

Non-Examined Assessment

Band 4 Exemplar Learner Response

**NCFE Level 1/2 Technical Award in
Child Development and Care in the
Early Years (603/7012/9)**

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Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

Learner responses

Each learner response should demonstrate what a **mark band four / top band** response look like alongside any evidence that is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

Task 3 - The planning cycle - Plan		
Band	Marks	Descriptors
4	10-12	<p>AO3 – Excellent analysis and evaluation of John’s basic care and holistic development needs that is comprehensive and highly relevant. Supported with excellent justifications for strategies that are comprehensive and highly detailed.</p> <p>AO2 – Excellent application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that is comprehensive and highly detailed and highly relevant to the case study and task.</p> <p>AO1 – Excellent recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is comprehensive.</p>
3	7-9	<p>AO3 – Good analysis and evaluation of John’s basic care and holistic development needs that is detailed and mostly relevant. Supported with good justifications for strategies that are detailed.</p> <p>AO2 – Good application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that is detailed and mostly relevant to the case study and task.</p> <p>AO1 – Good recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is mostly detailed.</p>
2	4-6	<p>AO3 – Reasonable analysis and evaluation of John’s basic care and holistic development needs that has some detail and some relevance, though this may be underdeveloped. Supported with reasonable justifications for the strategies that have some detail, though these may be underdeveloped.</p> <p>AO2 – Reasonable application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that has some detail although this may be underdeveloped. With some relevance to the case study and task.</p> <p>AO1 – Reasonable recall of knowledge and understanding of planning cycle, basic care needs, care routines and strategies that has some detail.</p>
1	1-3	<p>AO3 – Limited analysis and evaluation of John’s basic care and holistic development needs. Supported with limited justifications for strategies that have minimal detail and are mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that has minimal detail and is mostly superficial. With minimal relevance to the case study and task.</p> <p>AO1 – Limited recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that has minimal detail.</p>
0	0	No rewardable material.

Project brief: case study

John is 4 years old. John's parents have recently separated, and John is living with his mother Jane.

John and Jane have moved to a rural area from a city environment and have no extended family or contact with John's father.

Before the separation of his parents John was looked after during the day by a nanny but now John will attend a nursery whilst Jane works full-time shift work, starting at 7.00 am.

John has started the transition to the nursery and has been attending for 2 weeks. The childcare practitioner notices John is showing signs of regression and is finding it difficult to independently complete self-care routines.

The childcare practitioners have observed John during routines and play activities and recorded their findings in a post-it note observation method. The findings can be found in **Appendix 1** of the NEA task document.

Using this case study and the post-it note observations in Appendix 1, complete the following tasks.

Task 1: support strategies – transitions

- Evidence:**
- resource:
 - leaflet / flyer
 - poster
 - booklet
 - word processed or handwritten report.

Ideas to help John's transition to nursery	
How parents can help.	
<p>1. Make sure you tell Early Years Practitioners about John's care needs, his likes and dislikes. You could tell Early Years Practitioners about the routines that John finds difficult, and the toys he enjoys.</p>	<p>2. Role play about being at the nursery. Pretend you are the Early Years Practitioner, and John is the child starting the nursery or play with dolls and pretend one is the child and one is the mum.</p>
<p>3. Read books with John about going to a nursery. You can borrow these books from a library. Talk about the story and pictures. When reading the book John could ask questions and talk about his worries and how he feels.</p>	<p>4. Talk to John about when he has been to the nursery. You can ask John about the toys he played with and his friends. Talk positively about the nursery.</p>



Assessor comments

A range of age-appropriate and sector-specific support strategies are shown. Strategies selected are specific to the case study. Throughout the task, all support strategies are described to show use. This demonstrates the learner has a comprehensive understanding and is drawing on their understanding of the impact of transition. The support strategies are accurately split and connected to either parents or EYPs, demonstrating ways that each support strategy will support John's transition.

This example demonstrates the learner understands vocational terms (for example; 'interests'). The learner has understood the types of interests or information required to support transition, which shows a comprehensive understanding of the support strategy.

How Early Years Will Practitioners' help	
5. Early Years Practitioners can visit John at home, where John will feel safe. Talking and playing with John at home gets John to meet the Early Years Practitioner.	6. Early Years Practitioners will ask you to fill in a form about John. The information could be about John's interests, independence, and family.
7. Early Years Practitioners can give you advice and tell you about ways to help John, e.g., sensory play to help John express feelings.	8. You could stay at the nursery for a few times and play with John; this will help John get used to slowly being at the nursery.

Assessor comments

This is one example from the task that shows excellent application of knowledge. The learner has recalled a support strategy and goes on to build upon this by adding how, when and why the support strategy is used. This provides detail, application to practice and makes the example highly relevant to the case study.

The introduction of 'talking positively' shows the learner knows that being a good / positive role model is important when supporting transition. This illustrates that the learners knowledge goes beyond simply knowing a strategy, which shows a high level of detail and reflects a strong understanding of applying the support strategy.

Context is given to the support strategy this shows the learner understands working practices relevant to the sector. The learner understands that John will feel more comfortable at home.

The support strategy is backed up with an example which shows the learner has applied the support strategy in a highly relevant way.

This is an example of how the learner has selected a support strategy and given justification for use. The learner clearly knows why a gradual introduction is a valuable strategy. This shows understanding of the support strategies value.

Task 1: report

1. Knowing about John, e.g., what he likes to play with will help the EYP get to know John, and plan activities and routines that suit him. The EYP's should write down and share information about John with other EYP's this will make sure John receives the same care by all the EYP's and this will help him feel safe at the nursery. He will have a key person at the nursery to help him settle in.
2. John has always been with his mum/nanny so won't know what to expect at the nursery. Role play will help John to think about what to expect which will help him feel less anxious and look forward to going to the nursery.
3. Listening to stories about going to nursery will help John to know how he feels is normal and help build up John's resilience. He can also have any questions answered which will help him feel less anxious.
4. Talking to John will help with any anxiety, he will not hold in his worries, and he will begin to look forward to going.
5. At the visit John will get to know the EYP and start to make an attachment. The EYP will be a familiar face. If John is upset or worried John will feel he can ask for help from an EYP he already knows.
6. When the EYP have information about John, the EYP can change routines or put out activities that John will want to do; this will help John feel happy and stop him feeling stress. Having information from John's mum will help make care similar at home and nursery. This will help John feel safe.
7. Giving advice to parents about ways to support John e.g., what activities to do at home or to say to John if upset could make John express his feelings rather than holding them in, this will help John's

Assessor comments

In this example the learner has broken down the support strategy by adding a detailed explanation of what questions they will ask, how information will be used and the outcome of using this support strategy. The 'step-by-step' approach provides excellent analysis and detail giving a full picture to justify the use / value of the support strategy.

The response gives a clear value / evaluation / justification of talking to John. The knock-on effect of this support strategy draws together the outcome which shows analysis.

The justification for use of this support strategy is highly effective. It shows positive application of theory and clearly gives a reason how the support strategy will help John.

It is clear from this example that the learner has reviewed 'having information about John's needs' and the value of this practice / how John will benefit. This shows a full understanding leading to a highly relevant evaluation.

social and emotional development. Talking with John's mum supports a good relationship between her and the EYP and will help them to get to know each other.

8. If John slowly gets used to the nursery, he will feel more confident to stay without his mum and not be frightened when his mum has gone. Not spending too much time at the nursery will stop him feeling overwhelmed.

This learner starts with the support strategy and develops this into analysis by adding content to show examples, impact on John's development and closes with the importance of partnership working. This demonstrates excellent analysis (breaking down of concepts), which effectively justifies the strategy. This justification shows that the support strategy is relevant to the case study.

Throughout the response, vocationally relevant terms or knowledge are used (for example, links to child development). This illustrates the learner has a comprehensive understanding.

Task 2: planning cycle – observe and assess

Report

Evidence:

- written report:
 - word processed or handwritten.

John's progress against expected key milestones

Physical development

John had a toilet accident, at 4 years old most children use a potty/toilet, and this is expected from 2 ½ years. It could be that the accidents happen because John is being affected by the transition.

John uses fine motor skills, including a pincer grip, but he has not developed the fine motor milestones expected of a 4-year-old. He should be able to draw a figure that looks like a person with a head, legs and body but John draws lines, dots and circles like a 2 ½ year-old.

John kept dropping fruit, can't do up his coat and needed help from the EYP when most children who are 4-years-old can fasten buttons so John should have better fine motor skills.

John has developed a gross motor milestone of a 4-year-old as he can throw and catch a ball. At 3 years old children should steer a tricycle, and John can do this.

Social and emotional development:

John can meet the milestone for a 4-year-old as he wants praise. He struggles with other emotional skills like confidence and controlling emotions though. He isn't confident to leave his mum and showed separation anxiety, this reaction is normal. John doesn't understand how other children might feel, he showed this when he didn't share. At 4 years old John should be able to share toys with his friends and know he could upset them if he doesn't play nicely. He maybe has not yet had the experience of sharing toys because he has been at home and there are no other children there.

Cognitive development:

John could say which colours were red, green, blue and yellow. I would expect a 4-year-old to know their colours. He knows what some words mean e.g. in, out,

Assessor comments

Throughout the response, and in this example, the learner has correctly and consistently recalled expected developmental milestones. The knowledge of the developmental milestones is applied correctly without error and the learner has drawn a conclusion with supporting evidence that reflects an excellent application of knowledge and understanding.

The response shows excellent application of understanding of developmental milestones. The response identifies where development should have taken place and substantiates reasons why milestones may not have been met.

behind, this shows thinking skills. He can remember and say nursery rhymes and can count to five and know how many is left when taking something away, this shows he can count to 10 showing he is on the right track for a 4-year-old.

Communication and language:

John's speech is ok, and it could be understood by the Early Years Practitioner, he told the Early Years Practitioner he could not zip his coat and asked when it is time to go home. I would think he should do this at about 5 years old which shows his language is developing well. He sang 'five current buns' **singing songs is a milestone** you would expect for a 4-year-old so he is doing well. But John couldn't answer to simple questions. He should be able to answer this sort of question when he is 3 years old.

How aspects of Johns holistic development might be interconnected

If John is not able to do one milestone it will have a knock-on effect to him not being able to do another. For example, because he isn't confident, he finds leaving his mum hard but if he was confident, he might be able to leave his mum. This shows that his confidence is affecting his independence.

John is not able to do the 4-year-olds fine motor milestones I think he should which means, he can't do things for himself for example, he can't do his own coat up or get a cup and pour a drink this means his physical milestones are behind making it hard for him do things for himself. This shows that because John has not developed good fine motor skills. He also cried when he couldn't build the tower of bricks which shows that not being able to use good fine motor skills, is making him feel upset, effecting his feelings.

When John wet himself, he would have felt embarrassed affecting how he feels, feelings are part of emotional development. It could have been that he hasn't got much confidence to ask where the toilet is or not known what to ask which might have caused him to wet himself, or is just part of him getting used to nursery.

Assessor comments

Examples from the post-it note observation are used to provide justification for the developmental milestones which John has / has not yet achieved. This shows a comprehensive understanding and application of knowledge.

Excellent detail is shown to illustrate the developmental milestones John can achieve. The response indicates further details where he is not consistently achieving across the same area of development which shows the responses provides thorough application of knowledge and understanding.

Examples are given to support how holistic development might be interconnected. This helps give a comprehensive justification with relevant detail.

Justifications for the support needed to further his development.

Physical development needs:

John needs to develop his fine motor skills including developing the small muscles in his hands because otherwise he won't be able to join in activities and do up his coat or build towers for himself. Because he can't do things for himself, he will have to get others to do things for him, which could make him feel useless and frustrated and he could start behaving badly or act up.

Cognitive development needs:

John is doing well with his cognitive development, but he doesn't always understand what is being said by the Early Years Practitioners or reply properly so it is important that he develops these milestones so that he can join in activities and make friends.

Communication and language needs:

If John is not ok to ask for help and answer questions Early Years Practitioners will not be able to help him and he could not get his needs met. If he can't answer questions this will stop him joining in with fun activities and making friends.

Social and emotional development needs:

John needs to develop his social skills, such as sharing, and to join in with other children. John needs to learn that he can't just snatch as other children will not want to play. John needs to be more independent and do things for himself. John needs to develop ways to better express emotions or his mental health will suffer.

Assessor comments

The response is structured effectively, with an example (what), and subsequent explanation of how and why, which gives a detailed and highly relevant response of how aspects of John's development are interconnected. The connections between one component and another are clearly linked and accurate.

Across each aspect of development the response shows a comprehensive and full link to the different aspects of holistic development. All aspects are included and consistently reflect an excellent level of detail.

The response shows a comprehensive level of detail. It links together a correctly identified skill and goes on to further explain an impact of not having the skill on more than one aspect of John's development / needs. The suggestions are relevant for John's age. Conclusions are clear and plausible.

Justifications are broken down and a multi-faceted response is given. The issue and the impact are presented to show the importance of support needed to further John's development.

Task 3: the planning cycle – plan

Evidence:

- written plan:
 - word processed or handwritten.

Here is a plan that will help John develop:

- physical skills including fine motor skills and awareness of when to go to the toilet
- social and emotional skills including sharing, independence confidence
- communication and language skills including answering questions/talking the EYP

Routine	EYP role and how the routine will promote basic and holistic needs, independence, and transition
Arrival time	<p>John will be given a key person to help when he is a way from his mum. The key person should talk to John’s mum to develop a partnership and ask what John enjoys and comfort him.</p> <p>The key person should tell John about the day's activities including the dinosaur toys, this could help distract John if feeling sad, and he will know what to expect making him feel safe. The EYP should remind John where the toilet is, show him, so he knows where to go.</p> <p>If John gets upset the key person should sit John on their knee and talk to him and tell him his mum will be back. If John has a teddy with him John could hold it. This will make him feel comforted.</p>
Inside play	<p>EYP should set up activities beforehand and do a risk assessment. Activities should include sensory play e.g., playdough and drawing to help John’s fine motor skills and express feelings. Imaginative play e.g., role play which will help John socialise and talk to the EYP. To help his independence John can choose the activities, this is child centred practice. One activity to set up is toy dinosaurs in the construction area, the EYP could encourage John to build homes for the dinosaurs this will help John’s fine motor skills. The EYP should get other children to play with the dinosaurs and ask open questions. The EYP should praise John when he shares this will make him feel happy. During playtime, the EYP should remind John to use the toilet so that he does not have an accident. John should be encouraged to tidy up after himself.</p>

Assessor comments

The plan is created in a vocationally accurate format. Aims of the plan are given, and the plan is presented in a vocationally relevant way.

Throughout the response a comprehensive range of basic care needs are reflected (for example, safety, praise, hygiene, food, and exercise). The needs identified link back to John and are appropriate for his age, and the issues flagged in the case study.

Toilet and handwashing	After playing outside and before lunch/snack the EYP should help John use the toilet and wash hands. The EYP should turn on/off the tap and help John with what to do asking if he wants help with his buttons. The EYP should not do too much for John. The EYP should make sure John washes his hands for good hygiene. If John goes to the toilet at a few points in the day, it might stop him from wetting.
Snack	The EYP must clean the table so that it is hygienic and then put out the snack. The snack should be something John likes e.g., carrot and hummus which is healthy. The EYP should encourage John to have a go at getting the snack from the plate and pouring his own drink to help his fine motor skills. The EYP could show him first. John should also tidy up his plate. The EYP should praise John for trying to pour the drink which will make him feel good about himself.
Outside play	Before John goes outside the EYP should put out balls for football, make sure the climbing equipment is not broken and the gate is locked. Before John goes outside, he should put on his coat, or sun cream and a hat if it sunny. The EYP should show John how put on his coat and praise him when he tries. Going outside will give John fresh air and exercise and keep John healthy. He could also learn new physical skills such as climbing a ladder.
Lunchtime	The EYP will make sure that the table is clean, and that the food is healthy and does not burn John. The food will help John grow and be healthy. The EYP should give a fork to help John use fine motor skills. If he cannot do this the EYP should be kind and encourage him with a sticker. The EYP should sit and talk to the children helping promote language development.
Story and singing	The EYP will encourage John to get involved in the group activity by making him feel welcome and ask another child to sit with him. This will help him make friends. The EYP will praise John for joining in which will boost his confidence. If John does not want to join in the EYP should talk to him and find out why he does not want to join in, but not pressure him and allow him to sit and watch or find a quiet space. The story should be about making friends which will help John's emotional development.
Quiet play	The EYP will provide calm music and encourage John to look at books. This will help John to have a rest and recharge his batteries. John's key person can sit

Assessor comments

This response shows an effective support strategy / routine to support John's emotional needs. Supporting reasons for use of the strategy are given showing understanding of the what John needs and how he should be supported linking to the value / impact of the strategy; this shows excellent judgement.

The response is detailed and shows analysis. The response gives detail of different components of the adults role / working practices / vocationally relevant routines. The benefit of the provision is accurately made and shows evaluation.

Vocational language / practice is evident throughout (for example, child centred practice, key person, role play, independence, and risk assessment). Understanding of each term is shown in appropriate use across the plan.

	with him, helping make John feel safe. The key person can ask questions this will help to build a bond between them. The key person could choose a book about going to nursery which will help John's emotional development.
Going home time	At home time the key person should tell mum the activities John has enjoyed and praise John for what he has done like trying to put on his coat. Talking with John's mum will help develop partnership working and it is important to be sensitive, so John's mum feels comfortable. The EYP could suggest things John can do at home to help, like reading books about nursery or talking and asking about his day.

Assessor comments

The response shows that information has been separated into component parts and a conclusion made. This shows excellent analysis.

The response is highly relevant and comprehensive. It shows the value of the activity / routine across different areas of development providing justification for inclusion in the plan.

This responds consistently to issues that are included within the case study. The response is detailed and comprehensive, includes a range of information relating to one part of the routine (for example, in the story and singing description the learner has connected to John's needs, why each need should be met, and how each need can be met). This level of detail shows a strong level of analysis.

Task 4: planning an activity

Activity 1: cornflour sensory play plan

Evidence:

- activity plan:
 - word processed or handwritten.

Cornflour mixture will be put into a big tray/builder's tuff tray. I will put spoons, scoops, spatulas and small pots e.g., yogurt pots into the tray. Four children can play together and explore the feeling and texture of the cornflour mixture with their hands and play with the small pots and spoons, I could add colour by mixing in food colouring.

Timings

The activity will be put out at free play time and children can join in if they want. Children can play for 15 minutes and after **then I will say it's another** child's turn. I will tell the children what the activity is when they join, this will take a couple of minutes.

How the activity will support John's development

This activity will help John's physical development including his fine motor skills as he will be using his hands. For example, he will use a pincer grasp, when he scoops and explores the texture of the cornflour and hand eye coordination as his hands explore the cornflour mixture and he tries to keep the cornflour in the builder's spot. When John mixes with a spoon and scoop cornflour in his hands he will develop strength and control of his hands and hand eye -coordination.

Early Years Practitioner's role

- Get the equipment set up and ready. Check that the equipment is safe and put out aprons, so children don't get their clothes messy
- Talk to children when they are playing, ask questions like 'what does it feel like?', 'what are you making?', say 'well done' if they use the equipment properly

Assessor comments

The activity suggested fits well with sensory play. The description of the experience the children will have during cornflour play shows that the learner has an excellent understanding of what sensory play is and how this type of play is used. The activity is highly relevant and suitable for John at his current age / stage of development.

Suggestion of this activity shows that the learner has correctly assessed that John requires support with his fine motor skills. The activity will help John practice fine motor skills helping to develop where he needs it most.

A comprehensive description of the activity is provided. The detail is excellent and could be followed by another EYP showing it is vocationally accurate and presented in a highly relevant format.

The way in which children will be managed is demonstrated in the response. This shows excellent application of knowledge and understanding of the EYP's role

- Make sure children don't throw the cornflour
- Remind children when their time in the activity is nearly up
- Clear up any cornflour from the floor to make sure children don't hurt themselves slipping on the wet
- Encourage children to wash their hands and help tidy up
- When the children have finished playing wash up and put away the builder's tray and pots
- After the activity has finished talk to a team member about how the activity went
- Add observations to the child's learning journal

Resources:

Big tray / builder's tray tuff spot x1

Cornflour powder and water to make the cornflour mixture

Plastic spoons, scoops, yogurts pots, cups, jugs, food colouring, toys

Newspaper to cover the floor

Aprons x 4

Assessor comments

Explanation of the type of physical skills that could be developed are highly relevant to John's age / stage of development. Physical skills are linked to relevant parts of the activity showing analysis. The examples are plausible and explanation provided shows the ways that the activity promotes the skills and notes the potential value of the activity.

There are a wide range of roles to demonstrate a comprehensive understanding of the EYP's role. The roles are not limited to during the activity but touch on many different aspects including the EYP's role before and after making the response comprehensive. Elements of safety, hygiene and interaction are covered.

The adult's role is broken down into component parts which shows analysis (for example, 1) get the equipment set up, 2) check equipment is safe, 3) put out aprons, and 4) so children do not get their clothes messy). This shows excellent and appropriate analysis for the level.

Activity 2: musical instruments

Description of the activity

This activity is for four children. Children will sit in a circle on the floor. I will put out a box of musical instruments which includes one shaker, one tambourine, one small drum and one triangle. I will ask John and the children to choose an instrument. Children will take it in turns to choose an instrument and a song from the song cards shown and all play their instruments. The children can swop which instrument they play after each song.

Timings

The activity will take about 20 minutes. 2 minutes to explain what the activity is, 5 minutes for children to choose their instrument, 10 minutes for singing and playing and 3 minutes to tidy up.

How the activity will support John's development

This activity will help John's social and emotional development including helping John's independence as he must choose by himself which instrument. The activity will support sharing skills as John will have to cooperate with the other children when changing/sharing the instruments. The activity also supports John's social and emotional development as he will practice waiting his turn to choose the song he wants to sing.

Early Years Practitioner's role

- Get the equipment set up and ready on the floor area. Check that the equipment is safe, and everything works ok, and nothing is broken.
- Talk to children and ask questions like 'which song do you want us to sing today?' say 'well done' if they share the instruments
- Be a good role model for sharing
- Make sure children don't snatch the toys and say 'it's your turn next and Sarah's turn now' so that John knows he will have a turn soon and what sharing is all about
- Encourage John to join in, I could suggest some songs from the song cards if he is not sure what to choose
- Praise children for sharing and waiting their turn or being kind to their friends

Assessor comments

The activity suggested fits well with promotion of social and emotional development. It is appropriate for John's age / stage of development and links to the areas he needs to develop, which are highlighted in task 3. The description of the experience the children will have shows the learner has an excellent understanding of what taking part in an activity with musical instrument will look like and how this type of play is used.

Within the description of the activity, the EYP role starts to shine through. This shows the learner has a secure knowledge of how the EYP's will manage the activity and support the children taking part. This indicates an excellent application of knowledge.

- Encourage John and his friends to put the instruments away
- If John does well at the activity tell his mum how well, he did
- Extend the activity by reading the same book as the song
- Add learning to the child's learning journal

Resources

Box of musical instruments which includes at least one shaker, one tambourine, one drum and one triangle. **The instruments should be small and suitable for John/children size hands.**

- Song cards with pictures of songs and the words written on them.

Assessor comments

The responses show understanding of what S&E development is and shows a secure understanding of what each of the skills are (for example, independence – choosing by himself). The description shows analysis as it breaks down information into components and links a reason or benefit

There are a wide range of roles to demonstrate a comprehensive understanding of the EYP's role. The roles are not limited to during the activity but touch on many different aspects included in the EYP's role before and after making the response comprehensive. This example shows how the response has been broken down to into three parts to show comprehensive understanding.

The response anticipates how John / children of his age may respond to the activity. This shows a strong awareness of child development.

This response demonstrates that the learner is considering John's age and stage of development.

Task 5: health and safety procedures – risk assessment

Cornflour activity:

Evidence:

- completed risk assessment:
 - word processed or handwritten.

Key

Red = high risk
 Amber= medium risk
 Green= low risk

Hazard	Who might get hurt and how	Keeping children safe	How to stop children getting hurt	Who /what should be done
Cornflour on the floor.	Children could slip and bump their head if the cornflour is dropped onto the floor. EYP's or parents could also slip.	Wipe up cornflour with a cloth or mop. Supervise children.	Remind children to be careful and not drop cornflour.	EYP must supervise during the activity and clean up if the cornflour gets spilled. Lay a mat on the floor to be changed a few times during play.
Eating or putting cornflour in mouths.	Children could eat the cornflour and be ill if allergic to something in the cornflour or choke on it.	Remind children not to eat it and supervise them.	Make sure children aren't allergic to the ingredients. Watch out if they choke.	The EYP should rinse the child's mouth. First aid might be needed if the child chokes.
Cornflour getting in child's eye.	Children could flick or rub cornflour from their hands into their eyes.	Supervise children.	Keep checking that children are not being silly and flicking the cornflour.	EYP should supervise children. If cornflour gets in the child's eye

Assessor comments

A wide range of hazards are included which relate accurately to the activity.

Headings and table layout reflect key elements contained within a risk assessment procedure used in childcare and education provision. The risk assessment is presented in an organised and easy to follow format.

All elements of the risk assessment template are completed without error or omission. The contents shows a comprehensive knowledge and understanding of the types of hazards that are associated with a cornflour activity. The hazards are wide ranging and highly relevant for this type of activity and the age of children taking part.

				the EYP should rinse the eye with water. First aider should be called.
Yogurt pots on the floor.	Children could trip over the pots on the floor and bump their head or hurt their knees.	EYP picks up pots and asks children to do the same if they drop pots on the floor.	Keep checking the floor.	EYP needs to supervise the children.

Assessor comments
 Risk levels are accurately assessed using a colour code system. This shows excellent recall of knowledge and understanding.

The risks is clearly articulated and explained.

Controls are clear and plausible. They link to the EYP's role and respond appropriately to the context / situation.

Task 6: evaluation of the plan

Evidence:

- an evaluation:
 - word processed or handwritten.

How well my plan records and outlines the individualised care needs of John and supports his holistic development

A key person is important as they will help John feel safe and if upset, make him feel better. They will support John's emotional needs which will help him to manage his feelings and become more independent. It is important that John is comforted, so he feels cared for, safe and secure. If he feels safe, he will be happy to stay at the nursery and try out new things helping his development. Hopefully John will get on with his key person as this could be difficult if he doesn't.

My plan includes bricks with dinosaurs which is good because it is what John likes to play with and is interested in so will get him more involved. This will make John feel happy and want to stay at nursery. Playing will help John develop his fine motor skills e.g. hand eye coordination, which is an important part of physical development and his cognitive development. He will also be learning by playing and playing makes children feel happy, **which is important for his well-being**. John needs to develop social skills as he will have to share the dinosaurs, so this activity will promote sharing skills. John can choose from different activities helping his independence because he will need to choose what he wants to play with. He will also learn new words from talking to his friends and feel part of the group which is important for him to feel like he belongs, boosts his social and emotional development and to settle into the nursery.

At snack/lunch it is important that tables are clean, and John washes his hands this will stop John being ill and will learn healthy routines. Giving healthy food will help John be healthy, if he is healthy, he won't get ill or become overweight. This will meet John's need for physical safety. John could help at snack time which will encourage his independence and he will feel proud of himself.

Assessor comments

The impact of the key person and the strengths of the key person are clearly evidenced providing evaluation. A possible limitation of the key person is identified contributing to evaluation.

Analysis is shown in the way that the practice of interests is broken down into detail. The response shows why including dinosaurs is important and how this will impact on John and then meet his care / developmental needs. This 'step-by-step' approach gives a detailed breakdown of how the practice will benefit John showing excellent evaluation.

This reflects a developed understanding of play, showing the learner understands that play can have multiple benefits, which shows the learners understanding of holistic development.

Playing and singing with other children is good to develop John's communication skills and learn new words. Looking at books will help John's language development and give him a rest so that he doesn't feel tired and can cope with the day. Giving praise or a sticker will make John feel good about himself which is important as he needs to feel valued and will impact on his social and emotional development.

Going outside is important as it will give John some exercise and fresh air, his will help keep John healthy and make sure he doesn't get obese. He will develop balance and coordination. Checking equipment and locking the outside gate makes sure John is safe and doesn't get hurt.

My plan includes ways that John can develop holistically which includes physical, communication and language, and social and emotional development. It shows how the needs Maslow says children need, like exercise, play, food and water can be provided for John. This will make him feel safe and secure. By being more physical, John will socialise more and develop better in other areas.

How my plan can be improved

I could extend activities further by reading books about the songs, that are being sung to further John's understanding of skills such as counting or add another dinosaur activity as John likes dinosaurs so will help him to stay interested.

Assessor comments

Each element of the plan is reviewed / considered and an assessment made giving its strengths and the benefits to John's care needs and development. Comprehensive detail is provided which helps illustrate each point clearly.

This response is an example which gives details of how, what, where and why elements of the plan will meet John's care needs. These are comprehensive and link multiple outcomes to one practice (for example, snack is linked to hygiene, healthy routines, healthy eating, and safety). This shows a highly detailed evaluation of how the plan will meet John's individual care needs.

I should ask John what other things he enjoys so when his interests change, he doesn't get bored.

I could plan more activities like painting so that the pictures he makes can be put on the wall in the nursery and help John feel proud boosting his self-esteem. It is important that John's self-esteem is promoted.

I could give John more activities e.g., circle time or puppets that help John to express his feelings and use his imagination as I haven't included much of this, and he might be keeping his feelings inside as he hasn't developed his language particularly well yet, which isn't good for John's mental well-being.

I should talk more to John's mum to make sure I am doing everything I can to help John settle into nursery. The time for talking with John's mum is at the beginning and the end of the day but John's mum might be shy so not want to talk and it might be difficult to have the chance to talk properly if John's mum needs to rush off. I could communicate with his mum through email.

I could observe John again and add this to his learning journal and maybe get another professional to help if I have any concerns.

Assessor comments

Different aspects of holistic development are broken down into more detail (for example; playing and singing offers multiple benefits to John's development and shows how the activities meet his needs on a holistic level).

The response is highly relevant as it shows the impact of exercise on John drawing out evaluation.

Reflects a knowledge and understanding that John's needs / interests will change over time, showing excellent level of analysis / application of knowledge.

The response acknowledges that there are missed opportunities for supporting John's self-esteem and suggests a highly relevant way this can be remedied.

Drawbacks of communicating with mum at the beginning / end of the day are noted which shows limitations within the plan. This is a highly relevant and thoughtful suggestion.