

Surname	Centre Number	Candidate Number
First name(s)		4



LEVEL 2

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

Units 001/003

James' final assessment

Set A

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

Assessor's Comments:
IQA Signature:
Date:

Scenario – James' final assessment

Andrew, the Childcare Assessor, has arrived at the nursery to carry out James' final assessment visit for his level 3 qualification. On arrival, Andrew is asked to sign the visitors' book and produce his ID badge.

The room leader is answering the door and greeting the children. There are two one-to-one workers, three nursery nurses and two nursery assistants in the setting. James is supporting the craft area following the plan; his mentor, Sally, is also guiding him.

Andrew notices that Sally is not engaging with the children. One of the children is attempting to show Sally a picture she has drawn and Sally quickly tells her to put it in her drawer. The child leaves the craft area upset and places the picture in her drawer. The child does not return to the craft area. James quickly speaks to Andrew explaining he's not sure if he should be reporting what has happened to the leader as it happens frequently.

Andrew asks James how, as a team, they contribute to children's learning and development. James explains that planning takes place weekly, using the children's observations, which are carried out daily to plan for the following week. He also points to the ideas board where staff and children are encouraged to give ideas. Staff are encouraged to attend all team meetings and all assistants are provided with mentors.

As James has been working at the setting for a year, he has started to take on more responsibilities; he has been provided with two key worker children. He explains to Andrew that he is now responsible for ensuring observations are completed on his key worker children. He is also responsible for placing these observations, along with photos, into a learning journey. It is this information that is then fed into the planning meetings. He has his first parents' evening this week to discuss the learning journey with the parents/carers; his mentor Sally will support him. The leader has spoken to all of the staff about the importance of sticking to facts not opinions when discussing the learning journeys with parents/carers. Andrew observes James storing the observations according to the confidentiality policy.

One of James' key worker families are Hindu and follow a lactovegetarian diet which prevents the child from eating meat, poultry, fish, and eggs, but milk products are allowed and encouraged. The nursery must make every effort to ensure that this is respected and adhered to.

Before lunch one of the children, who is wearing a pull-up nappy, asks James to use the toilet; as James has not yet received his qualification, he asks Sally to accompany the child.

Andrew organises to observe James' final supervision meeting with the setting manager. James has prepared for the meeting by completing a questionnaire.

In the first part of the meeting the manager asks James to describe how he's feeling about the setting and discusses the questionnaire. The manager notices that James has stated that support is needed with literacy; James explains that he feels a little uncomfortable completing observations as he knows his spelling is poor. He explains that he has been re-writing a number of observations which is time-consuming. The manager suggests that the setting support James by providing training, and by giving James a pre-written list of key words for observations.

They then evaluate the recent behaviour management training that James attended. James explains that this has given him more confidence; the manager goes on to praise James for his work on the new 'happy tree scheme' to promote positive behaviour. The manager explains that James' positive attitude towards his work has encouraged other team members to follow suit.

James passes on his concerns to the manager about the level of interaction Sally shows the children; he explains that she is hard-working but will often opt to complete tasks that are away from the children and dismisses their attempts to talk to her. He asks the manager for his name to remain confidential. The manager reassures him that this will be dealt with professionally while following all confidentiality policies and procedures.

Before the meeting comes to an end the manager provides James with an updated social media and professional conduct staff policy. It identifies the importance of professionalism, the relationship between social media and professional conduct, and the implications for anyone who does not adhere to procedures.

Answer all questions.

James' final assessment Questions: Set A

1. Identify **two** key principles being applied at the setting that underpin practice in children's care, play, learning and development. [2]

(i)

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(ii)

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2. (a) Outline **one** unacceptable practice that has taken place at the setting. [1]

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(b) Describe the impact this behaviour may have on the well-being of the children. [3]

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(c) Explain why it is important to report unacceptable practice. [3]

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3. James was praised for his positive attitude with the children and staff at the setting. Describe the impact a positive attitude can have on children and their families. [3]

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4. James is a trainee childcare worker. Outline the limitations of James' role. [2]

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5. Name **one** role within a nursery setting and describe the responsibilities of that role. [3]

Role:

Responsibilities:

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6. Describe how team working is being carried out in the setting **and** how this supports the children's well-being. [4]

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7. Discuss the procedures James should follow when handling **and** storing information in the setting. [4]

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8. State **three** reasons why professional conduct outside of work is so important. [3]

(i)

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(ii)

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(iii)

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9. Describe how supervision supports reflective practice.

[2]

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END OF PAPER

