

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 2 Technical Specialist in Early
Years Nutrition (Award)**

QN: 610/4517/2

Contents

Introduction3

Tasks4

Task 14

Task 2 (a)4

Task 2 (b)4

Task 3 (a)5

Task 3 (b)5

Task 4 (a)5

Task 4 (b)5

Task 5 (a)6

Task 5 (b)6

Task 6 (a)7

Task 6 (b)7

Task 77

Task 88

Task 98

Change History Record.....9

Introduction

These tasks are mainly unitary, but there are examples of a holistic approach (see task 3(a) and 3(b) and 5a) given as well.

Centres may write their own tasks according to the guidance in the qualification specification to suit individual learner needs, or can contextualise the tasks given here to their learner's context.

Tasks

Task 1

Produce a booklet aimed to educate parents and/or carers about the importance of healthy balanced diets for babies and children from birth to five years of age. Ensure your booklet covers the following:

- an explanation of what a healthy balanced diet consists of and how this applies to babies and children aged 5 years old
- a description of at least **two (2)** benefits of healthy eating for babies and children, including benefits of healthy snacking and importance of hydration
- at least **four (4)** impacts of poor nutrition, where **two (2)** are related to the short, and **two (2)** are related to long-term holistic development for babies and young children are outlined
- statutory guidance around food and drink nutrition and oral health for babies and children is stated and referred to.

When referring to the statutory guidance use and reference reliable online sources.

(Links to Unit 01 LO1 AC1.1 to 1.4)

Task 2 (a)

Create a poster for a new parent or carer to provide guidance around breastfeeding and weaning of babies. They would like to learn more about the weaning of babies and how to identify that their baby is ready for this transition. Ensure you cover the following:

- mention **three (3)** benefits of breastfeeding and identify personal circumstances where individuals may not breastfeed. Include alternative methods like bottle feeding
- identify the stages of weaning and describe **four (4)** signs of readiness in babies to transition to solid foods.

When creating your poster refer to what you learned in this unit and use the statutory guidance as a reference. Use examples to illustrate your ideas if necessary.

Task 2 (b)

Prepare and compile notes for professional discussion. Present notes in a clear and organised format, such as a chart or series of bullet points. Your notes must include web addresses of source material used and identify:

- how healthy eating and cognitive skills in children are connected.

Ensure your research notes consider the following aspects:

- attentiveness
- concentration
- behaviour
- motivation
- contribution
- participation and cognitive skills impacted by physical health and wellbeing.

Your notes can be taken into the discussion and are to ensure all assessment criteria are fully evidenced during the discussion. They will not be checked prior to the discussion but can be used by your assessor to inform their assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

(Links to Unit 01 LO1 AC1.1 to 1.4 and 1.6)

Task 3 (a)

For this task you will be required to keep a journal. You can write entries and insert pictures or make collages.

Research different baby and food products. Select at least **six (6)** different food and drink products that are sold to parents of babies and children (up to five years old). Ensure you select products for different age groups, rather than only selecting one type of product. Using information, you learned from the unit identify the following on the packages and food labels:

- ingredient list
- nutritional information
- food and drink warning
- best before/use by date
- storage information
- cooking instructions.

Task 3 (b)

Write a reflection on what you found out. In which you explain the importance of food labelling for baby and children's food and drink. In addition, explain which of the foods/ drinks you have chosen could make up a healthy snack for a child.

(Links to Unit 01 LO1 AC1.5 and Unit 02 LO3 AC3.3 and 3.4)

Task 4 (a)

You are working in the early years setting. Your manager asks you to prepare PowerPoint presentation slides for the staff training that will take place in the nursery. The presentation should educate the new staff about healthy eating and hydration to meet the dietary needs of individual babies and children in their setting. Include the following:

- statutory guidance to explain food and drink nutrition for babies and children from birth to five years of age
- a description of special dietary requirements, including common allergies and intolerances in babies and children
- **five (5)** signs and symptoms of an allergic reaction to food and drink.

Task 4 (b)

When you are preparing your slides, your manager asks you to create an additional slide on how to respond to allergic reactions to food and drink, including record keeping in the early years setting.

- explain the procedures for responding to allergic reactions to food and drink in the early years setting.
- explain the importance of having systems in place such as record keeping, communication with parents and appropriate staff training around this topic in the nursery
- highlight where staff should be mostly vigilant and explain the importance of this.

(Links to Unit 01 LO2 AC2.1 to 2.4)

Task 5 (a)

Prepare a role play with your classmate involving **one (1)** student being an early years practitioner and **one (1)** student playing the role of a parent of a baby or a child. Choose **one (1)** of the following scenarios and perform this role play in a small group. Each student needs to experience **both** roles, as parent and practitioner, so each student needs to perform **twice**.

Scenario 1

Parent's perspective: You are a parent whose child is about to start nursery. Your child has special educational needs and disabilities (SEND) (select one need or disability for this role play).

Parent's task: You are worried about your child starting nursery as you know your child only eats certain types of foods and you struggle to ensure they drink enough water.

Early years practitioner's task: You need to reassure the parent and explain how the setting will adapt to the needs of their child by talking with them about their concerns.

Scenario 2

Early years practitioner's task: You have noticed that the parent's child is being selective with certain foods in the setting. You have decided to talk to the parent about your concerns.

Parent's perspective: You are a busy full-time working parent who does not have much time to cook at home and you are 'cooking on a budget'.

Parent's task: Respond to the information you have been given by asking follow-up questions that cover the content listed below.

When preparing for the role play, be sure to include the following, so you can demonstrate you have understood the material in the unit:

- explain ways the early years practitioner could promote the benefits of good nutrition and hydration in an early years setting
- demonstrate sustainable practices when promoting nutrition and hydration in an early years setting (for children from birth to five years)
- demonstrate you understand an individual family's circumstances
- show that you understand and consider the impact of SEND on healthy eating and financial pressure impacting choice.

Task 5 (b)

Write a reflection on your experience in task 5a of being a practitioner and a parent. Be sure to mention your thoughts on how this experience can be viewed from the material you covered in this unit about the

promotion of good nutrition, and show understanding of sustainable practices when promoting nutrition and hydration in the early years setting.

Consider the following topics when writing your reflection:

- sourcing food
- discussing healthy food choices
- portion size
- food waste
- composting.

(Links to Unit 01 LO3 AC3.1 and 3.2 and Unit 02 LO2 AC2.1)

Task 6 (a)

Provide a one-day balanced meal plan for children in the early years setting for all staff, including kitchen staff, to read, understand and follow. Ensure your plan covers the following:

- breakfast, lunch, morning snack, afternoon snack and drinks
- different age requirements (for example, weaning babies, toddler and pre-school and school-aged children), such as portion sizes, preferences and nutrition recommendations
- options for dietary requirements (for example, medical and religious restriction, allergies and intolerances and different ages)
- all food groups across the meals and ideally in each main meal (for example, carbohydrates, vegetables, protein and fats).

Also include a short paragraph evaluating the effectiveness of having meal plans for both the children and the staff. This should include benefits for children, staff and parents, and cover nutrition, time and knowledge.

(Links to Unit 02 LO1 AC1.1 to 1.3 and LO3 AC3.4)

Task 6 (b)

Prepare one of the snacks from the meal plan you created and serve to the children.

- whilst preparing the snack, explain the choice you made and why
- demonstrate knowledge of portion sizes for age group (for each early years group)
- ensure you follow food and hygiene rules and regulations including food handling, food storage and hygiene practices.

(Links to Unit 01 LO1 AC1.1, 1.2 and 1.5 and LO2 AC2.1 and 2.2 and Unit 02 LO3 AC3.3 and 3.4)

Task 7

Create a poster on hygienic practices when preparing and handling food for one meal or snack in the early years setting. You can use photos, drawings or word descriptions.

The poster is to include:

- each stage of the process of preparation, including following policy and procedure in relation to correct hand washing, use of personal protective equipment (PPE), cross contamination and food storage when preparing and handling food
- recommended timings of actions.

(Links to Unit 02 LO3 AC3.1)

Task 8

Produce a booklet (aimed at all staff) on food and drink hygiene, food and drink preparation, and food safety.

Ensure that you outline in the booklet:

- policies and procedures that need to be followed to meet the individual dietary needs of babies and children in line with statutory requirements, including:
 - the importance of hygiene in food and drink preparation and when serving
 - how to safely prepare and serve food
 - all health and safety measures that need to be followed when storing food.

(Links to Unit 02 LO2 AC2.1 to 2.3)

Task 9

Include a short bullet point list on the need for food and hygiene rules and regulations. Discuss the need to practice food safety as an early years practitioner. You should also cover the importance of keeping babies and young children safe when eating and drinking.

Your points should cover:

- all different stages of eating
- allergies
- food preparation
- medical emergency situations, such as choking or allergic reaction
- reflect on your own practice and provide up to two recommendations on how it might be improved.

(Unit 02: AC3.2 and AC3.5)

Change history record

Version	Description of change	Date of Issue
v1.0	First publication	August 2025