



Childcare & Development

Revision Timetable

2023-24

Learn to succeed

Childcare and Development Summer Exams 2024

Level 1/2 Technical Award in Child Development and Care in the Early Years

(603/7012/9)



When are my Childcare exams?

Non exam assessment	Based on a case study – 2 hours preparation time and 14 hours assessment time	Date	This will completed during lesson time in Spring term
Exam Paper	Exam will cover all aspects of the course (90 min)	Date	12th June 2024

This revision calendar is designed to ensure that you plan your revision accordingly so that you are fully prepared for your final Childcare examination. It will ensure you do not run out of time.

How long is the Childcare revision course?

7 weeks

How much Childcare revision should I do each week?

2 hours

What is the best way to complete this revision?

4 x 30min blocks each week

What date should I start my revision to complete on time?

Monday 8th April 2024



WEEK 1

1. Child development

For each area of development you need to know what the expectations are for each age range between 0-5 years.

- **Aspects of holistic development**

What is an example of Holistic Development in EYFS?

Babies and young children can learn and develop holistically, meaning that many areas develop all at the same time usually during one activity.

For example, when a child can use a spoon it meets a physical need, which then leads to greater independence and increased self-esteem which meets an emotional need.

A Holistic Development approach allows EYFS practitioners to plan for future activities involving the child, which will help in their overall learning and development and wellbeing.

How do you assess children's development in a Holistic Development approach to learning?

Many assessments of children's progress and development when taking a Holistic approach will be in the form of observations as it is important to observe how different behaviours lead to learning and how the child got to the point where new learning had taken place.

Useful website links –

[Holistic development and learning – Birth To 5 Matters](#)

[The Holistic Development of a Child During the Early Years - Empowered Parents](#)

- **Physical**

What is physical development in a child?

Physical development is one of the many domains of infant and toddler development. For example, babies learn about the world as they develop their physical senses of sight, touch, smell, sound, and taste.

What Are the Five Stages of Early Childhood Development?

In general, the five stages of early childhood development are as follows:

- Newborn.
- Infant.
- Toddler.
- Preschooler.
- School-age child.

Useful website links –

[Physical Developmental Milestones | Virtual Lab School](#)

[Physical Development in Early Childhood: Milestones From 0 to 6 - Empowered Parents](#)

- **Cognitive**

What is cognitive development?

Cognitive development is the way we gain knowledge by experiencing events, thinking about them and understanding them. Basically, it encompasses our processes of thinking, exploring and figuring things out. This includes our ability to solve problems, remember things and make decisions. Cognitive development begins right from when we are born, through childhood, adolescence and into adulthood.

During their first five years of life, children develop rapidly in four different areas:

- motor (physical)
- language
- communication
- social or emotional

Cognitive development involves how children explore the world around them, how they think and how they solve problems that they encounter. Through the process of cognitive development, they can practice the skills to problem-solve, process and interact with their surroundings.

Useful website links –

[Cognitive Developmental Milestones \(verywellmind.com\)](#)

[What are cognitive developmental milestones in early childhood? Here's a list: \(rainforestlearningcentre.ca\)](#)

- **Communication and language**

The first five years of life are a period of incredible growth in all areas of a child's development. It's a time of tremendous brain development that is very important for communication development. Communication and language development is important, because speaking is an indicator of fine motor skill development and a reflection of cognitive development.

Parents and caregivers play a big role in a child's communication and language development. Here are some suggestions for how to encourage this development:

- Answer when your baby makes sounds. This will help him/her learn to use language.
- Read to your baby. This will help him/her develop and understand language and sounds.
- Help to develop your toddler's language by talking with him/her and adding words. For example, if your toddler says "baba," you can respond, "Yes, you are right – that is a bottle."
- Encourage your child to tell you his/her name and age.
- Teach your child simple songs like "Itsy Bitsy Spider," or other cultural childhood rhymes.
- Help your child develop good language skills by speaking in complete sentences and using "grown-up" words. Help your child to use the correct words and phrases.

Useful website links –

[Communication & Language Milestones | Help Me Grow MN](#)

[Language-Development-0-5-year-olds.pdf \(meerilinga.org.au\)](#)

- **Social and emotional**

What is social and emotional development in early years?

Personal, social and emotional development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves

Useful website links –

[Personal social and emotional development in the EYFS - Surrey County Council \(surreycc.gov.uk\)](#)

[The Stages of Emotional Development in Early Childhood \(0 to 6 Years\) - Empowered Parents](#)

WEEK 2

2- Factors that influence the child's development

Nature and nurture - Nature refers largely to our genetics. It includes the genes we are born with and other hereditary factors that can impact how our personality is formed and influence the way that we develop from childhood through adulthood. Nurture encompasses the environmental factors that impact who we are.

[Nature vs. Nurture: Genetic and Environmental Influences \(verywellmind.com\)](#)

Biological and environmental factors and their effects - Prenatal factors: Illness, injury, or harmful events during the prenatal or the perinatal stage can affect linguistic development. The environment that a child is exposed to, even in the uterus of the mother, will impact the genes expressed.

[Environmental Influences on Child Development | Factors & Example - Lesson | Study.com](#)

Transitions / Types of transition / The impact of transitions on the child's development- Transition in the early years is a significant time for young children and their parents/carers and represents an important step in a child's development. Transition at early years may refer to starting / changing schools or classrooms. Moving house, bereavement, parents separation, new sibling. Children may be impacted emotionally through a range of personal experiences. These may include: parents separating, bereavement, entering or leaving care.

Physical transitions may include: moving to a new educational setting, a new home or care setting, or even something as simple as just moving from one activity to another.

Intellectual changes might include: moving from nursery/pre-school to primary school, or later on from primary to secondary school.

A long-term medical condition, or puberty, are examples of life events/transitions that may impact upon physiological development.

[Transitions – Birth To 5 Matters](#)

[Transitions - Early Years Matters](#)

Support strategies - Stability is vital in a child's early years, yet change is unavoidable for many young children and they will inevitably undergo a number of emotional and environmental transitions before they even reach school age. By managing transition carefully, we can ease the process of adjustment, reassuring both children and their families.

[Supporting Transitions for Children in your Setting - ILT Education](#)

[Transitions in early years – Ideas for supporting children and families | A Unique Child | Teach Early Years](#)

WEEK 3

3 -Care routines, play and activities to support the child

Basic care needs – What are the 5 basic physical needs of a child?

Kids must feel safe and sound, with their basic survival needs met: shelter, food, clothing, medical care and protection from harm. Getting little ones on board with physical care routines is a process which needs some patience, but here's the good news. Combined with a consistent routine, little ones can adopt healthy self-care habits and learn to take good care of themselves as they grow and develop. Physical care routines are self-care habits included in daily routines to protect, nourish and take care of one's self. Little ones need the same physical care habits in their daily routines to learn how to take care of themselves, too. So, your guidance through this transition is meant to equip them with a good physical care routine as they grow. These physical care routines for 0 to 3-year-olds include:

- Nappy changing or going to the toilet by themselves.
- Feeding, nursing or eating.
- Exercising or physical movement.
- Skincare and body hygiene.
- Handwashing.
- Oral hygiene.

[Care – Birth To 5 Matters](#) | [What Every Child Needs](#) | [Children's Hospital Colorado \(childrenscolorado.org\)](#)

Basic care routines and play activities to support the child's development – Familiar activities can provide comfort for both adults and children during challenging and uncertain times. Just like adults, children feel more confident and secure when their daily activities are predictable and familiar.

[Promoting the support of safe physical care routines for 2-3 year olds \(uk.s3-eu-west-1.amazonaws.com\)](#)

[EYFS Best Practice: All about... care routines](#) | [Nursery World](#)

The role of the early years practitioner during play activities - Roles and responsibilities of an early years practitioner Providing a range of fun and stimulating activities, from reading stories to messy play. Developing close attachments and fostering trust in the children in your care. Safeguarding children and reporting any concerns.

The EYFS requirements state that providers must offer opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

[The 15 Best Activities for Children to Learn Through Play \(sitters.co.uk\)](#)

[Exercise in the early years](#) | [Croner-i \(croneri.co.uk\)](#)

WEEK 4

4. Early years provision

Types of early years provision - Early years provision is the care provided through different sources of trained individuals in early years. This can include private nurseries, pre-schools, childminders, and nannies. Some providers will provide care from the age of two upwards, whilst others will take children from birth.

[Types of childcare and early years education provision | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

[Types of Early Education Settings and Eligibility - Local Offer Birmingham](#)

The purpose of early years provision - Effective, high quality early years provision makes a difference to young children, helping to break the cycle of disadvantage to give them a good start in life. It is a key element of early help and leads to better developmental outcomes and readiness to learn.

[Delivering Quality Provision in the Early Years | Early Years Management | Teach Early Years](#)

Variation in early years provision –

Types of Early Education Settings and Eligibility

- Private, Voluntary and Independent (PVI) Early Years Settings.
- Childminders.
- Maintained Nursery Schools and.
- Special school nursery classes and Nursery School Resource Bases.

[Childcare and early years settings - Lancashire County Council](#)

[Early years support and training - Lancashire County Council](#)

5. Legislation, policies and procedures in the early years

You need to be able to describe what each of the following policies are and why they are important. You can look at individual policies on the websites of local nurseries etc or use the links below to find out more.

- Regulatory authority
- Legislation and frameworks which underpin policy and procedure
- Legislation, framework, policy and procedure definitions

- Legislation
- Health and safety procedure
- Equality and inclusion procedure
- Safeguarding procedure
- Confidentiality procedure

[Legislation | early years alliance \(eyalliance.org.uk\)](http://eyalliance.org.uk)

<https://www.thenestdaynursery.co.uk/Parent%20Resource/legislation-and-impact-on-childcare-practice/>

Legislation, policies and procedures in early years settings



Key terms:

Legislation: a law, or set of laws, that have been passed by parliament

Framework: A set of standards that must be met

Policy: An action adopted by an organisation

Procedure: An established way of carrying out a policy

Statutory: something required by law

Risk assessment: a check for potential risks so steps can be put in place to control them

Risk: the chance that something may happen

Hazard: something that could cause harm

Personal Protective Equipment (PPE): worn to stop contamination

Ratified: to be formally agreed by government

Safeguarding: the way which we protect children and keep them from harm

Inclusive: something which is open and includes everyone

Equity: ensuring everyone has the resources they need

Consent: permission to do something

Reasonable adjustments: removing barriers and putting measures into place so an individual can take part

SEND: Special Educational Needs

WEEK 5

6. Expectations of the early years practitioner

Some of an Early Years Practitioner's roles and responsibilities will include: Looking after the health and wellbeing of the child, such as feeding babies and changing their nappies. Observing children's progress and development, and keeping record of this to collaborate and communicate with parents.

PRACTITIONER QUALITIES



<https://www.tommieschildcare.co.uk/what-is-a-nursery-practitioner/>

Appearance – Should be presented smartly in either branded or smart but practical clothing. There should be no piercings, minimal make-up and looking good in order to represent the business.

Behaviour - A cultivated sense of responsibility; the ability to follow procedures and policies. Excellent organisational skills; the ability to plan the day and respond to the individual needs of every child in their care. Patience, enthusiasm and a caring nature.

Attendance and timekeeping -Always important to be on time and have good attendance. If you are not on time then it can impact on the child / adult ratio, let other work colleagues down. If you are absent then you would be expected to inform the setting as soon as possible so they can arrange for staffing to be covered.

7.Roles and responsibilities within early years settings

Early years practitioner roles - The roles and responsibilities of an early years practitioner are likely to include:

- Looking after children's day-to-day physical needs, such as feeding, nappy changing, toilet learning and administering first aid
- Providing a range of fun and stimulating activities, from reading stories to messy play
- Developing close attachments and fostering trust in the children in your care
- Safeguarding children and reporting any concerns
- Monitoring children's progress, keeping records and reporting back to parents
- Different types of early years practitioners work with different age groups: babies' needs are very different from those of a four-year-old getting ready to start school. Some practitioners specialise in working with children who have special needs.

How to become an early years practitioner - The skills required to work as an early years practitioner or educator are broad, ranging from emotional intelligence and good communication to time management and report writing. If you think you tick all these boxes, there are several routes into this rewarding career. You could start work in a nursery as an apprentice to gain experience and training, or study after leaving school for a qualification as a Level 2 or Level 3 early years practitioner.

Level 2

You can study for a Level 2 childcare qualification in a further education setting such as a college. You may need GCSEs in English and maths before starting the course – check with your provider to find out the entry requirements. With your Level 2 qualification, you could work as a nursery or preschool assistant.

Level 3

Getting a Level 3 childcare certificate means you are qualified to take on more responsibilities in your role. You could become a room leader or supervisor.

Further career development

It doesn't end there! There's lots of potential for you to develop your career in childcare. It's possible to study for a Level 4 Certificate in Early Years Practice or even get a degree that could qualify you as a nursery manager.

Partnership working in the early years - Working in partnership with parents and/or carers is central to the Early Years Foundation Stage (EYFS). Consulting them about children's early experiences helps practitioners plan for effective learning at the setting, and helps them support parents in continuing their children's learning development at home.

How partnership working benefits the child, family and early years practitioner - Working together ensures a good understanding of a child's needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home. Parents are their children's lifelong promoters of development and learning.

[Parents as partners – Birth To 5 Matters](#)

Specialist roles within the early years settings – What is a specialist early years practitioner?

Early Years Practitioners are specialists who look after the mental, social, emotional, and educational development of babies and young children between 0-6 years old. An Early Years Practitioner may work with young children in any school, nursery, or childcare environment.

<https://www.daynurseries.co.uk/jobs/advice/job-roles-in-the-childcare-sector>

Specialist roles outside the early years settings –

Who's who

The term 'outside agencies' means specialist professionals who are, or could be, involved with the child and his family. Among these are:

- LEA (Local Education Authority) support services for learning difficulties, speech and language difficulties, visual and hearing impairment, emotional and behavioural difficulties and physical disabilities
- advisers or teachers with knowledge of information technology for children with special educational needs
- the child or educational psychological services
- social services and child protection services
- medical services including health visitors, paediatric nurses and/or paediatricians, nurses, child psychiatrists, GPs, physiotherapists, speech and language therapists, occupational therapists and hospital-based counsellors
- private and voluntary organisations.

<https://www.nurseryworld.co.uk/news/article/working-with-outside-agencies-specialists-on-hand>

- Speech and Language Therapy Service(SALT)
- Educational Psychology Service (EPS)
- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Occupational Therapy (OT)
- Physiotherapy
- The Looked After Children's Service (TELAC)
- Child Adolescent Mental Health Service (CAMHS)
- Counselling service
- Play therapy
- Ethnic Minority Traveller Achievement Service (EMTAS)
- Common Assessment Framework Officer (CAF)
- Family Support Workers
- School Nurse, Social Workers and Social Care Assistants, Safeline

WEEK 6

8. The importance of observations in early years childcare

In any typical early years setting, childcare professionals will be making informal observations most of the time. Except that, rather than suggesting they are conducting an observation, they might say they 'noticed' something, may 'wonder' why a child did/did not act in a certain way, or employ many other expressions to flag up significant aspects of a child's behaviour. Such attentive and enquiring professional attitudes are also the prerequisites for professional observation.

Observation and recording methods - What Different Observation Methods for Early Years are there?

- Narrative Observations.
- Group Observations.
- Snapshots.
- Photo Observations.
- Early learning Goal (ELG) Observations.
- Parental or Home-Based Observations.
- The Leuven Scale.

<https://www.theempowerededucatoronline.com/2014/06/understanding-use-of.html/>

<https://www.teachearlyyears.com/nursery-management/view/making-observations>



How observations support child development - It is how we find out the specific needs of individual children by carefully looking, listening and noting the activities of a child or group of children. Observation allows us to see a child as an individual; this is important for every child in whatever setting but even more important in large group settings.

The role of observation is to provide teachers with information and evidence that they will need to make informed decisions on how to best support the children in their care. With each observation, you will get a glimpse into a child's developing mind.

<https://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/planning/>

Objective and subjective observation - **Subjective** most commonly means based on the personal perspective or preferences of a person—the subject who's observing something. In contrast, **objective** most commonly means not influenced by or based on a personal viewpoint—based on the analysis of an object of observation only.

Components of recording observations - <https://www.teachearlyyears.com/nursery-management/view/making-observations>

Sharing observations - Build a fuller picture of each child by sharing what the whole team has noticed. Develop knowledge of child development, providing examples and encouraging conversations where staff share expertise and experience. Encourage professional reflection.

<https://connectchildcare.com/blog/7-steps-to-sharing-better-observations-in-early-years-education/>

WEEK 6

9.Planning in early years childcare

Planning in the early years involves finding a balance between child-led and adult-led learning opportunities. Effective planning should be based on ongoing observations and assessments of children's learning and development and should be flexible and responsive to their changing needs and interests.

<https://www.teachearlyyears.com/enabling-environments/view/planning-makes-perfect>

The purpose of a child-centred approach - A child-centred curriculum offers children the opportunity to make choices about what, how and whom they want to play. This approach enables children to initiate and direct their own play with the support of interested and responsive adults. Child-centred approach gives all children the same opportunity to access and participate in all parts of the service. adjusts and tailors activities towards all children's unique needs. includes the child, their family and support team in decision making. makes the 'child's voice' and preferences a priority.

[EYFS planning – How to do early years planning effectively | Enabling Environments | Teach Early Years](#)

The purpose of the planning cycle - What is the EYLF Planning Cycle?

The Early Years Learning Framework planning cycle is a way of observing children and supporting them as they meet the National Quality Standards. Using the planning cycle method ensures that educators have reviewed and examined different developmental areas.

Planning effectively can help identify issues early on, and using the planning cycle for EYLF helps provide support in assessments. Using the planning cycle for early childhood development can also help educators plan their time better!

[Observation, Assessment and Planning - Early Years Matters](#)

