’t show that the worker fully understands the importance of children’s care, play, learning, and development. Nor does it show how they would apply this in practice.

**Acceptable answer**

**Principle:** The child’s interests

**Importance on children’s care, play, learning, and development**

A child's interests are important because it’s one of the ways a child learns and develops. If a child finds a learning activity fun and interesting, they’ll be absorbed in what they’re doing.

**How this would apply in practice**

I would apply this by listening to the child and observing them. By doing this, I’ll learn what their interests are and will be able to plan activities based on these.

**Narrative**

The worker uses an example to say why a child’s interests are important. They explain why learning activities need to be fun and interesting and describe how this benefits children.

The worker also talks about how they would do this in practice.

**Answer that doesn’t meet the standards**

**Principle:** The child’s interests

**Importance on children’s care, play, learning, and development**

A child’s interests are important otherwise they may be bored.

**How this would apply in practice**

I will make sure all activities are interesting for children, so they’re still learning.

**Narrative**

The worker identifies one of the risk factors of not engaging with a child’s interests, but they don’t fully explain the importance or how they would do it in practice.

**Acceptable answer**

**Principle:** Positive relationships

**Importance on children’s care, play, learning, and development**

A positive relationship with a child, co-worker, and parents is important because it makes sure there’s positive learning and development. It also promotes independence.

**How this would apply in practice**

I would apply this by building good relationships with my co-workers, children, and parents or carers.

**Narrative**

This answer explains why positive relationships are important not only for the child, but also for co-workers and parents.

**Answer that doesn’t meet the standards**

**Principle:** Positive relationships

**Importance on children’s care, play, learning, and development**

A positive relationship with a child is important.

**How this would apply in practice**

I would make sure that my relationship with the child is positive.

**Narrative**

The worker doesn’t explain why a positive relationship is important and how they would apply this in practice.

**Acceptable answer**

**Principle:** Positive environments

**Importance on children’s care, play, learning, and development**

A positive environment is somewhere the child should feel confident and happy. It should also be a place with routine and structure that can help a child feel stimulated and make them want to learn.

**How this would apply in practice**

I would apply this by planning fun activities to keep the children happy and stimulated based on their individual needs. I would also include them in planning these activities.

**Narrative**

The worker understands the importance of positive environments and explains why they’re needed. They also talk about routine and structure.

They explain how they would achieve this in practice.

**Answer that doesn’t meet the standards**

**Principle:** Positive environments

**Importance on children’s care, play, learning, and development**

This is where a child would feel safe so they can learn well.

**How this would apply in practice**

I would do this by making the environment safe and positive.

**Narrative**

The worker doesn’t explain why positive environments are important, how they would make them safe and what they look like.

**Acceptable answer**

**Principle:** Communication

**Importance on children’s care, play, learning, and development**

Communication encourages a positive environment when building a relationship with children and their parents or carers. Communication is important when getting to know the parents or carers and helps you learn about their children's needs, for example to find out how tired they are or if they’re unwell.

**How this would apply in practice**

I would apply this in practice by taking time to get to know the children and their parents or carers and build a good relationship with them. I would ask questions about the child at drop off or offer to help if parents or carers have any questions.

**Narrative**

The worker understands the importance of communication and explains why it’s needed, for example by saying how it will help the worker to get to know parents or carers and ‘understand’ the child’s emotion, such as feeling tired or unwell. The worker also recognises that it takes time to get to the know the child.

**Answer that doesn’t meet the standards**

**Principle:** Communication

**Importance on children’s care, play, learning, and development**

Communication is important as it helps with children’s play, learning and development.

**How this would apply in practice**

I would make sure that I communicate with children in plain English, avoiding any jargon.

**Narrative**

This answer doesn’t explain the importance of good communication and why communication helps.

The worker mentions talking in English, and while it’s important to communicate in plain English, they also need to consider communicating in the Welsh language as well as other languages such as British Sign Language.

### 1.2 Rights-based approaches

**Learning activity**

Advocacy underpins all the principles of the Social Services and Well-Being (Wales) Act and is an important tool to support the voice and control and well-being of children and young people. Advocacy can help children and their families/carers access information about services, be involved in decisions about their lives, explore choices and options, and make their needs and wishes known.

In the space below, briefly describe how you would support children and their families/carers to make a complaint or express concerns about a service and how advocacy may be able to help.

**Acceptable answer**

Workbook notes

Organisations should have their own complaints procedure. Procedures for responding to a complaint are set out in a policy, and the policy says what actions should be taken if the service receives a complaint.

Example of a procedure:

* I would support children and their families by speaking to them privately and by explaining that I must take the information to my manager
* I would listen to them calmly and make sure they know I’m taking them seriously
* I wouldn’t judge or become emotional
* I would offer as much help as I could about the information and support that’s needed
* If I needed to, I would write down the information that was discussed and check with the person making the complaint to make sure I’ve written everything down correctly. I would then report this to my manager
* I would make sure I know what advocacy service is available in my area and understand what services they provide, so I could signpost children and their families and carers to them if needed. Children and their families or carers may need support to make a complaint or express concerns and they may prefer to speak to someone who doesn’t work for us.

**Narrative**

This answer has a wide range of examples showing how a worker would deal with a complaint.

The worker also shows the importance of knowing what support is available for children and their families and carers.

**Answer that doesn’t meet the standards**

Workbook notes

I would follow my workplace policy to make sure I do things correctly. Please see a copy of our complaint procedure attached.

I would tell children and their families that they can have access to an advocacy service, if it’s useful for them.

**Narrative**

The worker’s correct to follow the workplace procedures, but they don’t explain how they would interact with the person who made the complaint. They also need to understand the procedures, rather than just attaching a copy of them.

The worker doesn’t show that they understand the role of advocacy.

### 1.4 Child-centred approaches

Child-centred approaches are at the heart of care and support for children. This section will build on what you have learned so far and help you think about how these can be applied in your practice.

**Learning activity**

**Acceptable answers**

Workbook notes

**What is meant by the term “child-centred approaches”?**

The term ‘child-centred approaches’ means the child is always put first. The child is always at the centre of the learning process and included in planning activities. It means I understand their individual needs.

**Narrative**

The worker correctly points out that child-centred approaches are about putting the child first, at the centre of their learning and including them in planning. This shows they fully understand what ‘child-centred approaches’ means.

**Why are child-centred approaches important?**

Child-centred approaches are important because they focus on several things. It means concentrating on a child as an individual and seeing things from their point of view. It’s about giving children opportunities to learn through new experiences and listening to children so they’re taught that their ideas are valued. When a child is allowed to have a say in planning activities, they will feel like they belong.

**Narrative**

The worker explains why child-centred approaches are important and they use examples to show their understanding, such as describing how the child benefits from having a say in activities.

**Answers that don’t meet the standards**

Workbook notes

**What is meant by the term “child-centred approaches”?**

This means that each child is important and we must focus on them to make sure they’re included and feel safe.

**Narrative**

Child-centred approaches aren’t only about focusing on the child, they can also be about giving children opportunities to be included and allowing them to decide if they want to take part.

It’s not enough to just say that a child is important − everyone is important in the workplace, and everyone plays an important part in children's care, play, learning, and development.

**Why are child-centred approaches important?**

They’re important because if this doesn’t happen the child feels excluded.

**Narrative**

The worker has started to explain why child-centred approaches are important and what happens if they don’t take place, but the answer needs more detail and examples.

### 1.5 Allowing children to take risks

**Outcomes**

**Learning activity**

**Acceptable answers**

Workbook notes

**Explain the importance of being able to take positive risks on the well-being of children.**

Children should be able to take positive risks as it builds confidence, which can help them cope with different and challenging situations. It also improves their well-being. Taking positive risks gives children the chance to enjoy their surroundings, while clear risks are removed.

**Narrative**

The worker uses examples to explain the importance of positive risk and say how this benefits a child, which shows they understand its importance.

**Explain the importance of risk-taking in play, in terms of the well-being of children.**

Children who take part in risk-taking play learn how to develop skills to handle feelings of fear and nervousness that come with trying new things. What they learn gives them new skills to be confident in new situations.

**Narrative**

The worker uses examples to show that they’ve understood the importance of risk in play and how it benefits children’s well-being.

**What actions and considerations need to be taken when supporting children to take risks?**

When supporting children in risk-taking play I must consider their age, the environment around them and whether they have any learning difficulties. I would assess the situation and help and encourage children to take part.

**Narrative**

The worker explains what they would take into consideration, such as the children’s age and the environment, to support risk-taking. This shows that they’re thinking about several things to make sure they can support children to take risks.

**What is meant by a risk-benefit assessment?**

A risk-benefit assessment means looking at the benefits for children taking part in activities and new experiences and balancing these with possible risks.

**Narrative**

This answer shows that the main reason for the assessment is to identify benefits, rather than just looking at the risks.

**What is meant by the term positive outcomes?**

When children take risks they develop positive outcomes, which helps their development. Positive outcomes can mean several things, such as health, education, positive identity and good self-esteem, which can be delivered through the ‘Every Child Matters Framework’. For example:

* be healthy: children can adopt an active lifestyle which contributes to physical, emotional, social and well-being development, so they understand how to keep themselves healthy
* stay safe: children need to develop an understanding of how the environment can change, such as knowing that wet surfaces can be slippery (slips, trips and falls)
* enjoy and achieve: children will enjoy and achieve by taking part in activities. They’re able to make decisions while they play and will enjoy taking risks if their interests are met
* make a positive contribution: taking part and playing with other children creates opportunities to share ideas and listen to others. They can assess risks together and come to decisions about how to solve problems. Through this, they will learn how to work in a team and use others’ direction as they play
* achieve economic well-being: by assessing and taking risks children will develop confidence and self-esteem to be able to cope with challenging situations. They will feel satisfaction if they succeed with tasks and be able to adjust situations to promote further learning.

**Narrative**   
  
The worker recognises that risk can be a positive development for children and mentions how this can support their health and education.

**Answers that don’t meet the standards**

Workbook notes

**Explain the importance of being able to take positive risks on the well-being of children.**

I have to trust children to take some risks as not all risks are bad.

**Narrative**

The worker is right to say that not all risks are ‘bad’, but the question is about ‘positive’ risk, so the answer needs more information about how this helps children’s well-being.

**Explain the importance of risk-taking in play, in terms of the well-being of children.**

All play has risks. Children need to learn these as part of their development.

**Narrative**

The worker correctly acknowledges that all play has risks and identifies that risk-taking is good for their development. But the answer needs more detail, for example risk-taking is also about teaching children skills, awareness building and improving their confidence.

**What actions and considerations need to be taken when supporting children to take risks?**

I will do a risk assessment to give some consideration to risk-taking.

**Narrative**

A risk assessment is one of the methods, but a risk-benefit assessment would be the most appropriate assessment.

The worker needs to think about the child’s age, what kind of activities they will do and any additional support they may need.

**What is meant by a risk-benefit assessment?**

It’s a risk assessment.

**Narrative**

The worker doesn’t explain the meaning of risk-benefit assessment. It means to balance the benefits of the activity against its inherent risk.

**What is meant by the term positive outcomes?**

Good things that happen to children.

**Narrative**

The worker partially answers the question but doesn’t include enough detail.

### 1.9 Welsh language and culture

**Outcomes**

**Learning activity**

Look at the resources available on the [using Welsh at work](https://socialcare.wales/learning-and-development/using-welsh-at-work) page on Social Care Wales’s website before answering the questions in the space below.

**Acceptable answers**

Workbook notes

Take a look at this [video](https://www.youtube.com/watch?v=1OAu1qB0DkQ&t=8s), which highlights the importance of the Welsh language as a right and a need. The video stars two-year-old Ioan Downes, who was born six weeks prematurely at Glangwili Hospital. Like many of the children in Ceredigion, Carmarthenshire, and Pembrokeshire, his mother tongue is Welsh.

**Why is it important to recognise and support the Welsh language and culture?**

Recognising and supporting the Welsh language and culture means children and young people can celebrate traditions and learn about the culture and language. It’s also important to understand and respect the Welsh language because some children and young people may only be able to communicate in Welsh.

**Narrative**

The worker recognises that not all children can communicate in more than one language and Welsh may be some children’s only language. Welsh may be part of a child’s identity, and representation matters.

The worker also identifies that language and cultural differences should be celebrated.

**What legislation and national strategies support this and how is this applied in your own practice?**

The legislation and national strategy that support the Welsh language and culture in education settings is The Welsh Language Act 1993. The legislation aims to expand the use of the Welsh language and support individuals to speak Welsh.

I would apply this in my own practice by using the Welsh language every day and encouraging the children and young people in my setting to use it. I would also set up activities around Welsh culture, speak to the children about it in Welsh and encourage them to use the language too.

For example, I would display everyday images along with the corresponding Welsh words. I would talk about things that are part of Welsh culture, such as love spoons, Welsh cakes, laverbread, leeks and daffodils. This would support visual learning.

**Narrative**

The worker correctly identifies legalisation and explains what this means for their work. They also discuss the importance of engaging with children and including them in activities, rather than delivering activities ‘to’ them.

**Answers that don’t meet the standards**

Workbook notes

Take a look at this [video](https://www.youtube.com/watch?v=1OAu1qB0DkQ&t=8s), which highlights the importance of the Welsh language as a right and a need. The video stars two-year-old Ioan Downes, who was born six weeks prematurely at Glangwili Hospital. Like many of the children in Ceredigion, Carmarthenshire, and Pembrokeshire, his mother tongue is Welsh.

**Why is it important to recognise and support the Welsh language and culture?**

I think it’s good for children to speak Welsh. They are at an age where it’s easier to learn.

**Narrative**

The worker is correct in saying that it’s good for children to learn Welsh, but they need to explain why they should recognise and support the Welsh language and culture.

**What legislation and national strategies support this and how is this applied in your own practice?**

The Welsh Language Act 1993. I would make sure that the children can speak Welsh.

**Narrative**

The worker identifies the correct law, but they haven’t given examples of how they would support the Welsh language and culture in practice, and what resources they would use to make sure that children have the opportunity to speak Welsh.

## Workbook 2: Health, well-being, learning, development, and play

### 2.1 Factors that affect health, well-being, learning, development, and play

**Learning activity**

Workbook notes

**Acceptable answer**

1. List the stages of child development.

* Newborn
* Infant
* Toddler
* Pre-schooler
* School-age child.

**Narrative**

The answer shows that the worker understands the full range of child developmental stages, as they have listed them all.

**Answer that doesn’t meet the standards**

1. List the stages of child development.

There are several stages of child development, for example newborn, infant and so on.

**Narrative**

The answer isn’t sufficient to show the wider range of child development, so there isn’t enough evidence that the worker understands all the stages.

In the table below, list five different factors and explain how they may affect the health, well-being and personal, physical, social and emotional development of children.

**Acceptable answer**

1. Factor – diet

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Children’s growth, behaviour, and development can be affected by their diet. A balanced diet will help children to remain healthy and grow. Families on low incomes may buy cheaper, processed foods that have high levels of salt, fat, and sugar and a lower nutritional value.

**Narrative**

This is a complete answer that acknowledges the link between lower income and less nutritional foods, which can affect children’s growth, behaviour and development.

**Answer that doesn’t meet the standards**

1. Factor – diet

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

It’s important for children to have a healthy diet.

**Narrative**

The answer is too vague, and it isn’t clear that the worker understands the importance of diet and the effect it can have on a child’s growth, behaviour, and development.

**Acceptable answer**

2. Factor – Family circumstances

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Most families suffer stress from time to time, for example a family member might become ill, unemployed or need to move house. Some stresses are temporary but when there are permanent issues, such as family separation, children may struggle to settle and experience challenges with attachment. Stresses can affect children, causing them to become anxious or lose their motivation to work at school. As they get older, they could drop out of education or develop anti-social behaviour.

**Narrative**

This answer shows that the worker understands family dynamics can be complicated and that stress can affect children. They also explain the difference between temporary and permanent stress and how these can affect the child’s education and social life.

**Answer that doesn’t meet the standards**

2. Factor – Family circumstances

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Stress can create problems within the family and affect children’s development.

**Narrative**

The worker correctly identifies that stress can create problems within the family and affect children’s development, but the answer needs more detail about **how** this can happen. It’s not clear whether the worker fully appreciates the potential impact of stress.

**Acceptable answer**

3. Factor – Influences before birth

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Children’s development starts from the moment they’re conceived. For example, their hair colour and height will to some extent be determined by genetics. But, a baby can also be affected if their mother smokes, or uses drugs or alcohol during her pregnancy. This may play a part in causing the child problems with addiction, depression and low self-esteem.

Also, if a baby is born prematurely it can affect their development. This is one of the reasons why babies’ progress is measured according to their due date rather than their actual birth date.

**Narrative**

The worker describes how children’s development starts before birth and how external factors can have an effect, even during pregnancy. For example if the mother smokes or uses drugs or alcohol.

**Answer that doesn’t meet the standards**

3. Factor – Influences before birth

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Things like smoking or drugs can create issues for the child before they’re born.

**Narrative**

The worker correctly mentions that maternal smoking and drug use can create issues for the child before they’re born, but there aren’t enough details about how this affects the child.

**Acceptable answer**

4. Factor – Health status

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Children who have poor health might miss school because they have lots of medical appointments, especially if they’re hospitalised. This may affect their academic development and their opportunities to develop relationships with other children, which can then then impact their emotional and social development. Asthma is a common childhood illness, especially for children who live in areas with poor air quality, in damp conditions, or whose parents smoke.

**Narrative**

The worker identifies how a child’s health can affect their development. They explain that poor health may mean they miss out on education and on building relationships with their peers, which can cause issues with their emotional and social development. The worker also gives an example of a common childhood illness.

**Answer that doesn’t meet the standards**

4. Factor – Health status

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Health problems can affect children’s development.

**Narrative**

The answer is too vague and needs more detail about the kind of health problems children could experience and how these might affect their development.

**Acceptable answer**

5. Factor – Physical disabilities

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Children who have physical disabilities may not receive the same play and leisure opportunities as children who are more physically able. This affects their development, as activities such as swimming, playing an instrument or joining a club or an organisation could be more difficult for them. This can lead to children with physical disabilities feeling excluded and may mean they’re slower in developing good social interaction skills and a healthy self-esteem.

**Narrative**

The worker explains how physical disabilities can create barriers for children’s development and they’ve used a range of activities as examples. This shows they understand how children’s emotional and mental health can be affected if activities are inaccessible to them.

**Answer that doesn’t meet the standards**

5. Factor – Physical disabilities

**How it may affect the health, well-being, and personal, physical, social, and emotional development of children**

Children’s impairments can create problems later on.

**Narrative**

The answer isn’t sufficient, and ‘impairment’ isn’t the best term to use. The answer is too short and there’s no evidence that the worker understands how physical disabilities can affect children’s development. Some examples of activities would be useful.

### 2.3 Play

In the table below, describe different types of play and their benefits. The first one has been completed for you as an example.

**Type of play** – Self-directed play

**Description**

Self-directed play is freely chosen. Allowing children to play without an imposed framework, on their own, without adult interference.

**Benefits**

It stimulates imagination. Self-directed play teaches problem-solving and allows children to be creative and play how they want to play.

**Acceptable answer**

**Type of play** – Creative play

**Description**

This allows children to experiment and express themselves using materials. It also gives them the chance to discover different types of materials. Children enjoy the process of making things rather than the end product.

**Benefits**

Playing with materials such as clay, paint, water and sand benefits children’s physical development. It also helps their hand and eye coordination and fine motor skills. Creative play also gives children the opportunity to gain confidence and it helps to relieve tension and stress.

**Narrative**

The worker’s answers show they understand the importance of using a wide range of materials and acknowledge that children enjoy the process of creative play, which nurtures self-directed learning.

Importantly, the worker also notes that self-directed play isn’t always about learning, but also about giving children the chance to gain confidence and support their own emotional and mental well-being.

**Answer that doesn’t meet the standards**

**Type of play** – Creative play

**Description**

This means that a child can use their own imagination in their play.

**Benefits**

It helps children to develop skills.

**Narrative**

The answer isn’t wrong, but it needs more information about what creative play is. The benefits aren’t just about developing skills, there are other things to think about too such as emotional and mental well-being.

**Acceptable answer**

**Type of play** – Physical play

**Description**

This is when a child is exercising and using their body. Physical play is important because it promotes and maintains a child's health by using their gross motor skills.

**Benefits**

Physical activity benefits brain activity. Getting fresh air and exercise teaches the child about their senses, spatial awareness and the environment around them.

**Narrative**

The worker includes examples such as spatial awareness to explain what happens to child’s brain activity and their health when they participate in physical play.

**Answer that doesn’t meet the standards**

**Type of play** – Physical play

**Description**

Physical play helps children to be healthy.

**Benefits**

It keeps children fit and healthy, fresh air is good for them.

**Narrative**

The worker is right to say that physical play keeps children healthy, but they need to include details about the benefits. Physical play isn’t just about keeping healthy, it’s also about developing a child’s senses and developing awareness of the environment.

**Acceptable answer**

**Type of play** – Imaginative play

**Description**

Imaginative play is when a child makes up their own games. They act out how they may feel and their emotions. They do this by talking to toys and objects around them.

**Benefits**

This helps children to develop their communication and language skills, which is linked to other areas of development, such as physical, intellectual, emotional, and social development.

**Narrative**

The worker uses a good range of examples to explain what imaginative play looks like. They also include examples of the benefits, such as how it can improve language and communication skills and other areas of development.

**Answer that doesn’t meet the standards**

**Type of play** – Imaginative play

**Description**

Children use their imagination while playing.

**Benefits**

It helps them to develop their imagination and be creative.

**Narrative**

The worker doesn’t describe fully what imaginative play is. It’s not just about children using their own imagination, it can be about making new rules, creating a new world or using toys differently.

The benefits go beyond allowing children to develop their own creativity, as it also helps with their language and emotional development.

**Acceptable answer**

**Type of play** – Manual play

**Description**

During manual play, children use their skills to put pieces together, such as building blocks like Lego, Duplo, or puzzles. Children will see what they’ve completed and feel successful.

**Benefits**

Manual play is good for hand-eye coordination and fine and gross motor skills. It encourages cognitive development by helping children to think clearly and also helps to develop spatial awareness.

**Narrative**

The worker identifies resources that children may use as part of manual play, such as Lego and puzzles. They recognise that manual play means children use their skills and investigative nature by putting pieces together.

The worker also describes the benefits beyond problem solving that affect a child’s cognitive development and physical development, such as improving fine and gross motor skills.

**Answer that doesn’t meet the standards**

**Type of play** – Manual play

**Description**

Manual play is when the child uses their hands.

**Benefits**

It develops their co-ordination skills.

**Narrative**

The worker is right to explain that manual play is when a child uses their hands, but it’s not just about this. They also need to consider fine and gross motor skills, cognitive development and spatial awareness.

For this to meet the standard, the answer needs more detail.

**Acceptable answer**

**Type of play** – Discovery through play

**Description**

Discovery through play is when a child takes part in activities or play and explores and learns with materials that have different textures.

**Benefits**

The benefits of discovering through play are that the child will be creative by having the freedom to explore their own ideas and discovering new things. They can ask me questions and learn more about different materials and how they work, for example understanding that paper isn’t waterproof but plastic is.

**Narrative**

The worker explains that play involves exploration and discovery. They also describe how using paper and plastic indirectly teaches children the meaning of ‘waterproof’. Children learn this through discovery and their inquisitive nature.

**Answer that doesn’t meet the standards**

**Type of play** – Discovery through play

**Description**

This means learning by play.

**Benefits**

Children can understand the world around them by discovery.

**Narrative**

The worker’s right, it does mean learning by play but it’s more than that. It’s about giving children space and time to discover, for example by using different materials.

The worker’s answer is brief. It needs more details about the benefits and should include examples, such as in the acceptable answer above.

### 2.6 Personal care of children

**Learning activity**

Read the case study and answer the questions below.

**Acceptable answers**

Workbook notes

**Thinking about Gwyndaf changing Mared’s nappy, why is it important to support personal care routines that meet the children’s individual needs, while ensuring they are treated with dignity and respect?**

Personal care practices are an important part of the day for babies and young children, so supporting children’s personal care in a way that shows dignity and respect is an essential part of good quality care.

Caring for the nappy area can help prevent infection, so nappies should be changed regularly. We should change nappies when they’re wet or dirty. It’s important to wash a baby's bottom, and around the genital area at least every day, and parts of the body where there are skin folds should be dried carefully to prevent them from getting painful and stop any odours.

When providing personal care, we need to be aware of the children's individual needs and choices. This can help children to enjoy care routines and benefit from warm, responsive and respectful care. When appropriate developmentally, we should ask for permission from young children before providing personal care, for example by saying, "your nappy looks wet, do you want me to give you a clean nappy?"

**Narrative**

The worker explains in detail the importance of a personal care routine and the implications if this isn’t followed. They also give a good example about how to maintain dignity and respect while providing personal care.

**How have Gwyndaf and Sara supported the care of the children’s teeth and skin?**

Gwyndaf and Sara have supported the care of the children's teeth and skin by arranging for a dental nurse to come into the setting to help support their independent tooth brushing. They encourage the children to brush their teeth to the tooth brushing song. Sara also supports Max to brush his teeth because he has additional needs and needs more direct support.

**Narrative**

The worker explains how Gwyndaf and Sara worked with other health professionals such as the dental nurse to support the care of the children’s teeth and skin. They also recognise that Sara worked with Max who needed extra support.

**Debbie attends the setting from Design to Smile. Where else could Gwyndaf and Sara access information, advice, and support for the physical care of the children in their setting?**

Gwyndaf and Sara could access more help and information from a health visitor, school nurse, dietician, or dentist. There’s also more information available from the Welsh Government, Eatwell Guide and National Minimum Standards for Childcare for children up to the age of 12 years old, and the NHS has general information about health promotion.

**Narrative**

The worker lists a range of health professionals who could help Gwyndaf and Sara. They also mention several useful resources and guidelines.

**How can Gwyndaf and Sara work in ways that protect themselves from allegations and protect the children when supporting their physical care?**

Gwyndaf and Sara can protect themselves from allegations by keeping a record of who changed a nappy and when. They could make sure they’re not alone with a child and always keep the door open when helping a child in the toilet. They should always follow policies and procedures and show high standards of personal conduct.

**Narrative**

The worker shares good examples of how Gwyndaf and Sara can protect themselves from allegations. They also point out that members of staff should follow the setting’s policies and procedures, which set out how they can protect themselves. The worker shows they understand the purpose of policies and procedures.

**Answers that don’t meet the standards**

Workbook notes

**Thinking about Gwyndaf changing Mared’s nappy, why is it important to support personal care routines that meet the children’s individual needs, while ensuring they are treated with dignity and respect?**

It’s important to maintain children’s hygiene as they could become uncomfortable if we don’t do this. Also, when we change a nappy, we should be careful.

**Narrative**

The worker doesn’t really explain in detail why it may be uncomfortable to leave a child in a wet or dirty nappy, for example the risk of infection. Bad odours could also affect the child’s dignity.

**How have Gwyndaf and Sara supported the care of the children’s teeth and skin?**

They organised for a dental nurse to come to the setting.

**Narrative**

The worker doesn’t explain how Gwyndaf and Sara supported the children’s care and why they arranged for a dental nurse to attend.

**Debbie attends the setting from Design to Smile. Where else could Gwyndaf and Sara access information, advice, and support for the physical care of the children in their setting?**

They can ask other health care professionals for information, advice and support.

**Narrative**

The worker needs to explain who they mean by ‘health care professionals’. Without examples it’s difficult to know whether they understand who these might be.

**How can Gwyndaf and Sara work in ways that protect themselves from allegations and protect the children when supporting their physical care?**

Gwyndaf and Sara can protect themselves from allegations by making sure that they aren’t alone with a child.

**Narrative**

This answer doesn’t have enough detail. Gwyndaf and Sara could find themselves alone with a child, so there are other things they should do to protect themselves, such as keeping the door open when helping a child to use the toilet and making a note of who changes a child’s nappy. The worker also needs to explain that there are workplace policies and procedures about being alone with a child.

### 2.8 Administering medicine

**Learning activity**

**Acceptable answers**

Workbook notes

**Outline the legislation and national guidance that relates to the administration of medication.**

* Social Services and Well-being (Wales) Act 2014
* Misuse of Drugs Act 1971 (regulations 1972 and 2001)
* Health Act 2006 (Controlled Medication)
* Control of Substances Hazardous to Health (COSHH) 1999
* Hazardous Waste Regulations 2005
* Mental Health Act 2007
* Mental Capacity Act 2005 and the associated Code of Practice
* All Wales Guidance for Health Boards/trusts in respect of medicines and Health Care Support Workers November 2015
* Care Inspectorate Wales National Minimum Standards Daycare.

Standard 11 in the National Minimum Standards (NMS) sets out guidance to make sure that children are protected by the setting's medication policies and procedures and receive the medication they need.

Settings must make sure they have written consent from the parent or carer before administering medication to a child, and workers need to understand the medication's possible side effects.

The medication needs to be stored in its original container and labelled clearly with the child's name. Settings should keep a written record of all medication administered to children, including details of the dose and the time it was administered.

Parents or carers need to sign the record. Settings must keep a record of all children taking the medication regularly, for example, children with asthma, and the medication they take, such as inhalers. The record should be updated regularly.

**Narrative**

This is a detailed answer that lists the relevant pieces of legislation and national guidance, demonstrating the worker’s awareness of the rules around administering medication.

The worker also includes examples in their answer, such as how medicines should be stored, consent and written records, as well as an example of a childhood condition.

**Explain the link between misadministration of medication and safeguarding.**

Errors and malpractice occur in the administration of medication through procedures not being followed correctly. Some may be intentional, where staff may misappropriate drugs or use sedatives to manage behaviour. Mistakes can be made at each stage of the medication process, either by the doctor, pharmacist, manager, or carer.

The misadministration of medication is thought to be a safeguarding issue when there are concerns about:

* medication being withheld without a valid reason
* incorrect use of medicine, other than for the benefit of a patient, or child or young person
* the deliberate act of harm using medication
* accidental harm caused by an error in administering medication
* deliberate falsification of records relating to the administration of medication
* misuse or over-reliance on sedatives to control behaviour.

Staff in social care and childcare settings should be aware that concerns about the administration of medication should be reported under safeguarding procedures.

**Narrative**

The worker shares a good range of examples around safeguarding. They also explain where mistakes could take place in the chain of the medication administration process.

**Why is it important to record information about medication administration?**

It’s important to record information about medication administration so that the person responsible knows there’s enough medication to be administered as needed. There should also be a record of when medication is administered and there should be more than one childcare worker present. This protects the childcare workers from allegations of improper conduct.

**Narrative**

The worker explains what information is recorded and the reasons behind this, which shows they’ve understood the importance of doing this.

**Answers that don’t meet the standards**

Workbook notes

**Outline the legislation and national guidance that relates to the administration of medication.**

There are several pieces of legislation and national guidance that provide us with information about the administration of medication, for example, the Drug Act 1971.

**Narrative**

The worker correctly identifies that there are several relevant pieces of legalisation and guidance, but they need to list these to show they’ve done some research.

The legalisation the worker mentions is incorrect, as it’s actually the Misuse of Drugs Act 1971. This worker needs to make sure they reference legislation and guidance correctly.

**Explain the link between misadministration of medication and safeguarding.**

If medication is incorrectly administered it can create harm, therefore it becomes a safeguarding issue.

**Narrative**

The worker has started to explain the link between the misadministration of medicine and safeguarding, but they need to include more details.

**Why is it important to record information about medication administration?**

It’s important to record everything, so we know what happened.

**Narrative**

The worker has started to explain why it’s important to record information, but they need to add more information such as making sure the right dosage is given and that logging these details will help to protect the worker from allegations of improper conduct.

## Workbook 3: Professional practice as an early years and childcare worker

### 3.1 Roles and responsibilities of the early years and childcare worker

**Learning activity**

Read the case study below and answer the questions

**Acceptable answers**

Workbook notes

**What actions could Julie take and why?**

Julie should speak to Daniel and tell him how this affects the children getting the best care. She should explain to him why the management needs to be made aware, so they can decide how to help, work out what support to offer Daniel and think about what steps to take next to make sure his work isn’t affected. This needs to be reported.

**Narrative**

The worker understands why Julie should speak to Daniel as there’s a risk that it could affect the children, and they need to make sure they give children the best care. The worker also explains that by talking to a manager, Daniel could find out what support he has access to.

**Why it is important to report practices that are unsafe or conflict with standards or policies and procedures?**

It’s important to report unsafe practices as they affect children and their development, and they may expose children to abuse or neglect. It’s the setting’s responsibility to make sure children and young people get the best care and learning no matter what’s happening in people’s personal lives. There are policies and procedures in place that should be followed, and if they aren’t it’s vital to make the right people aware so they can find a solution that’s best for the setting and the staff. Childcare workers have a duty to report their concerns if they suspect any sort of misconduct in the setting. This is called ‘whistleblowing’.

Families and carers may not have trust in settings if they discover information in the book is wrong. They may also feel upset that they don’t know what their children have been doing.

**Narrative**

This is a good, full answer that sets out why it’s important to report unsafe practices. It includes examples such as abuse and neglect and explains that workers should be following policies and procedures. The worker talks about whistleblowing, which shows they understand the issues around reporting unsafe practices.

They also explain how incorrect information in the book can affect families.

**There may be times when there is conflict or a dilemma between a duty of care and the rights of individuals. Give two examples when this might happen.**

There may be times when we don’t agree with the choices or decisions children, young people and their parents or carers make, because they’re unsafe. This may mean a conflict between our duty of care and respecting the rights of the child. For example, outside the setting a young person may choose to eat unhealthy foods or smoke. A young child may want to climb a high tree in the outdoor area. The decision to allow children to make choices may cause us to feel conflict or dilemma. Taking part in activities that include an element of risk may promote child development, so by assessing risk and helping children to assess risks for themselves, we can support children's rights. When children are in an environment that’s too safe, they may not be able to evaluate risks and make decisions for themselves.

In some cases, the duty of care may conflict with children's rights because of their individual needs. For example, we may limit a child's play opportunities because of concerns that the child may injure themselves, but, in a safe environment, the child can be encouraged to explore the environment and attempt new things. This is important to promote child development and promote their rights.

**Narrative**

This answer includes good examples of the conflict workers may face when dealing with a dilemma between duty of care and individuals’ rights. The worker mentions some important terms, such as evaluating risks, duty of care, safe environments and promoting child development.

**Who is accountable for the quality of Daniel’s practice?**

Accountability means taking responsibility for your actions. Every childcare worker is accountable for their actions.

All childcare workers should make sure they’re qualified to carry out the task they’re being asked to do and always give priority to children's needs.

Daniel should be appropriately trained to make sure he’s qualified to perform his duties.

Daniel is accountable to the children and young people he supports.

Daniel has a duty of care to make sure all children or young people in the setting are safe.

Daniel needs to be able to justify or explain his actions if required to do so.

Daniel is also accountable to his employer.

Accountability also means complying with policies, standards, codes of conduct, and professional practice.

**Narrative**

The worker writes a clear description of what accountable means and who’s accountable for Daniel’s quality of practice. This shows they understand accountability and how it may differ depending on the role and responsibilities.

**How can Daniel and Julie use reflection to improve their practice?**

To improve practice, Daniel and Julie should note down their current skills and strengths and areas for development. They should look back at past performance and reflect on work practices, such as a piece of work, an event, a meeting or a conversation and ask themselves questions like:

* what’s being done well?
* why?
* how?
* what’s not being done as well?
* how can this be improved?

By doing this, workers become reflective.

Professional development is important as it helps workers to improve knowledge and their understanding of work, build on their skills and learn new ones. Reflecting on practice is a chance to try out new situations and prepare for new roles and responsibilities.

Questions to ask when reflecting on practice include:

* what did I learn?
* what worked well and why?
* how do I feel about the experience?
* what would I have done differently?
* what could I have done to improve the result?

Keeping a reflective diary can help to reflect regularly on practice. It can be used to record thoughts, feelings and opinions, rather than a list of the day's events. Daniel and Julie can use the diary to describe and evaluate activities that were provided for the children and note how they responded to the children’s behaviour. A reflective diary is a good way of thinking about how we communicate with colleagues and parents and carers.

**Narrative**

The worker shows they understand how reflective practice can help to improve their own practice, skills and strengths, while also identifying areas for development.

The worker also includes examples of questions that can help them reflect. They point out that it’s good to reflect on how they communicate with colleagues and parents and carers.

**Answers that don’t meet the standards**

Workbook notes

**What actions could Julie take and why?**

Julie could encourage Daniel to talk to his manager.

**Narrative**

The worker needs to explain why Daniel is being encouraged to speak to his manager. Without a fuller explanation we don’t know whether the worker understands why Daniel needs to speak to his manager and if they understand what could happen if he doesn’t.

**Why it is important to report practices that are unsafe or conflict with standards or policies and procedures?**

To keep children safe.

**Narrative**

It’s true that reporting unsafe practice keeps children safe, but the answer needs more examples to explain why it’s important, for example to keep families informed and make sure the setting follows correct procedures.

**There may be times when there is conflict or a dilemma between a duty of care and the rights of individuals. Give two examples when this might happen.**

* Children may want to eat food that isn’t good for them. We need to make sure they eat healthily.
* Children may want to do dangerous things, and we have a duty to keep them safe.

**Narrative**

The worker has started to identify a conflict/dilemma, but they need to share more examples of why this is a dilemma and how this conflicts with the rights of individuals.

For example, who decides if something is dangerous? The worker doesn’t take into account how a safe environment will help children to develop skills.

**Who is accountable for the quality of Daniel’s practice?**

The manager is accountable for Daniel’s quality of practice.

**Narrative**

The worker explains that the manager is accountable and responsible for the quality of Daniel’s practice, but Daniel’s also responsible for his own actions and has a duty to inform his manger if he has any issues or needs more support.

**How can Daniel and Julie use reflection to improve their practice?**

Thinking about what happened helps to improve practice as Daniel and Julie will learn from the mistakes they made.

**Narrative**

It’s good to look back and learn from mistakes, but reflection is also about learning from what went well and why. The worker needs to add more detail to their answer.

### 3.2 Partnership working

**Learning activity**

**Acceptable answer**

Workbook notes

**What are the principles of partnership working and why is partnership and multi-agency working important when caring for children?**

The principles of partnership working are:

* identifying every individual's role
* working towards achieving the same aim
* working as a team
* working openly
* developing good relationships
* making sure there are rules in place
* trust
* respect for others
* good communication
* efficiency
* setting realistic targets
* sharing information
* sharing the workload
* maintaining confidentiality
* celebrating successes and discussing lessons learnt
* offering feedback
* considering other people's expertise.

Partnership working is important because every child has different needs. Only trained professionals can meet some of these needs, but anyone with enough knowledge and dedication will be able to help children with other needs. Settings need to work in partnership with professionals to support children and their families and carers.

**Narrative**

The answer includes several principles of partnership working and explains why working in partnership with multi-agencies is important.

The worker identifies that it may be necessary to work with trained professionals at times and acknowledges that they’re still able to offer support, but **only** if they have enough knowledge and dedication.

**Answer that doesn’t meet the standards**

Workbook notes

**What are the principles of partnership working and why is partnership and multi-agency working important when caring for children?**

Clear communication and trust.

Working with multi-agencies is important as they have jobs to do.

**Narrative**

Clear communication and trust are two principles of working in partnership but there are others. The worker needs to add more information, as is included in the acceptable answer above.

The answer given for multi-agency working isn’t detailed enough as it doesn’t say that multi-agency partnership working is taking place.

### 3.4 Handling information

**Learning activity**

**Acceptable answers**

Workbook notes

**Explain what is meant by the term “data protection” and “handling information”. How do they link to relevant legislation?**

Data protection is a set of strategies and processes you can use to secure the privacy, availability and integrity of your data. Each setting that handles information should have a code of practice explaining the steps to take to make sure confidential information is handled appropriately and correctly. These are linked to The Data Protection Act and the General Data Protection Regulation (GDPR). Childcare providers need to comply with the Act as they’re often required to deal with and keep a large amount of information about each child.

**Narrative**

The worker explains what data protection means, identifies two relevant pieces of legislation and explains the processes around data protection.

**What is meant by “secure systems used for recording and storing information”, and why is it important to have secure systems for recording and storing information in early years and childcare settings?**

Secure systems are used to record and store information safely so it can only by accessed by people who have permission.

Examples of keeping information secure include:

* using a password to access information on a computer
* keeping information in a locked filing cabinet that can only be opened by people who have permission.

Individuals’ data needs to be kept secure so that people who don’t have a right to know about it can’t access to it, either by gaining access deliberately or accidentally.

Secure systems for recording and storing information are important because:

* data about individuals is personal and confidential, and the individual has the right to expect that it will be handled safely and securely
* if records fall into the wrong hands they could be used to abuse someone, so every effort needs to be made to prevent this from happening
* the law says only relevant data should be stored, which makes it likely that anything recorded is sensitive information.

**Narrative**

The worker explains what a secure system means and uses examples of different types of secure systems to say why they’re important.

**Answer that doesn’t meet the standards**

Workbook notes

**Explain what is meant by the term “data protection” and “handling information”. How do they link to relevant legislation?**

Data protection and handling information means that information must be kept safe and private.

Data Protection law

**Narrative**

For the answer to meet the standard, it should explain what ‘kept safe and private’ means, and the relevant legalisation isn’t referenced correctly.

**What is meant by “secure systems used for recording and storing information”, and why is it important to have secure systems for recording and storing information in early years and childcare settings?**

Information is kept secure to keep information about children private.

**Narrative**

This doesn’t answer the question fully. It’s correct to say that the information is kept secure, but we need to see examples of how this can be done.

Secure systems aren’t about keeping information private. They’re used to make sure the right people can access information and keep people who aren’t supposed to access it out.

**Learning activity**

**Acceptable answers**

Workbook notes

**What is the difference between fact, opinion and judgement?**

A **fact** is something that’s been proven to be correct. Facts can include someone’s full name, date of birth, address and dietary requirements. You can discover facts by observing a child, and this information can be shared with their parents or carers.

I would only explain what **actually** happened, rather than sharing what I **think** has happened.

An **opinion** is a view that’s not necessarily based on fact or information. Everyone should be able to voice their opinion – it’s good to have an opinion no matter who agrees, but this should be considered carefully when working with children.

A **judgement** is the ability to form an opinion, make good decisions or come to a conclusion about a specific matter. The experience and ability to make good judgements will lead to a positive outcome for a child's well-being and development. Childcare workers can see when children are experiencing difficulties and know who needs extra support.

**Narrative**

The worker explains the difference between fact, opinion and judgement and uses examples in their answer.

**Why do you think children and their families/carers should be able to see the information recorded about them?**

I think children and their families and carers should be able to see the information recorded about them because we work together and we all want the best possible outcome and development for the children. Nothing should be kept secret, as we work as a team with the families, carers and children.

In particular, we should help people to understand:

* what data is collected
* how it’s used
* who it might be shared with
* how long it will be kept.

We should involve children, families and carers as the information stored is about them.

The Data Protection Act isn’t a barrier to sharing information but provides a framework to make sure personal information is shared correctly. Also, this law allows people to access their personal data.

We need to be open and honest and note why, what, how and with whom information will be shared. We need consent, unless it’s unsafe or inappropriate for it to be given.

**Narrative**

The worker’s answer shows the importance of working collaboration with children and their families and carers when it comes to storing their information. The worker identifies that, by law, people should be able to access their personal information.

**When would you not be able to share recorded information with individuals?**

There may be situations where you can’t share information in order to protect a child. For example, if there are suspicions the child’s being abused by a parent or carer you shouldn’t share the information with them. Instead, it needs to be shared with social services and/or the police, to protect the child's well-being.

**Narrative**

The worker uses an example, in this case suspected abuse, to explain why information can’t be shared with individuals in some situations. The worker also explains what will happen to the information, which shows they understand the process of information sharing and when it’s appropriate to do so.

**Answers that don’t meet the standards**

Workbook notes

**What is the difference between fact, opinion and judgement?**

A **fact** is something that’s real.

An **opinion** is something that isn’t based on fact.

A **judgement** is something we should try to avoid as we shouldn’t be judging others.

**Narrative**

The worker attempts to answer the question, but the answer needs more detail.

It’s correct that a fact is something ‘real’ but it’s more than this. It is also about something that’s correct and has the evidence to support it.

The worker has misunderstood the meaning of ‘judgement’. It doesn’t mean making a judgement about others, as it’s about making a decision. See the acceptable answer above for the correct meaning of judgment.

**Why do you think children and their families/carers should be able to see the information recorded about them?**

It’s their information so they should be able to access it.

**Narrative**

While it’s correct to say it’s their information, the worker needs to reference the Data Protection Act to support their answer. They also need to explain that some caution is needed, for example to avoid revealing sensitive information to an abuser.

**When would you not be able to share recorded information with individuals?**

We can’t share information that isn’t about them.

**Narrative**

The worker rightly points out that they can’t share information with individuals if it’s not about them, but they need to include examples of when they would be able to share information. Possible examples they could use are:

* if you need consent
* if there’s a risk to a child if information has been revealed
* the requester’s identity hasn’t been checked.

### 3.6 Continuing professional development

**Learning activity**

**Acceptable answers**

**Note: There are several possible answers listed below. Workers aren’t expected to list all of them.**

Workbook notes

**What is an employer’s responsibility for supervision and appraisal?**

Employers have roles and responsibilities for supervision and appraisal, including:

* making sure that the childcare worker is clear about their role, responsibilities and accountability and is qualified for them
* reflecting on, analysing and evaluating their practice
* setting, agreeing on and reviewing SMART aims and objectives (specific, measurable, attainable, relevant, timely)
* providing constructive feedback
* ensuring consistent practice
* evaluating and appraising the childcare worker's work
* promoting the childcare worker's health and well-being
* understanding their role in the workforce
* setting clear boundaries
* building self-confidence
* identifying and reviewing training needs - continuing professional development (CPD)
* improving team-working skills
* being transparent and open
* helping the individual being supervised to understand the values and direction of the organisation/setting, and their contribution to them
* ensuring that children and their carers receive a good quality service
* ensuring that policies and procedures are being followed.

**Narrative**

As a guide, workers should list four or five examples of an employer’s responsibilities.

**Answer that doesn’t meet the standards**

Workbook notes

**What is an employer’s responsibility for supervision and appraisal?**

Employers have roles and responsibilities for supervision and appraisal, including; arranging for me to attend supervision.

**Narrative**

While the worker’s right to say the employer will arrange for them to attend supervision, there are more responsibilities than this, as can be seen in the acceptable answer above.

**Acceptable answers**

**What is an early years and childcare worker’s responsibility for supervision and appraisal?**

Early years and childcare workers must attend supervision and appraisal. Childcare workers must make sure that the supervision is a regular monthly contact between them and their supervisor to look at progress and prioritise individual tasks.

Supervision involves the worker asking for and being offered advice and support from their supervisor, identifying areas for improvement, and reviewing training needs (continuous professional development). Childcare workers must make sure their appraisal is a summary of their supervision, as this will show their continuous professional development.

An appraisal based on supervision will show they’ve met individual and job development plans and agreed on new objectives.

**Narrative**

The worker clearly explains their responsibilities by giving various examples in their answer. This shows they understand their responsibilities.

**Answer that does not meet the standards**

Workbook notes

**What is an early and childcare worker’s responsibility for supervision and appraisal?**

To make sure we arrive at supervision or appraisal on time and not to cancel.

**Narrative**

It’s true that arriving on time is one of the worker’s responsibilities, but for the answer to meet the standards it needs more examples.

**Learning activity**

**Acceptable answer**

Workbook notes

**Why is reflective practice important?**

Reflective practice is about looking back and reflecting on an experience that’s happened during practice. It encourages us to reflect and think about:

* what happened
* what decisions were made
* what actions were taken
* the consequences of those decisions and actions.

Emotion is an important part of reflective practice as it allows us to explore our feelings, values, and judgments about a specific practice. This is to support deeper learning about what happened and why. Reflective practice helps us learn from what happened and develop and improve our future practice.

Reflective practice allows us to achieve a better awareness of ourselves, our knowledge and understanding, our skills and competencies, and workplace practices in general. It involves thinking about:

* what we did
* why we did it that way
* whether or not it was successful
* how it could have been done better or differently

and planning for any changes to our future practice.

**Narrative**

The worker uses several examples to show they understand what reflective practice means, why it’s important and how it can support both their personal and professional development.

**Answer that doesn’t meet the standards**

Workbook notes

**Why is reflective practice important?**

Reflective practice is important as we need to think about how we can improve things for next time.

**Narrative**

This answer is partially correct, but for it to meet the standards the worker needs to add more examples, such as explaining what went well and identifying areas of learning. Reflective practice is about more than just looking at things that need to be improved.

## Workbook 4: Safeguarding children

### 4.1 Legislative framework for safeguarding

**Learning activity**

In one or two sentences, explain what the following terms mean.

**Acceptable answers**

**Harm**

Harm includes all harmful conduct, in particular conduct that causes abuse, such as:

* physical abuse
* neglect
* sexual abuse
* emotional abuse.

**Narrative**

The worker includes a range of examples, which shows they understand a range of different types of harm.

**Abuse**

Children and young people should feel safe and secure. They should be protected from abuse and kept healthy so they continue to develop well. Various types of abuse and neglect can take place in the child's home or in a childcare setting. Family or carers, relatives, friends, and strangers can abuse children.

We need to be able to identify children who may be suffering from abuse, and be aware of our role in protecting them. There are four categories of abuse:

* physical
* neglect
* sexual
* emotional.

**Narrative**

The worker explains where abuse could take place and lists four categories. This shows they understand the definition of abuse and where it could happen.

**Neglect**

Neglect is the ongoing failure to meet a child's basic needs. It’s the most common form of child abuse.

**Narrative**

The worker correctly explains that neglect is an ‘ongoing’ failure to meet a child’s basic needs. They also link this to abuse, which shows they understand how neglect and abuse are connected.

**Safeguarding**

Safeguarding means protecting children and young people from harm, abuse and neglect. It means promoting a child’s welfare and establishing guidelines to prevent abuse and improve child safety on a daily basis, to promote good health, well-being and human rights.

**Narrative**

The worker explains the meaning of safeguarding by using relevant terms. The examples they use, such as referencing good health, well-being and human rights, show their understanding,

**Answers that don’t meet the standards**

**Harm**

Harm means the child is being hurt.

**Narrative**

Being or feeling hurt is one of a range of responses to physical or emotional abuse. The worker doesn’t include other forms of harm such as neglect, sexual abuse or emotional abuse. For this answer to meet the standard there needs to be more information and a wider range of examples.

**Abuse**

Abuse comes from sexual or physical contact.

**Narrative**

The worker has started to explain the meaning of abuse, but it’s more than just sexual and physical contact (see the acceptable answer for more information).

**Neglect**

This means a child is being ignored.

**Narrative**

Neglect occurs over a continuous period of time and is more than just being ignored. For this answer to meet the standard the worker needs to show that they understand what neglect means and explain the full meaning.

**Safeguarding**

This means keeping children safe from risk and harm.

**Narrative**

The worker’s correct to say that this means keeping children safe from harm but it’s also about protecting them from abuse and neglect. Safeguarding promotes positive development too. See the acceptable answer for examples.

### 4.2 Safeguarding children from harm, abuse or neglect

**Learning activity**

Read the case studies and complete the questions:

**Acceptable answers**

**Workbook notes**

**What would your concerns be about Tom and his mum?**

I would be concerned that there’s domestic abuse, physical abuse and neglect going on at home. I would be concerned about Tom’s mum’s bruising, the changed behaviour in both Tom and his mum and the way Tom is being treated at home. Evidence suggests that Tom is witnessing aggressive behaviour, as this is being copied in his play.

Tom’s mum also sounds vulnerable and was defensive when approached about the number of days Tom has missed. It’s essential that I respond and make sure that I don’t keep these concerns to myself.

I may worry about the consequences of sharing information but not doing so may endanger the safety of the child.

**Narrative**

The worker shows that they understand there’s a real chance of domestic abuse, physical abuse and neglect taking place. They have used their observation skills to recognise the signs.

The worker also acknowledges they may be worried about the consequences of sharing information but rightly understands that the safety of the child is paramount.

**What type of harm, abuse or neglect could be taking place?**

Domestic abuse, physical abuse, neglect and emotional abuse.

**Narrative**

The worker correctly identifies all types of harm, abuse or neglect.

**What sign or symptoms of harm, abuse or neglect could this indicate? (The worker isn’t expected to list all of the signs or symptoms below)**

* Tom’s clothes are dirty, his hair has grown and is always unkempt
* He has inappropriate clothing for the weather
* Arts and crafts work hasn’t been removed from his bag in several weeks, which is unusual
* Tom has missed a number of days at the nursery
* Tom’s mum is defensive and says that it’s not her fault
* Tom’s mum has sustained injuries to her face
* Tom has become aggressive towards some of the other children – kicking and pushing them
* Tom is tearful if his behaviour is corrected
* Tom is tearful when he tells the childcare worker that mummy can’t bring him to nursery anymore because his new daddy says they have to stay at home.

**Narrative**

The worker identifies and clearly explains all the signs and symptoms, which shows they understand the case study.

**What action should you take?**

**I should:**

* listen to the child
* comfort the child
* use active listening skills
* reassure the child
* discover what the child's concerns are
* record what the child says
* write up clear, dated records
* record that was observed, such as signs of injury or bruising
* make a record as soon as possible, definitely within 24 hours
* let the child know that the information must be shared with someone else
* share my concerns with a senior member of staff or refer my concerns to social workers, the police or the National Society for the Prevention of Cruelty to Children (NSPCC)
* respect parents and carers
* work as a team.

**Narrative**

The worker lists step-by-step actions about what they would do. This shows that they understand their responsibilities and the actions they need to take.

**Who should you report it to?**

A senior member of staff, the safeguarding manager of my setting and social services.

**Narrative**

The worker identifies suitable reporting parties.

**How would you record and report it?**

Records need to be written accurately in terms of grammar and the date of the disclosure needs to be included.

The records need to be clear and easy to understand by everyone who reads them.

The information needs to be relevant and factual and there needs to be a reason for recording it.

The records must be written immediately using the exact words spoken, or if the child uses sign language, signed by the child.

There should be a time stamp, date and a list of who was present and who witnessed these signs or symptoms of harm, abuse or neglect.

**Narrative**

The worker explains step-by-step how they would record and report their concerns, which shows they understand their safeguarding duty.

**Answer that doesn’t meet the standards**

**Workbook notes**

**What would your concerns be about Tom and his mum?**

I think there’s abuse going on and will keep an eye on Tom.

**Narrative**

The worker’s right to suspect that there might be abuse happening, but there’s also an element of neglect and harm. The worker shouldn’t just keep an eye on Tom, they need to report their concerns to their manager.

**What type of harm, abuse or neglect could be taking place?**

Physical abuse.

**Narrative**

The worker identifies that there’s physical abuse and given that Tom’s mum has some bruising there’s also the possibility of domestic abuse as well as emotional abuse and neglect. The worker needs to identify all the types of abuse and harm.

**What sign or symptoms of harm, abuse or neglect could this indicate?**

There are lots of signs, like Tom’s clothes are dirty and his mum has bruises.

**Narrative**

The worker identifies signs but for this answer to meet the standard it needs to be expanded to include more examples.

**What action should you take?**

I should listen to the child and talk to my manager if I need to.

**Narrative**

The worker is right to say that they should listen to the child, but they should also talk to their manager.

**Who should you report it to?**

I should tell my manager.

**Narrative**

The worker identifies their manager as one of the possible people to report to, but it’s also possible the setting has a safeguarding officer who should be told. Social Services is the appropriate body to report their concerns to.

**How would you record and report it?**

I would write down everything and show it to my manager.

**Narrative**

The worker’s right to say that they should write down everything, but for this answer to meet the standard it needs more examples of what they would record and how they would record it.

The worker needs to share the record rather than ‘show’ it to their manager.

### 4.4 Reporting and recording in relation to safeguarding

**Acceptable answers**

**Do’s**

* listen to the child, as this shows that I’m taking what they say seriously
* explain to the child what I must do. I would think about the child’s age when I speak to them and make sure they understand me
* write up a record of what the child has told me. This needs to be done as quickly as possible and definitely within 24 hours. If I can, I will use the exact words or signs used by the child
* report my concerns to my line manager, or a member of staff at my setting who is responsible for child protection
* remember to record the date, time and place and the names of the people present during the discussion.

**Don’ts**

* ask the child questions, but I should try to encourage them to speak. If they mention incidences, I shouldn’t interrupt. I shouldn’t force the child to repeat what they’ve said
* promise the child that I will keep their story a secret. I have a responsibility to safeguard the welfare of the child and disclose information to those people who need to know
* delay before telling the social worker. I’ll need to inform them of my concerns immediately
* take things into my own hands and question the person suspected of abuse.

**Narrative**

The worker has written a good range of ‘dos’ and ‘don’ts’ which shows they understand what they need to do and what they shouldn’t do.

**Answer that doesn’t meet the standards**

**Do’s**

I will listen to the child and report it to the manager.

**Don’ts**

Ask the child why he isn’t coming to nursery anymore.

**Narrative**

The worker includes some examples, but for this to meet the standard the answer needs much more information.

### 4.5 Policies and procedures

**Learning activity**

To sum up your understanding, answer the following questions:

**Acceptable answers**

**What should you do if you have concerns that someone is being harmed, abused or neglected?**

I would pass on the concerns to a senior member of staff and the safeguarding manager straight away. I would record my concerns and try to speak to the child who is suspected of being abused, but I wouldn’t force them to talk to me.

I would record my concerns correctly, clearly, and honestly. I would do this as soon as possible within the same day.

**Narrative**

The worker explains what they would do if they have any concerns. This shows they understand the process.

**What would you do if an individual asked you not to share concerns that you have about them being harmed, abused or neglected?**

I would explain to the individual that I can’t withhold any information, tell them the reason why and explain who the information will be shared with.

I would comfort them and reassure them that they’ve done the right thing. I would explain that the people I tell will be able to help them.

**Narrative**

The worker explains what they would do if they’re asked not to share concerns. They also say how they will reassure the person who discloses they’re being harmed, abused or neglected.

**Who would you share your concerns with?**

* a senior manager or safeguarding manager
* Care Inspectorate Wales (CIW)
* social services
* the police, if necessary.

**Narrative**

The worker lists a range of people they would report their concerns to. This shows they understand that the manager isn’t the only person they should share their concerns with.

**Who should you not share your concerns with?**

* other members of staff
* anyone outside the setting
* friends
* the individual’s family members, if they’re the ones suspected of inflicting abuse
* anyone I suspect are abusers.

**Narrative**

The worker correctly identifies who they shouldn’t share their concerns with.

**Answer that doesn’t meet the standards**

**What should you do if you have concerns that someone is being harmed, abused or neglected?**

I would speak to my manager.

**Narrative**

The worker’s right to speak to their manager, but they also need to record everything before speaking to their them. For this answer to meet the standard, they need to describe the process in more detail.

**What would you do if an individual asked you not to share concerns that you have about them being harmed, abused or neglected?**

I would tell them that I must report it.

**Narrative**

The worker’s correct that they must report their concerns, but they need to explain how they’ll reassure the person who discloses they’re being harmed, abused or neglected. They also need to explain to the individual who they’re reporting their concerns to, and why.

For this answer to be at an acceptable standard, the worker needs to explain how they will do this. See the acceptable answer for an example.

**Who would you share your concerns with?**

I would tell my manager.

**Narrative**

Their manager is one of many possible people the worker could share their concerns with. The worker needs to include a range of examples describing who they will report their concerns to.

**Who should you not share your concerns with?**

I shouldn’t tell anyone apart from my manager.

**Narrative**

The worker is correct to say that they need to tell their manager, but for this answer to be at the acceptable standard it needs examples of who they shouldn’t share their concerns with. See the acceptable answers for examples.

## Workbook 5: Health and safety in children’s care, learning, development and play

### 5.2 Risk assessments for health and safety

**Note: There are several possible answers given below. Workers aren’t expected to list all of them.**

**Acceptable answers**

Workbook notes

**Give three other examples of health and safety risk assessments that would be carried out in the work setting.**

* Handling and moving equipment
* Security of entry points and exits
* Biological hazards such as airborne and blood-borne infections
* Lifting and carrying weights
* Children’s arrival and departure
* Going to the toilet
* Pregnant members of staff
* Outdoor play
* The indoor area
* Babies and children with additional needs
* Going for a walk or on a trip
* Snack time
* Hand washing
* Water and sand.

### 5.4 Moving and handling, and moving and positioning

**Acceptable answers**

Workbook notes

Describe what the following terms mean:

**Moving and handling**

Moving and handling means transporting or supporting a load. This includes:

* lifting
* putting down
* pushing
* pulling
* carrying or moving by hand or bodily force.

This may include moving and handling resources that are at the far end of reach within a storeroom. It may also mean taking part in repetitive tasks such as typing, cleaning, sorting, using manual tools, or activities that last for a long time.

**Narrative**

The worker shares a range of examples of moving and handling, showing they understand this in sufficient depth.

**Moving and positioning**

Moving and positioning can mean assisting a child or young person to move. This could be helping a child who may need help to climb a low step, or helping to move a disabled child from a chair to a different position. It’s essential that individuals are moved safely from one place to another, for the safety of both the individual and the worker.

**Narrative**

The worker uses real life examples to explain the meaning of moving and positioning and they also mention the importance of safety.

**Answer that doesn’t meet the standards**

Workbook notes

Describe what the following terms mean:

**Moving and handling**

Moving or handling an object.

**Narrative**

The worker doesn’t describe in enough detail what moving and handling means, so it’s difficult to judge whether they fully understand the concept.

**Moving and positioning**

Moving and changing position.

**Narrative**

The worker doesn’t fully describe the meaning of moving and positioning. From such a brief answer it is difficult to judge whether they fully understand the term.

### 5.6 Infection prevention and control

You see three-year-old Jamie come out of the toilet. He tells you he has a bad tummy. After checking how he is feeling, you settle him in the quiet corner while you go back to check the toilet. You clean up the toilet seat, which is soiled, and as you come out, Jamie and his friend Dylan ask for some water. You go to the kitchen and get them both a tumbler of water.

**Acceptable answers**

Workbook notes

**What are the potential risks for spread of infection?**

As Jamie has a bad tummy there’s a risk of infection spreading to any child who uses the toilet after him.

Jamie needs to be monitored to make sure he doesn’t share his tumbler with Dylan. Jamie is still playing and touching toys which makes it likely that his stomach bug will infect other children.

**Narrative**

The worker identifies that the toilet and toys could harbour infection and increase the risk of it being passed to other children. This shows that the worker understands the potential risks.

**What would be good hygiene practice here?**

Good hygiene practice would be to close the toilet off until it has been thoroughly deep cleaned and sanitised before any other child uses it.

Jamie’s tumbler should be cleaned thoroughly in hot soapy water to remove any risk of passing on the infection on to other children.

**Narrative**

The worker explains what good hygiene practice means by using the examples of disinfecting the toilet seat and tumbler. This shows they understand the principles of good practice and how to manage risks.

**What personal protective equipment would you use to prevent the spread of infection and when would you have used it in this instance?**

To stop the spread of infection I would wear a disposable apron, latex gloves and a mask. I would clean the area before and after the child has used it, using antibacterial spray.

**Narrative**

The worker shares an example of the equipment they would use to prevent the spread of infection and keep themselves safe. The worker also identifies suitable cleaning products, such as antibacterial spray.

**Answers that don’t meet the standards**

Workbook notes

**What are the potential risks for spread of infection?**

The risk is that the infection can be passed onto other children easily.

**Narrative**

The worker is correct to say that the infection can be passed on easily, but they need to explain what the risks are, such as the risk of infection spreading through the toilet seat.

**What would be good hygiene practice here?**

I would clean up the mess.

**Narrative**

The worker doesn’t explain how they would clean up the mess, or what procedure they would follow to make sure the toilet is safe to be used by another child. The worker doesn’t identify the risk from the tumbler.

**What personal protective equipment would you use to prevent the spread of infection and when would you have used it in this instance?**

I would use gloves after the child has finished with the bathroom.

**Narrative**

The worker mentions only one piece of personal protective equipment, but there are others they should be using, such as a disposable apron and mask. For this answer to meet the standard required, they need to consider all the available equipment.