

Surname	Centre Number	Candidate Number
First name(s)		4



LEVEL 2

CHILDREN’S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE

Units 001/003

Sasha

Set B

Question	Maximum Mark	Mark Awarded
1.	3	
2.	4	
3.	2	
4.	5	
5.	3	
6.	3	
7.	3	
8.	4	
9.	3	
Total	30	

Assessor’s Comments:
IQA Signature:
Date:

Scenario – Sasha

Sasha has recently completed her level 3 childcare qualification and has been invited to attend an interview at her local Cylch Meithrin Plantos.

The invitation explains that the interview process is two stage: a practical and a formal question session.

Cylch Meithrin Plantos is a Welsh-medium setting run by a voluntary committee made up of parents and people from the local community. The committee are also members of Mudiad Meithrin which is the national umbrella organisation for Welsh-medium childcare and offers advice and support. They all work together to ensure Welsh-medium immersion is at the heart of what all Cylchoedd Meithrin offer; they also pride themselves on placing children and staff at the heart of the decision-making. Sasha arrives for the formal interview with the manager, Jody, where she is asked a number of questions to ensure her suitability for the role. She then has to spend an hour of her interview with the children and staff.

The committee, staff and children are all positive about Sasha, as all are involved in the decision-making when employing new team members. Sasha is offered a post. She will be on six months' probation; if she passes probation, the post will become permanent. She is sent an induction pack including company policies, job description and contract. She is asked to read the information provided and sign and date the documentation before returning to the setting to start work.

When Sasha starts, she is taken through a full induction. This includes studying company policies and procedures, discussing the job expectations, principles that underpin practice, risk assessment of the premises, fire safety procedures and a full introduction to the children of Cylch Meithrin Plantos.

Sasha is reminded of the confidentiality policy and information storage systems that help ensure security of information. Before staff start work with the children, management must ensure that all staff understand professional responsibilities.

On her second day, Sasha is paired with Ben, one of the other staff at the Cylch Meithrin. This will support Sasha and help her feel welcomed and at ease. Sasha and Ben both communicate in Welsh. Sasha continues to work alongside and observe Ben for the week so that she will become confident to carry out some of the tasks by herself.

It's now Sasha's second week and she has been asked to set up the role-play area following the planning which is on the wall. The planning is completed weekly during a team meeting which all staff must attend. All staff are asked to contribute ideas for the planning of environments and activities. Observations are also used to ensure any activities meet the needs of the children. Sasha feels confident to do this following the support she has received from Ben.

Sasha communicates well with team members through team meetings, one-to-ones, observation notes and day-to-day discussions. She is also asked to reflect on her practice in order to improve.

Sasha has now completed the six-month probation period and is invited to attend a supervision meeting. Sasha is provided with a supervision document which asks her to note her experiences over the past six months and her Strengths, Weaknesses, Opportunities and Threats.

Sasha notes that she has enjoyed her first six months and has felt welcomed by most of the team. In Opportunities, she would like to complete her level 4 qualification and additional Welsh language training. Her concerns were making sure all of the staff members liked her, as one staff member had been a little unkind on Facebook. Jody asked for more information on this as it could be a breach of social media policy. Sasha explains that Sophie had written 'new girl at work, annoying, can't wait to get out of this place, annoying staff and annoying kids!!!' Jody reassures Sasha that she has done the right thing in bringing this to her attention. Jody also provides Sasha with positive feedback on her role.

Sasha has now been at the setting a further 10 months. She has been signed up for the level 4 childcare qualification. She has also been attending Welsh language training with the Mudiad Meithrin which is supporting her confidence with story time.

Maxwell has settled into the setting well. He has hypermobility and requires a one-to-one support worker. Sasha is asked to take on this vital role until more staff can be employed. This involves noting observations on Maxwell, sticking to fact not opinion or judgement and liaising with health professionals who will come in to the setting. Sasha is given a copy of Maxwell's care plan to understand his complex needs, to enable her to support him correctly. She is also required to attend training on the role of the one-to-one. Sasha is asked that all observations are stored confidentially. Her manager has stated the importance of sharing this information with relevant personnel.

It is important from day one that Sasha builds Maxwell's trust. It is also important to build positive relationships with the other professionals supporting Maxwell and his parents. Sasha invites the parents in to the setting while Maxwell is settling in. Sasha has a positive attitude throughout the meeting.

Answer all questions.

Sasha Questions: Set B

1. Reflection is one of the principles and values that underpin practice in children’s care, learning and development at Cylch Meithrin Plantos.

(a) Name **one** other principle that is being applied in the setting. [1]

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(b) Give **two** reasons why reflection is important in the setting. [2]

(i)

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(ii)

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2. Identify ways that Cylch Meithrin Plantos are ensuring relationship-centred working and explain the importance of this. [4]

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3. Describe the impact of Sasha’s positive attitude towards Maxwell’s parents. [2]

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4. (a) State **two** ways that Sasha is working to improve practice. [2]

(i)

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(ii)

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(b) Summarise how supervisions have supported Sasha’s professional development. [3]

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5. Explain how Cylch Meithrin Plantos is building trust within the workplace. [3]

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6. Effective team working is recognised at Cylch Meithrin Plantos. Describe how this contributes to the children’s well-being. [3]

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7. Sasha is asked to store care plans and observations on Maxwell confidentially and to only share this information with relevant individuals. Explain who would have access to this information. [3]

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8. Discuss the implications of Sophie’s behaviour and the comments she made on social media. [4]

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9. All childcare and early years settings work closely with health professionals to support children with additional needs who attend the setting.

(a) Identify **one** health professional that may work with an early years setting. [1]

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(b) Describe the role and responsibilities of your chosen health professional. [2]

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END OF PAPER

For continuation only.

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