

Cambridge TECHNICALS LEVEL 2

Cambridge  
TECHNICALS  
2016

# HEALTH AND SOCIAL CARE

## Unit 8

### Working with children in a childcare environment

D/615/1473

Guided learning hours: 90

Version 2 September 2017



## LEVEL 2

### UNIT 8: Working with children in a childcare environment

D/615/1473

**Guided learning hours:** 90

**Essential resources required for this unit:** For LO1, learners will require access to case studies for two children who require support in child care environments.

For LO2, learners will require access to a range of EYFS tracking grids.

For LO3, LO4, and LO7, learners will need access to a child care environment. For LO3, participants for group interactions will be required.

**This unit is internally assessed and externally moderated by OCR.**

#### UNIT AIM

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Working with children in a childcare environment is rewarding and requires many skills. It is a job that requires careful planning and preparation, thorough organisational skills, problem solving skills, the ability to plan activities for children and the ability to work with others. It also requires effective communication skills. All of these things are important because each child is unique and will have different needs.

This unit aims to introduce you to the practicalities of working in the early years and childcare environment. This will help you to develop the professional skills you need to organise day-to-day experiences for children within a setting. You will learn about the importance of reporting and recording what young children do and how this is used in planning appropriate experiences to support their learning and development. You will develop your knowledge and skills around supporting individuals with the management of medication and the completion of practical tasks, including the use of assistive technology, equipment and aids. Maintaining confidentiality is a key area of learning that you will also develop within this unit.

## TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand who uses and works within childcare	<p>1.1 Children requiring support, i.e.</p> <ul style="list-style-type: none"><li>• babies, birth to four weeks</li><li>• infants, one month to one year</li><li>• children, one year to 18 years</li><li>• children who have disabilities</li><li>• children who have long-term health conditions</li><li>• children who have mental health conditions</li><li>• children are acutely ill or are receiving care as a result of injury or accident</li><li>• looked-after children/vulnerable children (e.g. homeless, substance abuse, domestic violence)</li></ul> <p>1.2 Working together in a childcare environment, i.e. working with</p> <ul style="list-style-type: none"><li>• parents</li><li>• guardians (e.g. foster carers and those with parental responsibility)</li><li>• formal carers (e.g. key workers, senior workers, supervisors, managers, child minders)</li><li>• informal carers (e.g. individuals' families, friends, neighbours)</li><li>• other professionals (e.g. Paediatrician, GP, Nurse, Pharmacist, Physiotherapist, Psychologist, Social Worker, Advocate, Teacher, Teaching Assistant)</li></ul> <p>1.3 Working in partnership with others, i.e.</p> <ul style="list-style-type: none"><li>• services (e.g. nursing, community based, CAMHS)</li><li>• agencies (e.g. LEA support services, voluntary organisations, charities and Third Sector)</li><li>• professionals (e.g. health, education, social care)</li></ul>

Learning outcomes	Teaching content
<p>2. Understand children's needs and how they are assessed and how personalised care and support plans are developed in childcare</p>	<p>2.1 Needs, i.e.</p> <ul style="list-style-type: none"> <li>• PILES, i.e. (Physical, Intellectual, Language, Emotional, Social)</li> <li>• Maslow's hierarchy of needs, i.e. <ul style="list-style-type: none"> <li>○ biological and physiological needs (e.g. air, food, drink, shelter, warmth, sleep)</li> <li>○ safety needs, (e.g. protection from elements, security, order, law, stability, freedom from fear and anxiety)</li> <li>○ love and belongingness needs (e.g. friendship, affection and love, from friendship group, family)</li> <li>○ self-esteem needs (e.g. achievement, independence, status, prestige, self-respect, respect from others)</li> <li>○ self-actualisation needs (e.g. realising personal potential, self-fulfilment, seeking personal growth and peak experiences)</li> </ul> </li> </ul> <p>2.2 How to carry out assessments (e.g. work in partnership with the child, family other carers). Types of assessments (e.g. naturalistic observation, checklists, set activities for observing skills) Purpose of assessments (e.g. to inform planning, feedback on developmental targets)</p> <p>2.3 Developmental assessments (e.g. height, weight, 'red book', pre-school assessment)</p> <p>2.4 Assessments for under 5's, i.e.</p> <ul style="list-style-type: none"> <li>• Early Years Foundation Stage (EYFS) framework, i.e. <ul style="list-style-type: none"> <li>○ Overarching principles of the EYFS (e.g. every child is unique, strategies adapted to suit the needs and developmental level of each child)</li> <li>○ EYFS Assessment for learning covers 4 specific areas, i.e. <ul style="list-style-type: none"> <li>▪ literacy</li> <li>▪ mathematics</li> <li>▪ understanding the world</li> <li>▪ expressive arts and design</li> </ul> </li> </ul> </li> </ul> <p>2.5 School assessment (e.g. SATS; Key stage 1, 2, 3, 4 and 5)</p> <p>2.6 Special assessments</p> <ul style="list-style-type: none"> <li>• Education and Health Care Plan (EHC) replaces Statement of Special Educational Needs (SEN) (e.g. assessment of educational, health and social care needs; includes preparation for adulthood and independent living if the child is in Year 9 or above; can include a range of professionals (e.g. teachers, CAMHS, social worker etc.))</li> </ul>
<p>3. Be able to support children in childcare with the management and recording of medication</p>	<p>3.1 Giving medication to children in registered childcare - Ofsted, 2013, i.e.</p> <ul style="list-style-type: none"> <li>• who will give any medication</li> <li>• how you store medication</li> <li>• recording how you give medication</li> <li>• training staff if there is a specific medical need</li> </ul> <p>3.2 The Childcare Register requires, i.e.</p> <ul style="list-style-type: none"> <li>• that medication is in original bottle and has a prescription label</li> <li>• that the details of the medication and date given are recorded</li> </ul>

Learning outcomes	Teaching content
	<ul style="list-style-type: none"> <li>• that the name of the person who gave the medication and the circumstances are recorded</li> <li>• records of the parent, guardian or carers permission are kept</li> </ul> <p>3.3 Assisting a child in taking medication, (e.g. opening packaging/bottles, reading labels and leaflets included with the medication, ensuring the child has a drink or spoon to take their medication, always wash hands prior to and after taking medication)</p> <p>3.4 Rights of Medication Administration, i.e.</p> <ul style="list-style-type: none"> <li>• Right Patient/Child (e.g. check the name on medication label, if the child can talk, ask the child to say his or her name, confirm the identity of the child with the child's picture)</li> <li>• Right Medication (e.g. compare the instruction on the label with permission to give the medication)</li> <li>• Right Dose (e.g. measuring oral medications requires use of measuring devices that accurately hold the right amount of medication, understanding units of measurement)</li> <li>• Right time (e.g. spacing of doses is important)</li> <li>• Right route (e.g. mouth, nose, ear, skin) and administration procedure (e.g. orally, spoon, dissolved, swallowed whole)</li> </ul> <p>3.5 Changes or concerns about child's condition, i.e.</p> <ul style="list-style-type: none"> <li>• in relation to child's health, well-being, further deterioration of condition</li> <li>• reporting</li> <li>• recording</li> <li>• action to take in the event of refusal or medication error</li> </ul>
<p>4. Be able to recognise how the needs of children in childcare could be met through equipment, aids and assistive technology, and be able to support their use</p>	<p>4.1 Types i.e.</p> <ul style="list-style-type: none"> <li>• assistive technology (e.g. computer software, talking calculators, picture phone, colour changing bath plugs (to show temperature), audio books)</li> <li>• equipment (e.g. automatic door openers, adaptive communication switches, moving and handling equipment)</li> <li>• aids (e.g. walking aids such as walking frames, bath aids, hearing aids, eating and drinking aids such as adapted cutlery and cups)</li> </ul> <p>4.2 Circumstances that may benefit from the use of assistive technology, equipment and aids, i.e.</p> <ul style="list-style-type: none"> <li>• independence (e.g. eating and drinking, walking)</li> <li>• communication (e.g. developing language, communicating with others)</li> <li>• development (e.g. physical, emotional, intellectual)</li> <li>• safety and security</li> </ul> <p>4.3 Benefits of assistive technology, equipment and aids, i.e.</p> <ul style="list-style-type: none"> <li>• for the individual (e.g. independence, increased choices, supported development)</li> <li>• for carers (e.g. improved relationship with child, peace of mind)</li> </ul>

Learning outcomes	Teaching content
<p>5. Be able to communicate effectively with children, parents/guardians, carers and other professionals in childcare</p>	<p>5.1 Communicating with others, i.e.</p> <ul style="list-style-type: none"> <li>positively represent the organisation (e.g. greeting visitors, personal presentation, appropriate language)</li> <li>professional (e.g. respectful, attentive, open, honest)</li> <li>communication styles (e.g. positive, helpful, assertive), i.e.               <ul style="list-style-type: none"> <li>in different situations (e.g. with a child, with a parent, in an emergency)</li> <li>in different formats (e.g. verbal, written, one-to-one meeting, team meeting, over the telephone, in person, using e-mail, reports)</li> </ul> </li> </ul>
<p>6. Be able to maintain confidentiality and records in childcare.</p>	<p>6.1 Confidentiality, i.e.</p> <ul style="list-style-type: none"> <li>definition (e.g. keeping information private, secure)</li> <li>it's importance (e.g. to uphold rights to privacy, to prevent disclosure of private information to those who do not need to have access to it)</li> <li>risks of breaching confidentiality (e.g. putting the individual in danger, causing the individual embarrassment, broken trust)</li> <li>circumstances where confidentiality can be broken (e.g. when there is risk of or disclosure of danger, harm or abuse)</li> </ul> <p>6.2 Record keeping and its purpose, i.e.</p> <ul style="list-style-type: none"> <li>importance of recording information for safety, security, audit and review.</li> <li>timeliness (e.g. keeping records up to date accuracy, legibility, completeness, level of detail, objective, factual, avoiding jargon, confidentiality)</li> <li>sharing information (e.g. about children, their families and carers, verbal information, written information, electronic information, access to records, data protection, confidentiality)</li> <li>storing information (e.g. privacy, where to store, how long for, data protection)</li> <li>reporting concerns (e.g. how and when in relation to recording, sharing and storing information)</li> </ul> <p>6.3 Types of records kept in childcare environments, i.e.</p> <ul style="list-style-type: none"> <li>registration forms</li> <li>parental consent</li> <li>development/educational records</li> <li>forms (e.g. for photos to be taken, for trips out)</li> <li>information about the family (e.g. contact details)</li> <li>medical records (e.g. allergies, pre-existing conditions, long-term medication)</li> <li>accident book</li> <li>care and support plans</li> <li>health and safety checklists (e.g. risk assessments, cleaning logs)</li> <li>supervision and appraisal forms (e.g. contributions and comments made)</li> <li>written communications (e.g. with colleagues, parents, other professionals)</li> <li>individuals' forms and records (e.g. time sheets, expense</li> </ul>

Learning outcomes	Teaching content
	<p>claims)</p> <p>6.4 Potential consequences of poor record keeping (e.g. care delivered twice, medication errors, fraudulent expenses claims, breach of confidentiality, loss of records)</p> <p>Potential consequences for the worker (e.g. disciplinary procedures, dismissal, legal action)</p> <p>6.5 Role of the worker in keeping records, i.e.</p> <ul style="list-style-type: none"> <li>• recording information (e.g. keeping records up to date, ensuring records are accurate, legible, complete, detailed, factual, avoiding jargon, confidentiality)</li> <li>• sharing information (e.g. about individuals, their families and carers, verbal information, written information, electronic information, access to records, data protection, confidentiality)</li> <li>• storing information (e.g. privacy, where to store, how long for, data protection)</li> <li>• reporting concerns (e.g. how and when in relation to recording, sharing and storing information)</li> </ul>
<p>7. Be able to support children in childcare with practical tasks</p>	<p>7.1 Practical Skills, i.e.</p> <ul style="list-style-type: none"> <li>• assistance with nutrition (e.g. menu planning, preparing meals, drinks and snacks, handling food, cooking, supporting eating and drinking)</li> <li>• assistance with personal care (e.g. bathing, showering, hand washing, dressing and undressing, toileting, management, looking after skin, teeth and hair, maintaining personal appearance, applying sun cream)</li> <li>• play (e.g. setting up play areas, providing toys, involvement in activities)</li> <li>• supporting learning</li> <li>• assistance with mobility (e.g. moving and handling, using mobility aids)</li> <li>• providing companionship (e.g. providing conversation, listening, maintaining relationships with family, friends, developing new relationships)</li> <li>• supporting educational development (e.g. reading to/with children, learning alphabet)</li> <li>• encouraging positive behaviour (e.g. act as a role model, encourage children) assistance to enable access to life opportunities (e.g. pursuing interests and hobbies, going on holiday, education)</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1 Understand who uses and works within childcare	*P1: Identify children who may require support in childcare		
	*P2: Explain how different individuals work together and in partnership in childcare		
2 Understand children's needs and how they are assessed and how personalised care and support plans are developed in childcare	*P3: Describe the needs of children		
	P4: Explain how the needs of children are assessed		
3 Be able to support children in childcare with the management and recording of medication	P5: Demonstrate skills and key principles of the management of medication when supporting children in childcare	M1: Explain the actions to take in the event of changes in or concerns about a child's condition	
4 Be able to recognise how the needs of children in childcare could be met through equipment, aids and assistive technology, and be able to support their use	P6: Identify assistive technology, equipment or aids that could be used to support a child within childcare		
	P7: Support a child to use assistive technology, equipment or aids following instructions and/or agreed ways of working		



LO	Pass	Merit	Distinction
5 Be able to communicate effectively with children, parents/guardians, carers and other professionals in childcare	*P8: Demonstrate effective and appropriate written and verbal skills when communicating with children and others in childcare	M2: Explain how to maintain confidentiality when communicating and keeping records in childcare	
6 Be able to maintain confidentiality and records in childcare	P9: Outline the different types of records used in childcare		D1: Explain the potential consequences of breaching confidentiality and poor record keeping
	P10: Complete records used in childcare accurately		
7 Be able to support children in childcare with practical tasks	*P11: Demonstrate skills in supporting individuals with practical tasks whilst observing their individual rights in childcare	M3: Review the effectiveness of your skills in supporting individuals in childcare with practical tasks	D2: Recommend ways of improving your skills in supporting children in childcare with practical tasks

## SYNOPTIC ASSESSMENT

It will be possible for learners to make connections between other units over and above the unit containing the key tasks for synoptic assessment, please see section 6 of the centre handbook for more detail. We have indicated in this unit where these links are with an asterisk and provided more detail in the Assessment Guidance.

## ASSESSMENT GUIDANCE

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### **LO1: Understand who uses and works within childcare**

P1: Learners must be able to identify at least two groups of children who require support in a childcare environment; case studies of two groups of children can be used as a basis.

P2: Learners must be able to explain how at least two different individuals may work together and in partnership in childcare.

For this LO learners will benefit from drawing on learning from Unit: 1 Principles of working in health, social care and childcare and Unit 7: Working in childcare environments.

### **LO2: Understand children's needs and how they are assessed and how personalised care and support plans are developed in childcare**

P3: Learners must be able to describe the needs of children; referring to Maslow may support this.

P4: Learners must explain how the needs of children are assessed.

For this LO, learners will benefit from drawing on learning from Unit: 1 Principles of working in health, social care and childcare and Unit 7: Working in childcare environments.

### **LO3: Be able to support children in childcare with the management and recording of medication**

P5: Learners must demonstrate the skills and principles to follow for supporting individuals in childcare with the management of medication. This evidence must be simulated. Learners must demonstrate the skills required, as well as the principles that must be followed for prompting, assisting and administering medication.

M1: Learners must be able to explain the actions that should be taken if there are changes or concerns in a child's condition.

For this LO, learners will benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare, Unit 2 Health and Safety in practice and Unit 7: Working in childcare environments.

### **LO4: Be able to recognise how the needs of children in childcare could be met through equipment, aids and assistive technology, and be able to support their use**

P6: Learners must identify at least two different types of assistive technology, equipment and aids that are used to support children in childcare.

P7: Learners must be able to support a child to use the equipment or aids following instructions and/or agreed ways of working - this evidence may be simulated.

### **LO5: Be able to communicate effectively with children, parents/guardians carers, and other professionals in childcare environments**

P8 Learners must demonstrate skills in both verbal and written communication; this evidence may be generated from simulated role play or gathered from work experience, using a witness testimony and example written evidence. Evidence gathered must observe confidentiality.

### **LO6: Be able to maintain confidentiality and records in childcare environments**

P9: Learners must provide details of at least two different types of records that are used in childcare.

P10: Learners must also be able to complete records used accurately, again confidentiality must be observed in the production of evidence.

M2: Learners must explain how to maintain confidentiality when communicating and keeping records in childcare.

D1: Learners must be able to explain the potential consequences of both breaching confidentiality and poor record keeping.

For this LO learners will benefit from drawing on learning from Unit: 1 Principles of working in health, social care and childcare.

### **LO7: Be able to support children in childcare with practical tasks**

P11: Learners must demonstrate skills in supporting individuals with practical tasks whilst observing their individual rights in childcare. Again this may be assessed from evidence from a work placement or simulated.

M3: Learners must review the effectiveness of their skills in supporting individuals in childcare with practical tasks.

D2: Learners must recommend ways of improving their skills in supporting children in childcare with practical tasks.

For this LO learners will benefit from drawing on learning from Unit 1: Principles of working in health, social care and childcare, Unit 2 Health and safety in practice and Unit 4: Safeguarding.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced to inform their thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR Guide to Referencing available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>

## MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates in performance tables in England. It is a requirement of these qualifications for centres to secure employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a mandatory unit in the Childcare Assistant pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the Qualification Handbook for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	<p>Learners work experience or work placements could take place in a range of childcare environments including, day nurseries, pre-schools, registered childminders, Ofsted registered nannies and settings for children with disabilities or special educational needs, to develop learners knowledge and awareness of the different children who require support.</p> <p>Learners could shadow an experienced worker and observe how individuals' needs are planned, assessed and supported.</p> <p>Learners could also observe the skills required and the principles to follow when supporting individuals with the management of medication and when maintaining confidentiality in childcare environments.</p>
2. Learners undertake project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Learners could research different types of assistive technology, equipment and aids that are used to support children in a childcare environment.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Childcare practitioners could hold group discussions on the skills required for the rights of children, medication management, confidentiality and record keeping
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Childcare practitioners could provide learners with regular constructive feedback and appraisals on the effectiveness of their skills in supporting children with personal care and practical tasks.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)



To find out more  
**[ocr.org.uk/healthandsocialcare](http://ocr.org.uk/healthandsocialcare)**  
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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