



Non-Exam Assessment (NEA)

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

Centre version

October 2024 release

v1.0

Past paper

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Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires learners to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The NEA will contribute **50%** towards the overall qualification grade; therefore, it is important that the learner produces work to the highest standard that they can. The learner must not start the NEA until they have been taught the full course, to ensure that they are in the best position to complete the NEA successfully.

What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector. It also shows that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives (AOs) in an integrated way. The Department for Education (DfE) has consulted with awarding organisations and agreed the following definition for synoptic assessment:

‘A form of assessment which requires a candidate to demonstrate that they can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.’

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The NEA will test the learners’ ability to respond to a real-world situation.

Information for learners

Introduction

The NEA will be assessed holistically using a levels of response marking grid and against five integrated AOs. These AOs and their weightings are shown below.

Assessment objectives (AOs)
AO1: Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding. 20 marks (21.75%)
AO2: Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations. 20 marks (21.75%)
AO3: Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions. 16 marks (17.39%)
AO4: Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, working practices and documentation. 28 marks (30.44%)
AO5: Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation relevant to the vocational sector. 8 marks (8.67%)

Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated AOs and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your internal quality assurer.

Guidelines for using extended-response marking grids

Extended-response marking grids have been designed to assess learners' work holistically. They consist of band-based descriptors and indicative content.

Band-based descriptors

Each band is made up of several descriptors from across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each band-based descriptor is worth varying marks.

The grids are broken down into bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is to guide the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

Application of extended-response marking grids

When determining a band, you should use a bottom-up approach. If the response meets all the descriptors in the lowest band, you should move to the next one, and so on, until the response matches the band descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focusing on small omissions. If the response covers aspects at different bands, you should use a best-fit approach at this stage and use the available marks within the band to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

Past paper

Documentation

Declaration of authenticity

The learner and assessor **must** complete the form at the end of the assessment and before any marking takes place. The assessor **must** check the number of tasks submitted by the learner is accurate.

The completed form **must** be retained within the centre and is not to be sent to the moderator or NCFE unless specifically requested.

Learner name:	
Tasks submitted:	
Learner declaration:	
I certify that the work submitted for this NEA is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.	
Learner signature:	
Date:	

Assessor name:	
Assessor declaration:	
I certify that the work submitted is the learner's own. The learner has clearly referenced any sources used in the work. I confirm that all work was conducted under conditions designed to assure the authenticity of the learner's work.	
Assessor signature:	
Date:	

Note: once completed, the declaration of authenticity **must** be stored securely within the centre, in line with NCFE Regulations for the Conduct of NEA – Non-Exam Assessment. A copy of this declaration form **must** be made available to NCFE upon request.

GDPR consent

Section A: this section must be completed by the learner

- NCFE may select your work for use at teacher training or standardisation events. Your work will be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- NCFE may select your work at some point in the future for use in teaching and learning resources published on the NCFE website. Your work would be anonymised by removing your name. All materials will be reviewed regularly and will be removed if no longer required.
- You understand that this agreement may be terminated at any time through written request.
- For further details about how we process your data, please refer to the [legal information section on the NCFE website](#).

Please tick the option that applies, and sign and date the boxes below:

		Tick one only
I consent to my work being used in the manner detailed in section A		
I do not consent to my work being used in the manner detailed in section A		
Learner signature:		
Date:		

Section B: this section must be completed by any participants who feature in the work

Over 13 years old

- I am over 13 and I give my permission for my video and / or photographic image to be used as detailed in section A (above).

Under 13 years old

- I give my permission for my child's video and / or photographic image to be used as detailed in section A (above).

Name of participant (printed)	Participant / Parent / Carer signature	Date

If any of the participants have declined permission, please tick here: ☐

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Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all of the work you produce during the supervised time.
- You **must** hand in all of your work to the supervisor at the end of each timed session.

Learner information

- This NEA will assess your knowledge and understanding from across the qualification.
- The maximum mark for this NEA is **92**.
- The maximum completion time for this NEA is **14 hours** (plus **2 hours** preparation and research time).
- All of the work you submit **must** be your own.

Resources

- You have been provided with the following documents to use during the NEA:
 - Appendix 1 – (written narrative observations) – required for Task 2.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name

Centre name

Centre number

Learner number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this NEA, you are permitted to spend a maximum of **2 hours** to undertake research and develop a research pack that you can refer to during the formal NEA assessment time. During this 2-hour period, you may access all learning materials, the internet and other published materials.

You should use this time to create your own research pack, and it is this pack alone that you may use during the allocated time given to the NEA. This is the only support material that is permitted during the completion of NEA tasks (unless otherwise stated within each of the task instructions).

All research and data used in your final NEA **must** be referenced appropriately. As a minimum this **must** include the following:

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed (websites only)
- name of source / author.

Evidence requirements: research pack of no more than four sides of A4, font size 12 (if word processed), to be returned to your assessor at the end of each task / session and submitted with the completed NEA.

Formal non-exam assessment (NEA)

Maximum completion time

You have been provided with a total of **14 hours** to complete this NEA (plus **2 hours** for preparation and research).

You may use some or all of the time provided for each task.

You are allowed to use any remaining time allocated to one task to rework previous tasks up to the maximum time allowed.

You are not allowed to exceed the total number of hours.

You should not start your NEA until you have been taught the full course of study. This will ensure that you are in the best position to complete the NEA successfully.

Project brief

Isaac is 12 months old and lives with his mum and dad. They were living with his nan but have recently moved out.

Isaac started the weaning process at 6 months old, when he was able to sit without support. During mealtimes, he often watches his mum and dad eat and stares at the food on their plates.

Isaac's parents have been giving him pureed and mashed foods. He enjoys foods that are smooth or slightly lumpy such as yoghurt and mashed fruits and vegetables. When trying finger foods, Isaac has showed signs of gagging and this has scared his mum. When his mum is feeding him, she is now reluctant to give Isaac finger foods.

Isaac spends 2 days a week at the childminder's home while his mum is at college. There are two other children who attend the childminders with him aged 18 months (child B) and 3 years (child C). Isaac is always happy to see his childminder. He engages in a range of activities, but the childminder has noticed that he does not often communicate with the other children or her and prefers to watch his favourite television programme.

He uses various tones, facial expressions and body language using his arms and legs to show how he is feeling.

Isaac has been observed during routines and play activities and these findings have been recorded using a learning journal observation method. The findings can be found in appendix 1.

You have been asked to work alongside the childminder and Isaac's parents to help him transition from liquid to solid foods. You will be assessing aspects of Isaac's holistic development against expected milestones and planning play activities to support his development.

As you work through the tasks, you **must** refer back to the above project brief in addition to:

- **learning journal:** observations completed by the childminder (2 days have been included) (appendix 1).

Assessment tasks and mark schemes

Task 1

Support strategies: transitions	
Maximum time	3 hours
Content areas assessed	2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
The childminder has been asked by Isaac's parents for support through his weaning process and the transition from liquid to solid foods. You are required to: Consider strategies that the childminder could use to support Isaac through his weaning process that will involve his parents: • create a leaflet that provides strategies on how the childminder could support Isaac and his parents through his weaning stage • write a report that includes an analysis and evaluation to justify how the strategies you suggested in your leaflet will support Isaac and his parents during the weaning process. Your written report must contain: • analysis and evaluation of the strategies suggested in your leaflet • justification of why these strategies would be suitable for Isaac and his parents during the weaning process. Please note: you are being assessed on the advice you give in your leaflet and report, not on the quality and presentation. [12 marks]	
Evidence	• Leaflet • Written report. Your leaflet and written report can be either word processed or handwritten.

Task 1: support strategies – transitions

Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and evaluation of how the strategies support Isaac's transition that is comprehensive and highly relevant. Supported with excellent justifications for the choice and appropriateness of the strategies that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of strategies that could support Isaac's weaning transition that is comprehensive, highly detailed and highly relevant to providing strategies on how the setting will support Isaac's weaning transition. AO1 – excellent recall of knowledge and understanding of strategies that could support the weaning transition that is comprehensive.
3	7 to 9	AO3 – good analysis and evaluation of how the strategies support Isaac's transition that is detailed and mostly relevant. Supported with good justifications for the choice and appropriateness of the strategies that are detailed. AO2 – good application of knowledge and understanding of strategies that could support Isaac's weaning transition that is detailed and mostly relevant to providing strategies on how the setting will support Isaac's weaning transition. AO1 – good recall of knowledge and understanding of strategies that could support the weaning transition that is mostly detailed.
2	4 to 6	AO3 – reasonable analysis and evaluation of how the strategies support Isaac's transition that has some detail and some relevance, though this may be underdeveloped. Supported with reasonable justifications for the choice and appropriateness of the strategies that have some detail, though these may be underdeveloped. AO2 – reasonable application of knowledge and understanding of strategies that could support Isaac's weaning transition that has some detail, although this may be underdeveloped. With some relevance to providing strategies on how the setting will support Isaac's weaning transition. AO1 – reasonable recall of knowledge and understanding of strategies that could support the weaning transition that has some detail.
1	1 to 3	AO3 – limited analysis and evaluation of how the strategies support Isaac's transition. Supported with limited justifications for the choice and appropriateness of the strategies that have minimal detail and are mostly superficial.

Band	Mark	Descriptor
		AO2 – limited application of knowledge and understanding of the strategies that could support Isaac’s weaning transition that has minimal detail and is mostly superficial. With minimal relevance to providing strategies on how the setting will support Isaac’s weaning transition. AO1 – limited recall of knowledge and understanding of strategies that could support the weaning transition that has minimal detail.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show understanding of the strategies that could support Isaac’s weaning transition that may include the following:

Strategies such as:

- build positive and supportive relationships:
 - share information between parents and the childminder
 - communicate effectively with parents, child and the childminder
 - be sensitive to the child and family’s needs
 - provide advice to parents on how they can support Isaac
- adopt a child-centred approach to supporting the child:
 - the childminder has realistic expectations of the child’s needs and interests
 - the childminder finds out about the child’s interests
 - the childminder ensures they can maintain consistency in care to meet the child’s needs
 - the childminder finds out about the child’s current stage in the weaning process
 - the childminder recommends referral to the health visitor at the local health centre
- provide experiences for the child to express feelings around different foods:
 - the childminder is respectful and sensitive to the child’s needs if they show that they do not want or like something
 - gradually introduce equipment / new foods in response to the child’s needs / development / stage of weaning
 - give opportunities / time for sensory food exploration, such as providing opportunities for the child to try foods with different tastes and textures
 - include the child in eating alongside other children
 - role model eating and enjoying food / mealtimes.

AO2 – learners will apply knowledge and understanding of the strategies to support Isaac’s weaning transition that may include the following:

- build positive and supportive relationships:
 - information sharing between Isaac’s parents and the childminder, such as Isaac’s care needs, routines, likes / dislikes, worries about different textures of food
 - use good listening skills, open body language and calm voice when talking to Isaac (notice how Isaac expresses himself non-verbally – the different sounds and gestures that he makes); the childminder should document communication they have with Isaac’s parents as well as Isaac’s reactions to different foods
 - the childminder should communicate respectfully and sensitively, showing empathy to Isaac and his parents
 - the childminder should have group mealtimes with Isaac and the other children they care for to encourage a positive atmosphere around food
- adopt a child-centred approach to supporting the child:
 - the childminder should discuss with Isaac’s parents, asking relevant questions, to find out information about Isaac’s needs and interests
 - the childminder should find out about Isaac’s current stage in the weaning process so that they can provide support from that stage rather than introducing foods that Isaac is not ready for
 - the childminder recommends referral to the health visitor at the local health centre to gain advice and guidance about weaning and nutrition for Isaac so that he can be monitored and so that Isaac’s parents can be supported as they learn about the weaning process
- provide experiences for the child to express feelings about different foods:
 - opportunities at snack and mealtimes, to try foods with different tastes and textures alongside Isaac’s regular snacks and meals
 - the childminder should look out for Isaac communicating that he is or is not enjoying a food and should not continue with a food at that time if Isaac is expressing that he does not like it.

AO3 – learners will analyse and evaluate how strategies support Isaac’s transition that may include the following:

- accessing information about Isaac’s care needs, routines, likes / dislikes and worries will help the childminder to put in place strategies to meet Isaac’s needs, such as providing tastes that the childminder knows Isaac already likes when adjusting textures so that Isaac will be more accepting of the change rather than overwhelmed, or including Isaac’s interests during mealtimes such as cutlery or plates themed to his favourite television programme
- meeting Isaac’s needs supports Isaac’s transition as he will receive consistency in the care between home and the childminder’s, particularly since Isaac’s parents have moved out of his nan’s house and no longer have this support; this will reduce stress around mealtimes
- communicating respectfully and sensitively and showing empathy supports partnership working between the childminder and Isaac’s parents. Good communication supports the development of trust and honest, open interaction supports Isaac’s transition as the parents will feel comfortable talking to the childminder about their anxieties around Isaac’s mealtimes and the childminder will be able to provide appropriate advice and guidance
- group mealtimes with the other children in the setting will provide a relaxed and social element to mealtimes; this will help Isaac to feel confident in trying new foods. Isaac may also see the other children eating different foods and want to try them

- the childminder will work from Isaac's current stage in the weaning process rather than where other children his age are in the process. This is because Isaac may not have developed the skills required to eat foods at an age-appropriate stage and doing so might frighten him and put him off trying, delaying the weaning process more
- the childminder is sensitive to Isaac's communication during mealtimes. The childminder does not continue to offer foods that Isaac has communicated that he does not want so that mealtimes do not become a source of stress and anxiety for Isaac. When the childminder removes foods straight away, Isaac will be more likely to try them again another day
- the childminder recommends referral to the health visitor at the local health centre to gain advice and guidance about weaning and nutrition for Isaac so that he can be monitored and so that Isaac's parents can be supported as they learn about the weaning process. This will help to reduce Isaac's parents' worries about food and give them confidence to support Isaac, making mealtimes less stressful.

Task 2

The planning cycle: observe and assess	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare 9. Planning in early years childcare
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 8 marks AO3 – 4 marks AO4 – 4 marks
The childminder has completed a learning journal covering aspects of Isaac's holistic development over 2 days. You are required to: Review the learning journal observation completed by the childminder (appendix 1): • assess aspects of Isaac's holistic development against expected milestones • write a report of your findings from the assessment of the observations that shows analysis and evaluation of Isaac's holistic development against the expected milestones. Your evidence must include: • Isaac's progress against expected key milestones • how aspects of Isaac's holistic development might be interconnected • justification of the support needed to further his development. [20 marks]	
Evidence	• Written report: ○ word processed or handwritten.

Task 2: the planning cycle – observe and assess

Band	Mark	Descriptor
4	10 to 12	AO2 – excellent application of knowledge and understanding of Isaac's holistic development against expected milestones that is comprehensive, highly detailed and highly relevant. AO2 – excellent application of knowledge and understanding of how aspects of Isaac's holistic development might be interconnected that is comprehensive, highly detailed and highly relevant and shows links between Isaac's holistic development and needs. AO1 – excellent recall of knowledge and understanding of holistic development and milestones that is comprehensive.
3	7 to 9	AO2 – good application of knowledge and understanding of Isaac's holistic development against expected milestones that is detailed and mostly relevant. AO2 – good application of knowledge and understanding of how aspects of Isaac's holistic development might be interconnected that is detailed and mostly relevant and shows links between Isaac's holistic development and needs. AO1 – good recall of knowledge and understanding of holistic development and milestones that is mostly detailed.
2	4 to 6	AO2 – reasonable application of knowledge and understanding of Isaac's holistic development against expected milestones that has some detail, although this may be underdeveloped. With some relevance. AO2 – reasonable application of knowledge and understanding of how aspects of Isaac's holistic development might be interconnected that has some detail, although this may be underdeveloped. With some relevance and shows some links between Isaac's holistic development and needs. AO1 – reasonable recall of knowledge and understanding of holistic development and milestones that has some detail.
1	1 to 3	AO2 – limited application of knowledge and understanding of Isaac's holistic development against expected milestones that has minimal detail and is mostly superficial. With minimal relevance. AO2 – limited application of knowledge and understanding of how aspects of Isaac's holistic development might be interconnected that has minimal detail and is mostly superficial. With minimal relevance and shows minimal links between Isaac's holistic development and needs.

Band	Mark	Descriptor
		AO1 – limited recall of knowledge and understanding of holistic development and milestones that has minimal detail .
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and understanding of holistic development and expected milestones that may include the following:

Physical development and milestones of a 1-year-old

Fine motor skills:

- points using index finger
- passes and releases a toy
- clasps hands together
- holds crayon with palmer grasp and makes random marks

Gross motor skills:

- stands and may cruise around furniture
- sits down from standing
- is more mobile

Cognitive development and milestones of a 1-year-old:

- understands simple instructions (for example, 'clap hands')
- imitates and responds to gestures
- anticipates future routines

Communication and language milestones of a 1-year-old:

- babbles tunefully, leading to first single spoken words
- raises tone to gain attention
- follows simple instructions and understands simple frequent words.

Social and emotional development and milestones of a 1-year-old:

- enjoys playing simple games (for example, 'peek a boo')

- cries if unable to see carer
- dependant on others
- plays alone or alongside others happily.

AO2 – learners will apply knowledge and understanding of Isaac’s holistic development against expected milestones that may include the following:

Physical development:

- milestones Isaac is meeting:
 - points using index finger
 - passes and releases a toy
 - clasps hands together
 - holds crayon (paint brush) with palmer grasp and makes marks.

Cognitive development:

- milestones Isaac is meeting:
 - understands simple instructions
 - imitates and responds to gestures
- milestones Isaac is not meeting:
 - anticipates future routines.

Communication and language:

- milestones Isaac is meeting:
 - babbles tunefully (but does not speak any single words)
 - raises tone to gain attention
 - follows simple instruction and understands simple frequent words
- milestones Isaac is not meeting:
 - speaks using single words.

Social and emotional:

- milestones Isaac is meeting:
 - enjoys playing simple games (for example, ‘peek a boo’)
 - cries if unable to see carer
 - dependant on others
 - plays alone or alongside others happily.

AO2 – learners will apply knowledge and understanding of holistic development and how this might be interconnected, showing links between Isaac’s holistic development and needs that may include the following:

- Isaac is meeting milestones appropriate for his age in all areas except for cognitive development and speech and language development, but it may be a lack of speech that means we cannot know if Isaac can anticipate routines as he is not able to tell us what he knows

- Isaac uses a raised tone and expression to communicate his needs. He can become frustrated when his needs are not being met (not being able to climb up child C in the toy kitchen) or if he is not getting his own way (such as when child C takes the number three when playing with playdough)
- Isaac is at an earlier stage in the weaning process than he should be. His mum became scared when he choked once and has been reluctant to give him more solid and 'lumpy' foods. Isaac seems to not enjoy the texture of new foods or he does not yet know what to do with this. This may be because of a lack of experience with more solid foods or it may be because he is picking up his mum's anxieties at mealtimes which will affect his emotional development
- not having solid food may be contributing to Isaac not speaking, as chewing foods helps to strengthen the jaw and tongue which is needed to support speech.

Task 2: the planning cycle – observe and assess

Band	Mark	Descriptor
4	7 to 8	AO4 – excellent demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that is comprehensive, highly detailed and highly relevant to the needs and support of Isaac. AO3 – excellent analysis and evaluation of Isaac’s holistic development needs against expected milestones that are comprehensive and highly relevant. Supported with excellent justifications for the support needed to further his development that are comprehensive and highly detailed.
3	5 to 6	AO4 – good demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that is detailed and mostly relevant to the needs and support of Isaac. AO3 – good analysis and evaluation of Isaac’s holistic development needs against expected milestones that are detailed and mostly relevant. Supported with good justifications for the support needed to further his development that are detailed.
2	3 to 4	AO4 – reasonable demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that has some detail, although this may be underdeveloped. With some relevance to the needs and support of Isaac. AO3 – reasonable analysis and evaluation of Isaac’s holistic development needs against expected milestones that have some detail and some relevance, though this may be underdeveloped. Supported with reasonable justifications for the support needed to further his development that have some detail, though these may be underdeveloped.
1	1 to 2	AO4 – limited demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that has minimal detail and is mostly superficial. With minimal relevance to the needs and support of Isaac. AO3 – limited analysis and evaluation of Isaac’s holistic development needs against expected milestones. Supported with limited justifications for the support needed to further his development that have minimal detail and are mostly superficial.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO4 – learners will demonstrate the application of vocational skills in the ability to read, review and interpret an observation document for the creation and completion of a written report. This is implied through the analysis required of AO3, and the application required of AO2 for the completion of a written report.

AO3 – learners will analyse and evaluate knowledge and understanding of Isaac's holistic development needs against expected milestones, to provide justifications for the support needed to further his development, that may include the following:

Physical development needs:

- Isaac holds a paint brush using a palmer grasp and moves it around in the paint but drops it to put his hands in the paint instead. Isaac could be given more opportunities to develop mark making such as chubby crayons or chalks; this will support the development of fine motor skills which are necessary for self-feeding finger foods and using cutlery as his grip strength improves
- at the duck pond Isaac is given duck food to throw to the ducks, which he drops. Isaac needs to develop the movement of pushing his arms away from his body before letting go. This will support the development of his co-ordination skills which are important for him to be able to co-ordinate transporting food from his hand to his mouth and for engagement in a range of physical activities
- Isaac does not have a varied diet. This may impact his physical development if his food is limited as he may lack the nutrition he needs to grow and play. He may become tired, so not wanting to play with the other children at the childminder's.

Communication and language:

- Isaac is not yet communicating using any words. Isaac shows signs of frustration when he is not able to communicate his wants and needs. This could impact on his social and emotional development as the other children may not understand him and may not play with him if he is showing signs of frustration
- Isaac needs to develop the strength and movement needed in his jaw and tongue to support his speech development. This will impact on his communication and language development and his emotional development as Isaac will be able to use words to express himself, which will reduce frustration.

Social and emotional development needs:

- Isaac may develop food anxieties if he does not have experience of different textured foods. This may impact on future transitions, such as starting school. If he is not able to eat the same foods as the other children he may become tired and hungry, which will impact on his

social and emotional as well as cognitive development, as he may be too tired and hungry to listen to the teacher.

Cognitive development:

- Isaac cannot yet anticipate future routines. This can impact on feelings of self-confidence and security as he is not able to predict what will happen next. This can be supported by having consistent routines both at home and when he is with the childminder and by playing games in which Isaac has to anticipate an event such as 'peek a boo'. As Isaac begins to feel safe and confident he will be more likely to risk trying new foods and textures which will positively impact on his physical development as the range of nutrients he receives will increase as his diet becomes more varied.

Task 3

Planning cycle: plan for identified support needs	
Maximum time	3 hours
Content areas assessed	1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 7. Roles and responsibilities within early years settings 9. Planning in early years childcare
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 12 marks
You are required to: Use your completed written report from Task 2 to help you complete the following task: • create a plan to show strategies the childminder could use when planning to support Isaac's care routines to meet his basic care needs that will support his holistic development • analyse and evaluate your plan to state how the strategies will support Isaac's basic care and holistic development needs. Your evidence must include: • Isaac's identified basic care routines, basic care needs and holistic development • reference to relevant legislation, policies and procedures • justification of how the strategies will support Isaac's basic care routines and progress in his holistic development. [24 marks]	
Evidence	• Written plan: ○ word processed or handwritten.

Task 3: planning cycle – plan for identified support needs

Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and evaluation of Isaac’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. AO2 – excellent application of knowledge and understanding of the basic care routines and strategies to meet Isaac’s basic care needs and holistic development that is comprehensive, highly detailed and highly relevant to the case study and task 2. AO1 – excellent recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is comprehensive.
3	7 to 9	AO3 – good analysis and evaluation of Isaac’s basic care and holistic development needs that is detailed and mostly relevant. Supported with good justifications for strategies that are detailed. AO2 – good application of knowledge and understanding of the basic care routines and strategies to meet Isaac’s basic care needs and holistic development that is detailed and mostly relevant to the case study and task 2. AO1 – good recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is mostly detailed.
2	4 to 6	AO3 – reasonable analysis and evaluation of Isaac’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. AO2 – reasonable application of knowledge and understanding of the basic care routines and strategies to meet Isaac’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 2. AO1 – reasonable recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that has some detail.
1	1 to 3	AO3 – limited analysis and evaluation of Isaac’s basic care and holistic development needs. Supported with limited justifications for strategies that have minimal detail and are mostly superficial.

Band	Mark	Descriptor
		AO2 – limited application of knowledge and understanding of the basic care routines and strategies to meet Isaac’s basic care needs and holistic development that has minimal detail and is mostly superficial. With minimal relevance to the case study and task 2. AO1 – limited recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that has minimal detail.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show understanding of the planning cycle for meeting basic care needs and basic care routines that may include the following:

The planning cycle:

- to identify the individual needs of the child:
 - physical
 - cognitive
 - communication and language
 - social and emotional
- identify support needs
- establish action planning
- develop partnership working
- refer to others.

Basic care needs:

- food and drink:
 - strategies: provide healthy lunch / snacks that begin to move from soft to more solid foods and access to fresh water throughout the day
 - strategies: reduce the amount of milk that Isaac drinks so that he will be hungrier and more willing to try different foods
- fresh air:
 - strategies: opportunities for outdoor play during the day and outdoor trips, such as a picnic, visit to a farm, ensuring clothing / footwear is suitable to allow for outdoor play

- rest and sleep:
 - strategies: provide quiet / downtime activities, such as listening to soft music, quiet stories, planned nap times in a quiet place
- exercise:
 - strategies: provide activities and resources to support physical activity, such as ball games and push along toys
- physical safety:
 - strategies: safety check equipment and security of building. Use age and stage appropriate sanctions when dealing with behaviour to ensure Isaac's physical safety
- emotional safety:
 - strategies: the childminder is a familiar and consistent adult to Isaac. The childminder should not tell Isaac off if he refuses food and they must not force him or continue to offer food once Isaac has indicated that he has had enough
- shelter:
 - strategies: provide protection from the weather, such as ensuring the setting is warm, shade is provided in the summer.

Psychological needs:

- belonging:
 - strategies: show interest in Isaac's interests, provide opportunities for social interactions, such as group activities, group painting, playdough and walks in the park
- affection:
 - strategies: provide physical and emotional comfort when Isaac is distressed, show empathy
- sense of achievement:
 - strategies: praise Isaac's efforts when he shows positive behaviour or tries to speak
- valued:
 - strategies: pay attention to Isaac's communication, such as the tone of his voice and gestures. Meet Isaac's needs and recognise when he has needs that are not being met
- emotional boundaries:
 - strategies: be consistent when setting boundaries that are age and stage appropriate.

Basic care routines:

- getting dressed / undressed:
 - this can involve putting a coat on and off, putting shoes on, pulling trousers up and down, putting socks and gloves on, buttoning and undoing buttons, zips, belts
- mealtimes:
 - this can involve being able to self-feed, using fingers at first, progressing to spoons and knife and fork to cut, stab, or scoop, drinking using water bottles, beakers, then cups
- toileting / washing routine:
 - this can involve talking to Isaac throughout toileting and washing routines such as undressing, changing a nappy and washing hands and face to help him to feel comfortable and to expose him to new words
- sleep and rest:
 - this can involve having regular times for sleep and rest, including quiet activities such as story time.

AO2 – learners will apply knowledge and understanding of basic care routines and strategies to meet Isaac’s basic care needs that may include the following:

Basic needs:

- food and drink:
 - strategies: encourage Isaac to try new foods and include tastes that he likes in the snacks / food provided
- fresh air:
 - strategies: provide opportunities to access outdoor play environments to listen to new sounds and for exposure to new language about the outdoors
- rest and sleep:
 - strategies: provide quiet / downtime activities that Isaac likes, such as looking at picture books and playing music
- exercise:
 - strategies: provide activities and resources that Isaac may like, such as balls to push back and forth and push along toys such as pushchairs to help Isaac to walk and balance
- physical safety:
 - strategies: check safety equipment that Isaac plays with, ensure Isaac cannot crawl out of the room unnoticed or access the stairs. Use age and stage appropriate sanctions when dealing with behaviour, such as when he pushes the playdough away after child C takes the number three
- emotional safety:
 - strategies: provide a consistent routine for mealtimes so that Isaac can predict when he will eat. Provide a calm and comfortable environment for mealtimes so that Isaac does not experience anxiety around mealtimes.

Psychological needs:

- belonging:
 - strategies: show an interest in Isaac’s interests such as pop-up toys and musical activities, continue activities that involve social interactions so that Isaac has a range of opportunities to listen to and communicate with others
- affection:
 - strategies: provide physical and emotional comfort and empathy when Isaac is distressed, such as when he does not like his food or when he is struggling to communicate
- sense of achievement:
 - strategies: praise Isaac when he attempts or masters something new, such as throwing the duck food to the ducks
- valued:
 - strategies: the childminder can help Isaac to feel valued by paying attention to his wants and needs and by being responsive to his behaviours, such as taking away the rice cake when he has had enough
- emotional boundaries:
 - strategies: be consistent with rules, such as not pulling on and climbing up other children, and provide distraction techniques where possible.

Basic care routines:

- getting dressed / undressed:
 - strategies: provide large soft dolls that can be changed into different clothes with buttons and zips for exposure to different fastenings while Isaac plays
- mealtimes:
 - strategies: provide opportunities for Isaac to develop skills to feed himself. Provide activities which support eating skills, such as playdough and drawing that support the development of fine motor skills
- toileting / washing routine:
 - strategies: explain hygiene routines so that Isaac develops awareness of what they are and what they are for
- sleep and rest:
 - strategies: this can involve having regular times for sleep and rest, including quiet activities such as story time to support Isaac's familiarity with daily routines.

Legislation, policies and procedures:

- during the planning of care routines, there will be consideration of the childminder's need to follow the relevant legislation, policies and procedures. For example, completing risk assessments, following hygiene procedures or recognising and, if necessary, reporting safeguarding concerns.

AO3 – analyse and evaluate Isaac's basic care and holistic development needs that may include the following:

Physical development needs:

- Isaac needs to develop his fine motor skills, such as palmer grasp and pincer grip:
 - support: provide Isaac with activities that practise fine motor skills, such as stacking rings, shape sorters and playdough. This is so Isaac is engaging in activities that require fine motor movement naturally. When activities like these are provided, Isaac will develop his fine motor skills through play and in an enjoyable way rather than being pressured to do something which ends up putting him off
- Isaac needs a balanced diet:
 - support: provide Isaac with foods that he likes, gradually increasing the texture until he is eating solid foods. New foods should be introduced slowly and not forced once it has been rejected. This is because if Isaac's parents or the childminder continue with foods once Isaac has indicated that he does not want them, Isaac might associate mealtimes with distress which could result in him not wanting to eat the foods that he is already familiar with.

Communication and language:

- Isaac needs to develop his communication and language:
 - support: provide a range of activities and experiences and talk to Isaac throughout activities using simple language and lots of repetition. When this is done, Isaac will be exposed to language and communication often and will begin to learn how words and actions are used in context. The repetition means that Isaac will begin to form an

understanding of the word before he begins to use it which can help to increase his confidence in trying to speak.

Social and emotional development needs:

- Isaac is meeting his milestones for social and emotional development but he may struggle socially in the future if he does not meet milestones for speech and language and may struggle emotionally if he develops an unhealthy relationship with food:
 - support: provide calm environments where Isaac feels safe and comfortable to try new foods. If Isaac does not feel safe, he will be put off mealtimes and they will become a challenge for him and his parents or the childminder. Isaac's mum already feels anxious about mealtimes and needs support in reducing this anxiety so that she does not pass this on to Isaac
 - support: respond positively to Isaac's communication to encourage him to communicate more. This is important as being positive will let Isaac know that his efforts are valued and can make him feel safe and increase his confidence in communication. Being patient and giving time will help to teach Isaac turn-taking in communication and will help him understand the social norms when communicating with others.

Cognitive development needs:

- Isaac cannot yet anticipate future routines. This can impact on feelings of self-confidence and security as he is not able to predict what will happen next:
 - support: provide consistent routines both at home and when he is with the childminder. Having this consistency in both settings will help Isaac to get used to the routine quicker and will reduce any anxiety that he may feel as he will be able to predict the events of the day
 - support: provide games in which Isaac has to anticipate an event such as 'peek a boo' and have activities paired with routines such as a story before a nap. This will help to build connections in Isaac's brain as he begins to associate actions with outcomes and can start to predict future events based on what is happening now.

Basic care routines:

Getting dressed / undressed – strategies:

- talking to Isaac throughout dressing / undressing routines allows Isaac to begin to name different items of clothing and understand what they are. This is reinforced through the use of dolls with clothes that can be changed:
 - promotes cognitive development as Isaac can begin to associate clothing with routines
 - promotes language development as Isaac is exposed to everyday words that are repeated often.

Mealtime – strategies:

- provide Isaac with activities to support eating skills through play, making it fun and not stressful:
 - supports Isaac to develop self-feeding skills that may help him to develop confidence at mealtimes

- provide consistent routines for mealtimes and a calm environment during mealtimes and do not force Isaac to eat food once it has been refused:
 - promotes independence as Isaac can make decisions about food choices
 - supports cognitive development as Isaac can begin to predict mealtime routines
 - supports emotional development and reduces the likelihood of developing an unhealthy relationship with food in the future.

Toileting / washing routine – strategies:

- explanations allow Isaac to be exposed to language associated with the language of everyday hygiene routines:
 - promotes communication and language development through consistency and repetition
 - promotes emotional development as Isaac will feel safe and cared for during hygiene routines.

Sleep and rest – strategies:

- this can involve having regular times for sleep and rest, including quiet activities such as story time to support Isaac's familiarity with daily routines:
 - promotes opportunities to rest emotionally which will help him to manage frustration better
 - promotes communication and language development as Isaac processes sounds that he has heard while sleeping
 - promotes cognitive development as Isaac will be more alert and ready to play.

Task 3: planning cycle – plan for identified support needs

Band	Mark	Descriptor
4	10 to 12	AO4 – excellent demonstration of vocational skills for the creation of a plan that is comprehensive and highly detailed. AO4 – excellent demonstration of vocational skills for the completion of a plan that is comprehensive and highly detailed. AO4 – excellent demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of Isaac and support relevant to meet Isaac's holistic developmental needs that is comprehensive, highly detailed and highly relevant to the case study and task 2.
3	7 to 9	AO4 – good demonstration of vocational skills for the creation of a plan that is detailed. AO4 – good demonstration of vocational skills for the completion of a plan that is detailed. AO4 – good demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of Isaac and support relevant to meet Isaac's holistic

Band	Mark	Descriptor
		developmental needs that is detailed and mostly relevant to the case study and task 2.
2	4 to 6	AO4 – reasonable demonstration of vocational skills for the creation of a plan that has some detail, although this may be underdeveloped. AO4 – reasonable demonstration of vocational skills for the completion of a plan that has some detail, although this may be underdeveloped. AO4 – reasonable demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of Isaac and support relevant to meet Isaac’s holistic developmental needs that has some detail, although this may be underdeveloped. With some relevance to the case study and task 2.
1	1 to 3	AO4 – limited demonstration of vocational skills for the creation of a plan that has minimal detail and is mostly superficial. AO4 – limited demonstration of vocational skills for the completion of a plan that has minimal detail and is mostly superficial. AO4 – limited demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of Isaac and support relevant to meet Isaac’s holistic developmental needs that has minimal detail and is mostly superficial. With minimal relevance to the case study and task 2.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO4 – learners will demonstrate the application of vocational skills with the creation and completion of a plan that considers and includes all relevant aspects of the planning cycle. The plan may include the following:

The planning cycle:

- identify the individual needs of the child:
 - physical
 - cognitive

- communication and language
- social and emotional
- identify support needs
- establish an action plan
- develop partnership working
- suggest referral to others.

Plan:

- agree and record what the child needs:
 - additional resources
 - specific activities
 - referral to other professionals
 - how the childminder will provide support or early intervention.

Basic care needs:

- basic care routines and play activities to support the child's development:
 - basic care routines
 - play activities
- identification and planning for the individual needs of Isaac, to include:
 - physical
 - cognitive
 - communication and language
 - social and emotional
- identify and record the support needs of Isaac, to include:
 - additional resources
 - specific activities
 - referral to other professionals such as the health visitor
 - how the childminder will provide support or early intervention
- any partnership working required with others
- strategies such as:
 - build positive and supportive relationships:
 - share information between parents, the childminder and the health visitor
 - be sensitive to the child and family's needs
 - use a learning journal to document Isaac's day that can be shared with his parents
 - adopt a child-centred approach to supporting the child:
 - the childminder finds out from the parents Isaac's current stage in the weaning process
 - the childminder and the parents agree strategies to be used at home and at the childminder's
 - a referral is made to the area health visitor for additional support and guidance for Isaac's parents
 - provide experiences for the child to express feelings around different food:
 - providing opportunities to try different tastes and textures at snack and mealtimes
 - being responsive to Isaac's communication around food, noticing what he does and does not like and not forcing foods that Isaac is showing that he does not want.
- health and safety:
 - have a written health and safety policy in the setting, to include:
 - food hygiene procedures

- risk assessment of activities and routines
- safe arrival and departure procedures.

Past paper

Task 4

Planning play activities	
Maximum time	3 hours
Content areas assessed	1. Child development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner 7. Roles and responsibilities within early years settings
Assessment objectives (AOs)	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 8 marks
The childminder needs to ensure that appropriate activities and care routines have been planned around Isaac's care needs to promote aspects of his development. You are required to: Create an activity plan for two different types of play activities that the childminder could use to promote one area of Isaac's development. Your evidence must include: • description of the activities • how long the activities will take (timings) • how each activity will support Isaac's development • expectations and role of the childminder during each activity • adherence to relevant legislation, policies and procedures • resources required tailored to meet Isaac's specific needs. [20 marks]	
Evidence	• Activity plan (x2): ○ word processed or handwritten.

Task 4: planning play activities

Band	Mark	Descriptor
4	10 to 12	AO3 – excellent analysis and evaluation of how each activity will support Isaac’s development that is comprehensive and highly relevant. AO2 – excellent application of knowledge and understanding of activities that is comprehensive, highly detailed and highly relevant to Isaac’s development. AO1 – excellent recall of knowledge and understanding of play activities and the role of the childminder that is comprehensive.
3	7 to 9	AO3 – good analysis and evaluation of how each activity will support Isaac’s development that is detailed and mostly relevant. AO2 – good application of knowledge and understanding of activities that is detailed and mostly relevant to Isaac’s development. AO1 – good recall of knowledge and understanding of play activities and the role of the childminder that is mostly detailed.
2	4 to 6	AO3 – reasonable analysis and evaluation of how each activity will support Isaac’s development that has some detail, and some relevance, though this may be underdeveloped. AO2 – reasonable application of knowledge and understanding of activities that has some detail, although this may be underdeveloped. With some relevance to Isaac’s development. AO1 – reasonable recall of knowledge and understanding of play activities and the role of the childminder that has some detail.
1	1 to 3	AO3 – limited analysis and evaluation of how each activity will support Isaac’s development. AO2 – limited application of knowledge and understanding of activities that has minimal detail and is mostly superficial. With minimal relevance to Isaac’s development. AO1 – limited recall of knowledge and understanding of play activities and the role of the childminder that has minimal detail.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be

given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show understanding of activities and the role of the childminder that may include the following:

- physical play involves use of the child's fine or gross motor physical skills to develop:
 - balance and co-ordination
 - control of fine movements
 - new concepts
 - confidence
 - healthy wellbeing
- physical play comprises the use of:
 - climbing apparatus
 - construction toys
 - dough
 - balls
 - drawing
- creative play allows the child to explore and experiment using different media to develop:
 - new language
 - new concepts
 - confidence
 - problem solving
- creative play comprises the use of:
 - paint
 - clay
 - chalk
 - musical instruments
 - natural resources
- imaginative play uses imagination to create different scenarios to develop:
 - expression of feelings
 - control of fine motor skills
 - relationships
 - communication
- imaginative play comprises the use of:
 - dressing-up clothes
 - dolls
 - role play areas
 - puppets
- sensory play stimulates the senses to develop:
 - expression of feelings
 - hand-eye co-ordination
 - new concepts
 - concentration
- sensory play comprises the use of:
 - dough
 - scented dough
 - cornflour

- slime
- sand
- water
- shaving foam
- paint
- instruments.

The childminder's role when supporting play activities:

- before:
 - complete risk assessment or safety sweep
 - consider how to meet children's individual needs and interests
 - complete planning documentation
 - identify outcomes for children
 - prepare resources and the environment
- during:
 - engage in open-ended talk and discussion
 - provide praise and encouragement
 - focus on interacting to support activity outcomes
 - encourage socialisation and co-operation between children
 - facilitate practitioner or peers' support to encourage children to solve problems
 - listen to children's ideas
 - manage children's safety
 - promote independence
 - manage children's behaviour
 - adapt the activity, interaction or resources to ensure inclusion of all
- after:
 - tidy up / clean the environment
 - pack away resources
 - think about the effectiveness of the activity in meeting outcomes
 - reflect on outcomes achieved by children.

AO2 – learners will apply knowledge and understanding of activities that support Isaac's development that may include the following:

Activity 1 – area of development: communication and language

Description of activity

The childminder sets out a range of musical instruments for the children on the floor, such as shakers, tambourine, bells, xylophone (3 minutes).

The childminder asks the children to join her and brings Isaac over after letting him know that they will be singing songs (2 minutes).

The childminder asks the children which instrument they would like and demonstrates how each is used with sounds to help them to choose. The childminder brings the instruments within Isaac's reach to help him to choose (5 minutes).

The childminder leads song time, choosing songs with repetition such as 'Twinkle Twinkle Little Star' and 'The Wheels On The Bus'. The childminder role models to the children and encourages them to join in. The childminder praises their efforts and claps after each song (10 minutes).

Approximately 20 minutes overall.

Resources

Carpet area, a range of musical instruments such as shakers, tambourine, bells, xylophone.

Activity 2 – area of development: communication and language

Description of activity

The childminder calls the children over for story time, shows Isaac the book and brings him over to the cosy corner (2 minutes).

The childminder sits with Isaac and the other children and holds the book so that they can all see. The childminder chooses 'Dear Zoo' (2 minutes).

The childminder reads the story enthusiastically, changing their voice for the different animals. The childminder asks the children open-ended questions throughout, asking child B and child C different questions and using positive body language to show that they are actively listening to the children's responses. The childminder points out all of the different animals, tells Isaac their names and makes the animal noises, encouraging child B and child C to do the same (10 minutes).

When the story is over, the childminder provides a drawing activity where they have printed images of the zoo animals for the children to colour. The childminder asks Isaac which animal he would like to colour, naming each one while they show him. The childminder sits with the children as they colour and uses clear language to ask questions about the book and the animals. The childminder is sensitive and respectful when the children respond (10 minutes).

Approximately 25 minutes overall.

Resources

'Dear Zoo' book, printable images of zoo animals, crayons.

AO3 – learners will analyse and evaluate how the planned activities will promote Isaac's development and may include the following:

How activity 1 will support Isaac

The activity will support Isaac's communication and language development. Isaac will be exposed to different words through songs that use repetition. Isaac has shown an interest in music so using instruments helps Isaac to engage with the activity and learn in a fun way. The childminder could provide chunky instruments such as rattles, shakers or a tambourine that will be easier for Isaac to hold.

The activity will support Isaac's cognitive development. As the activity is fun, Isaac is likely to stay at it for longer. The repetition and rhythm in the songs will help Isaac to remember them and to predict what is next.

The activity will support Isaac's social development as the activity is a group activity, which helps Isaac develop his social interactions and social skills with other children, such as taking turns and listening. Isaac may also watch the other children and try to copy what they are doing.

How activity 2 will support Isaac

The activity will support Isaac's emotional development as stories are opportunities for quality time as everyone is close and focused on the same thing.

The activity will support Isaac's language development as he is exposed to the names and sounds of the animals as these are repeated throughout the story and in the colouring activity afterwards. He will also be exposed to language during the colouring activity as the childminder and other children talk about the story and their pictures.

In the colouring activity, the childminder should provide chubby crayons or thick pencils that are easy for Isaac to hold. This will support Isaac's physical development, giving him the opportunity to hold the crayons and make marks on his chosen animal. It will also encourage social and emotional development as Isaac will have to share the resources with the other children and sometimes use a different crayon.

Task 4: planning play activities – activity plan

Band	Mark	Descriptor
4	7 to 8	AO4 – excellent demonstration of vocational skills for the creation of an activity plan that is comprehensive, highly detailed and highly relevant to the case study and task. AO4 – excellent demonstration of vocational skills for the completion of an activity plan that is comprehensive, highly detailed and highly relevant to the case study and task.
3	5 to 6	AO4 – good demonstration of vocational skills for the creation of an activity plan that is detailed and mostly relevant to the case study and task. AO4 – good demonstration of vocational skills for the completion of an activity plan that is detailed and mostly relevant to the case study and task.
2	3 to 4	AO4 – reasonable demonstration of vocational skills for the creation of an activity plan that has some detail, although this may be underdeveloped. With some relevance to the case study and task. AO4 – reasonable demonstration of vocational skills for the completion of an activity plan that has some detail, although this may

Band	Mark	Descriptor
		be underdeveloped . With some relevance to the case study and task.
1	1 to 2	AO4 – limited demonstration of vocational skills for the creation of an activity plan that has minimal detail and is mostly superficial. With minimal relevance to the case study and task. AO4 – limited demonstration of vocational skills for the completion of an activity plan that has minimal detail and is mostly superficial. With minimal relevance to the case study and task.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO4 – learners will demonstrate the application of vocational skills with a plan that considers and includes all relevant aspects of planning for activities. The plan may include the following:

- activities with timings (including breaks and travel where applicable), such as physical, creative, sensory and imaginative play
- how each activity will promote holistic development, such as:
 - physical
 - cognitive
 - social and emotional
 - language and communication
- physical, cognitive, social and emotional and language and communication skills being developed
- the childminder's role during the activity:
 - before
 - during
 - after
- the resources required to carry out the activity
- health and safety:
 - have a written health and safety policy in the setting to include:
 - food hygiene procedures
 - risk assessment of activities and routines
 - safe arrival and departure procedures.

Task 5

Health and safety procedures: food hygiene procedure	
Maximum time	1 hour
Content area assessed	5. Legislation, policies and procedures in the early years
Assessment objectives (AOs)	AO1 – 4 marks AO4 – 4 marks
The childminder is required to follow appropriate health and safety policies and procedures to safeguard and protect children and others at the setting. She has decided to update her food hygiene procedure for when she is preparing breakfast, lunch and any snacks. You are required to: Create a procedure that shows how and why all adults in the setting need to maintain food hygiene. [8 marks]	
Evidence	- Completed food hygiene procedure: - word processed or handwritten.

Task 5: health and safety procedures – food hygiene procedure

Band	Mark	Descriptor
4	7 to 8	AO4 – excellent demonstration of vocational skills for the creation and completion of a food hygiene procedure that is comprehensive, highly detailed and highly relevant to the activity. AO1 – excellent recall of knowledge and understanding of the elements of a food hygiene procedure that is comprehensive.
3	5 to 6	AO4 – good demonstration of vocational skills for the creation and completion of a food hygiene procedure that is detailed and mostly relevant to the activity. AO1 – good recall of knowledge and understanding of the elements of a food hygiene procedure that is mostly detailed.
2	3 to 4	AO4 – reasonable demonstration of vocational skills for the creation and completion of a food hygiene procedure that has some detail, although this may be underdeveloped. With some relevance to the activity. AO1 – reasonable recall of knowledge and understanding of the elements of a food hygiene procedure that has some detail.
1	1 to 2	AO4 – limited demonstration of vocational skills for the creation and completion of a food hygiene procedure that has minimal detail and is mostly superficial. With minimal relevance to the activity. AO1 – limited recall of knowledge and understanding of the elements of a food hygiene procedure that has minimal detail.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO1 – learners will recall knowledge and show understanding of the elements of a food hygiene procedure that may include the following:

- reasons for a food hygiene procedure (policy aim):
 - to stop the spread of germs (to reduce cross-contamination)
 - to reduce the risk of illness
 - to reduce the likelihood of catching bacterial infections and viruses.

When food hygiene procedures should be followed:

- when storing food in cupboards
- when storing food in the fridge and freezer
- before, during and after preparing or handling food
- before eating / feeding others.

Actions to be carried out:

- good hand hygiene
- wearing personal protective equipment (PPE), such as gloves, apron, hair net
- ensuring that all surfaces and utensils are clean
- stock rotation
- storing food at the correct temperature
- storing raw meats at the bottom of the fridge
- washing fruit and vegetables before using
- sealing open packets of food
- checking best before dates
- ensuring that foods are cooked thoroughly before serving.

AO4 – learners will demonstrate the application of vocational skills with the creation and completion of a procedure to ensure correct and hygienic food hygiene procedures

The procedure that is created and completed will record and detail the following:

- good hand hygiene using soap and hot water – so that any bacteria on the hands will be washed away before touching food to avoid cross-contamination
- wearing PPE such as gloves, apron, hair net – so that any germs and bacteria on clothes, hands and hair is not transferred to the food and to also keep clothes clean and reduce smells from cooking from going into clothes and hair
- ensuring that all surfaces and utensils are clean – this should be before and after preparing food to reduce cross-contamination and prevent bacteria spreading in the kitchen
- stock rotation – so that food with the longest dates is at the back of the cupboard and the food with the shortest dates is at the front. This will reduce food waste and reduce the risk of serving out-of-date food
- storing food at the correct temperature – this will keep food fresher for longer and will reduce food waste. It will also reduce the likelihood of bacteria growing and spreading on the food
- storing raw meats at the bottom of the fridge – this is so that no bacteria in the raw meat can drip onto foods below
- washing fruit and vegetables before using – to remove any chemicals or bacteria before eating
- sealing open packets of food – so that they cannot be contaminated with dust or by flies and other insects and to keep them fresher for longer
- checking best before dates – so that food is not accidentally served that could cause food poisoning
- ensuring that foods are cooked thoroughly before serving – this will make sure that there are no cold or frozen spots left in the food and will ensure that all bacteria has been killed before serving the food.

Task 6

Evaluation of planning	
Maximum time	1 hour
Content area assessed	9. Planning in early years childcare
Assessment objective (AO)	AO5 – 8 marks
To make improvements to the planning cycle, the childminder needs to evaluate their plans to identify what went well and how improvements can be made. You are required to: Complete an evaluation of the plan you created in Task 3. Your evidence must include: • how well your plan records and outlines the individualised care needs of Isaac and supports his holistic development • how well your plan aims to meet Isaac's basic care needs and routines to support his holistic development • examples of how your plan created in Task 3 could be improved. [8 marks]	
Evidence	• Evaluation: ○ word processed or handwritten.

Task 6: evaluation of planning

Band	Mark	Descriptor
4	7 to 8	A05 – excellent analysis and evaluation of how well their plan records and outlines the individualised care needs of Isaac that is comprehensive, highly detailed and supported by highly relevant examples of what could be improved. A05 – excellent analysis and evaluation of how well their plan meets Isaac's care needs and supports his holistic development that is comprehensive, highly detailed and supported by highly relevant examples of what could be improved.
3	5 to 6	A05 – good analysis and evaluation of how well their plan records and outlines the individualised care needs of Isaac that is mostly detailed, supported by mostly relevant examples of what could be improved. A05 – good analysis and evaluation of how well their plan meets Isaac's care needs and supports his holistic development that is mostly detailed, supported by mostly relevant examples of what could be improved.
2	3 to 4	A05 – reasonable analysis and evaluation of how well their plan records and outlines the individualised care needs of Isaac that has some detail, supported by examples that have some relevance of what could be improved. A05 – reasonable analysis and evaluation of how well their plan meets Isaac's care needs and supports his holistic development that has some detail, supported by examples that have some relevance of what could be improved.
1	1 to 2	A05 – limited analysis and evaluation of how well their plan records and outlines the individualised care needs of Isaac that has minimal detail, supported by examples that have minimal or no relevance of what could be improved. A05 – limited analysis and evaluation of how well their plan meets Isaac's care needs and supports his holistic development that has minimal detail, supported by examples that have minimal or no relevance of what could be improved.
	0	No rewardable material

Note: it is not a requirement that the learner formulates a response in their portfolio specifically against each AO as laid out in the indicative content. The evidence provided by the learner for each AO may be embedded throughout the evidence submitted for the task. Whilst it is likely that the responses will be illustrated by the indicative content points below, credit should be given for different approaches, providing they meet the key requirements of the task and mark scheme.

Indicative content

AO5 – learners will analyse and evaluate their own plan to include how well their plan records and outlines the below:

Learners should show understanding of their own strengths and areas for development in creating their plan.

This should also include their justifications as to why aspects of the plan were included to support Isaac, as well as examples of what could be improved.

The evaluation may include:

- the child's holistic growth and development
- where a child may need support or early intervention
- basic care needs
- basic care routines and play activities to support the child's development
- identification and planning for the individual needs of Isaac
- identification of Isaac's support needs
- record of Isaac's needs
- any partnership working required with other practitioners
- strategies
- health and safety.

AO5 – learners will analyse and evaluate how well their plan meets Isaac's basic care needs, and supports his holistic development, as outlined below:

Learners should show understanding of their own strengths and areas for development in creating their plan.

This should also include their justifications as to why aspects of the plan were included to support Isaac, as well as examples of what could be improved.

The evaluation may include:

Basic care needs:

- basic needs
- psychological needs
- basic care routines.

Basic care routines and play activities to support the child's development:

- basic care routines
- play activities.

Individual needs of Isaac to include:

- physical

- cognitive
- communication and language
- social and emotional.

The needs of Isaac to include:

- additional resources
- specific activities
- change in routine
- referral to other professionals
- how practitioners will provide support or early intervention.

Strategies such as:

- build positive and supportive relationships
- share information between parents and the childminder
- be sensitive to the child and family's needs
- use of child-centred approaches
- find out Isaac's current stage in the weaning process
- be responsive to Isaac's communication and needs
- provide opportunities to try new foods
- health and safety.

Appendix 1

Isaac's learning journal

Monday:

Arrival at 8.45 am – Mum says that Isaac has eaten half of a jar of baby breakfast and a 9oz bottle of milk. Isaac cries when mum leaves but is easily settled.

Activity – Painting. Isaac holds a paint brush using palmer grasp and rubs in the paint. He then puts his hands in the paint set out on trays. He squeezes the paint through his fingers and rubs his hands around the trays. Isaac rubs his hands on the paper. Child B holds up his painting. Isaac stops and looks at child B. Isaac points using his index finger to child B.

Snack – Rice cakes and water. Isaac puts rice cake in his mouth and sucks on it. He spits it out and wipes soggy rice cake on the highchair tray.

Activity – Isaac plays with a selection of electronic toys. Pushing buttons and laughing when the animals pop up. Isaac stands at the activity centre and presses the music buttons. He bends his knees up and down to the music and smiles.

Lunch – Spaghetti bolognese. Isaac allows one spoon of food in his mouth and spits it out. Isaac refuses any more bolognese by refusing to open his mouth and turning his head. Isaac eats all of a fromage fraise. Isaac drinks 8oz of milk before falling asleep.

Activity – Isaac crawls to the toy kitchen where child C is playing. He grabs her legs to pull himself up. Child C tells Isaac 'no'. Isaac continues to pull on her leg and she moves his hands with hers. Isaac cries. The childminder gives Isaac a pushchair with a baby doll in it and helps him to his feet until steady. Isaac stands and cries loudly. Isaac is offered a range of toys and continues to cry until the childminder says 'book'. The childminder sits with Isaac and reads him an electronic book. Isaac laughs when the buttons are pressed.

Thursday:

Arrival 8.50 am – Dad says that Isaac had a good night's sleep but did not want food this morning. Isaac has had a 9oz bottle of milk instead. Isaac cries when dad leaves. Child C distracts Isaac with 'peek a boo'.

Activity – Child B is at the activity centre. Isaac is sitting down near the activity centre and raises his voice. He crawls over and pushes child B. Child B pushes back. Isaac shouts loudly. Child B tells Isaac 'no'. Isaac continues to shout. The childminder distracts Isaac with pop up toys.

Snack – Peeled and cut up banana with cut up strawberries. Isaac puts some banana in his mouth and chews gently. He spits it out and squashes the strawberry into the highchair tray and then puts his hands in his hair. The childminder mashes the remainder of the fruit until smooth and offers this to Isaac on a spoon. Isaac eats all of his snack. Isaac's hands, face and hair are cleaned. Isaac struggles to get away, waving his arms and cries.

Activity – Playdough. The childminder, Isaac, child B and child C all sit at the table with the playdough. Isaac squashes the dough and passes it from hand to hand. Isaac sticks plastic

letters and numbers into the dough. Child C is counting and needs number three, she takes it from Isaac. Isaac raises his voice and pushes the dough across the table.

Lunch – Mashed potato with fish and steamed vegetables. Isaac spits out the fish and vegetables but eats the mashed potatoes. Isaac eats all of his dessert of chocolate pudding and drinks 5oz of milk before falling asleep.

Activity – Walk to the park. Isaac babbles away tunefully in his pushchair. The childminder stops at the ducks on the pond. Isaac squeals and throws his arms in the air smiling. The ducks swim over. Child C throws duck food. Isaac leans forward in his pushchair and stretches his arms out and points at the ducks, he then opens and closes his fists. Child C asks Isaac if he wants to throw some duck food and puts some in his hands. Child C says 'throw it' to Isaac. Isaac moves his arms and drops the duck food. The childminder praises Isaac and Isaac smiles and clasps his hands together.