



Non-Exam Assessment

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

Centre version

September 2023 release

V1.0

Contents

Introduction.....	3
Information for learners	4
Mark scheme	5
Declaration of Authenticity	7
GDPR Consent	8
NEA Front Page.....	9
Preparation and research task	10
Project Brief - Case Study.....	11
Assessment tasks and mark scheme	12
Task 1.....	12
Task 2.....	16
Task 3.....	23
Task 4.....	33
Task 5.....	40
Task 6.....	43
Appendix 1	47

Introduction

The non-exam assessment (NEA) is a formal synoptic assessment that requires the learner 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 and 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 of study, 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 and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives 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 s/he 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 non-exam assessment (NEA) is a formal synoptic assessment that will contribute **50%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief set in a real-world situation.

The NEA will be assessed holistically, using the levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

Assessment Objective (AO)
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 assessment objective(s) and total marks for each question.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. 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 centres internal quality assurer.

Guidelines for using extended response marking grids

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

Levels-based descriptors.

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

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level 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 as a guide for 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 level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level 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, 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:	
Task(s) submitted:	
Learner declaration:	
I certify that the work submitted for this non-exam assessment 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:	

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 read more www.ncfe.org.uk/legal-information.

Please tick the option that applies, sign and date in the box 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

- 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

- 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 signature	Date

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

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

Non-Exam Assessment

September 2023 release

Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify 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 session.

Learner information

- This non-exam assessment (NEA) will assess your knowledge and understanding from across the qualification.
- The maximum mark for this assessment 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 document to use during the assessment:
 - written narrative observations (Appendix 1)

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name _____

Centre name _____

Learner number

Centre number

Learner signature

Preparation and research task

Maximum time: 2 hours

In addition to the allocated assessment time for this non-exam assessment (NEA), you are permitted to spend a maximum of **2 hours** to undertake research and develop a pack of resources 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 resource 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 task instructions).

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

- the use of quotation marks to clearly identify any passages not of your own words
- date accessed
- 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 tutor at the end of each task / session and submitted with the completed NEA.

Formal 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.

Do not turn over until the assessor tells you to do so.

Project Brief - Case Study

Lily is 3 years old. Lily lives at home with her mum and dad and her new baby brother, Jacob, who is two months old.

Lily attends a school nursery class five mornings a week. Lily's mum used to take her and pick her up from nursery but since Jacob has been born, Lily's dad has been doing this instead. Lily's dad now also reads Lily a story at bedtime while her mum feeds and settles Jacob.

Lily's key person has noticed that Lily is tearful in the mornings when her dad takes her to nursery. Some mornings he mentions that Lily has not had breakfast. The key person has also noticed that some mornings Lily does not appear to be hungry and at other times Lily appears to be really hungry. Lily is offered a range of healthy foods at snack time but often refuses the fruit and asks for a biscuit instead. Lily is spending a lot of time in the home corner where she reads stories to the dolls as she puts them to bed. Lily is showing increased independence in routines including personal hygiene but insists that she does not need help with tasks such as putting on her coat or managing buttons and zips, though she sometimes struggles with these.

Lily has been observed during routines and play activities and these findings have been recorded using a free description observation method. The findings can be found in **Appendix 1**.

Use the case study and the written narrative observations in Appendix 1 in the completion of the tasks.

Assessment tasks and mark scheme

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	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks
You are required to: Think about strategies that could support Lily's transition following the birth of a sibling and carry out the following: • create a factsheet to share with Lily's parents. The factsheet should give advice on how the parents and the key person could support Lily's transition following the birth of a sibling • create a written report to justify how the strategies given in your factsheet will support Lily's transition. Please note: You are not being assessed on the quality and presentation of your resource, but the advice provided. [12 marks]	
Evidence	• Factsheet. • Written report. Your factsheet and written report can be either word processed or handwritten.

Task 1 – Support strategies – Transitions		
Bands	Marks	Descriptors
4	10–12	AO3 – Excellent analysis and evaluation of how the strategies support Lily’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 Lily’s transition following the birth of a sibling that is comprehensive, highly detailed and highly relevant to providing advice on how the parent(s) and the setting will support Lily’s transition following the birth of a sibling AO1 – Excellent recall of knowledge and understanding of strategies that could support transition following the birth of a sibling that is comprehensive.
3	7–9	AO3 – Good analysis and evaluation of how the strategies support Lily’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 Lily’s transition following the birth of a sibling that is detailed and mostly relevant to providing advice on how the parent(s) and the setting will support Lily’s transition following the birth of a sibling. AO1 – Good recall of knowledge and understanding of strategies that could support transition following the birth of a sibling that is mostly detailed.
2	4–6	AO3 – Reasonable analysis and evaluation of how the strategies support Lily’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 Lily’s transition following the birth of a sibling that has some detail although this may be underdeveloped. With some relevance to providing advice on how the parent(s) and the setting will support Lily’s transition following the birth of a sibling. AO1 – Reasonable recall of knowledge and understanding of strategies that could support transition following the birth of a sibling that has some detail.
1	1–3	AO3 – Limited analysis and evaluation of how the strategies support Lily’s transition. Supported with limited justifications for the choice and appropriateness of the strategies that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the strategies that could support Lily’s transition following the birth of a sibling that has minimal detail and are mostly superficial. With minimal relevance to providing advice on how the parent(s) and the setting will support Lily’s transition following the birth of a sibling

		A01 – Limited recall of knowledge and understanding of strategies that could support transition following the birth of a sibling that have minimal detail .
	0	No rewardable material

Indicative content

A01 – Learners will recall knowledge and show understanding of the strategies that could support Lily’s transition following the birth of a sibling and may include the following:

Strategies such as:

- build positive supportive relationships:
 - share information between parent(s) and the key person
 - communicate effectively with parent(s) child and the key person
 - be sensitive to the child and family’s needs
 - provide advice to parent(s) on how they can support Lily.
- adopt a child-centred approach to supporting the child:
 - the key person has realistic expectations of Lily’s needs
 - the key person and other practitioners maintain consistency of care for Lily at nursery.
- provide experiences for the child to express feelings around having a new sibling:
 - play with toy dolls and prams
 - read books about the birth of a new baby
 - visit a family where they have a new baby
 - help choose toys or clothes for the new baby.

A02 – Learners will apply knowledge and understanding of the strategies to support Lily’s transition following the birth of a sibling that may include the following:

- build positive supportive relationships:
 - the key person should share information with Lily’s parents about how she appears to be coping with the birth of Jacob. This should document any changes in Lily’s behaviour or development
 - the key person should use good listening skills and open body language when talking to Lily (ask questions, clarify how she feels), the nursery should document communication they have with Lily’s parents
 - the key person should communicate respectfully, sensitively, showing empathy to Lily and her parents
 - the key person could start a home nursery diary so that Lily’s parents can include information from home and so that Lily’s mum is also included in the process
 - Lily could always have breakfast at nursery, for a limited time, whilst Lily’s parents adjust to having a new baby to look after.
- adopt a child-centred approach to supporting the child:
 - the key person recognises that it is still early on for Lily and her family to adjust to having a new baby at home and understands that some regression in behaviour and disruption to routine is normal. The key person provides additional support such as breakfast during the transition
 - the key person and other practitioners maintain consistency of routine and care within the nursery as Lily’s routine at home is now different.
- provide experiences for the child to express feelings about having a new sibling:
 - the key person can ensure that there are more toy dolls, bottles, prams and so on in the role play area to give opportunities for Lily to express how she feels about Jacob safely

- the key person can read books about babies either one to one with Lily or at circle time to help Lily to become familiar with what it means to have a new baby at home
- the key person can plan cutting and sticking activities where Lily will choose toys or clothes that babies may like.

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

- having a home / nursery diary means that there will be a two-way flow of information between home and the nursery. This will help the parents and key person to have a good idea of how Lily is coping and will help them to work together on strategies to support Lily
- it is important that the key person uses sensitive communication as Lily’s parents are likely to be tired as they are also getting used to having a new baby in the house. Lily’s parent’s may get defensive if the key person is not sensitive to their needs. This may mean they may not be so open with the key person about how Lily is getting on at home
- having toy dolls and prams in the role play area will give Lily an opportunity to act out her worries and frustrations about having a new baby at home. Lily may behave unkindly towards the baby doll but it will help her to release feelings in a safe way while being observed and supported
- Lily’s key person should share her observations with Lily’s parents. It might help them to know how Lily is feeling. They may consider changing the evening routine so that Lily’s mum takes Lily to bed some nights, as Lily reading to the dolls in nursery may suggest that she is missing bedtime stories with her mum
- circle time in nursery can help Lily to talk about her new brother with others, this can help her to find the words to express how she is feeling and share positive stories as well as talk about her worries
- having a new baby in the house can be difficult for everyone. If there is provision for Lily to have breakfast at nursery it can reduce the stress for Lily’s parents at home and means that Lily will get a good breakfast to prepare her for the day at nursery.

Task 2

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	AO1 – 4 marks AO2 – 8 marks AO3 – 4 marks AO4 – 4 marks
You are required to: Read the written narrative observation document (Appendix 1). Use the appendix to assess aspects of Lily's holistic development. Write a report of your findings. Aspects of Lily's holistic development should include: • Lily's progress against expected key milestones • how aspects of Lily's holistic development might be interconnected • justifications for the support needed to further her development. [20 marks]	
Evidence	• Written report: ○ word processed or ○ handwritten.

Task 2 – Planning cycle – Observe and assess		
Bands	Marks	Descriptors
4	10–12	AO2 – Excellent application of knowledge and understanding of Lily’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 Lily’s holistic development might be interconnected that is comprehensive, highly detailed and highly relevant and shows links between Lily’s holistic development and needs. AO1 – Excellent recall of knowledge and understanding holistic development and milestones that is comprehensive.
3	7–9	AO2 – Good application of knowledge and understanding of Lily’s holistic development against expected milestones that is detailed and mostly relevant. AO2 – Good application of knowledge and understanding of how aspects of Lily’s holistic development might be interconnected that is detailed and mostly relevant and shows links between Lily’s holistic development and needs. AO1 – Good recall of knowledge and understanding of holistic development and milestones that is mostly detailed.
2	4–6	AO2 – Reasonable application of knowledge and understanding of Lily’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 Lily’s holistic development might be interconnected that has some detail although this may be underdeveloped. With some relevance and shows some links between Lily’s holistic development and needs. AO1 – Reasonable recall of knowledge and understanding of holistic development and milestones that has some detail.
1	1–3	AO2 – Limited application of knowledge and understanding of Lily’s holistic development against expected milestones that have minimal detail and are mostly superficial. With minimal relevance. AO2 – Limited application of knowledge and understanding of how aspects of Lily’s holistic development might be interconnected that have minimal detail and are mostly superficial. With minimal relevance and shows minimal links between Lily’s holistic development and needs. AO1 – Limited recall of knowledge and understanding of holistic development and milestones that have minimal detail.
	0	No rewardable material

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 3-year-old

Fine motor skills:

- begins to show preference for dominant hand
- can fasten large zip
- can draw person with a head.

Gross motor skills:

- can walk backwards and sideways
- rides and steers a tricycle
- jumps from a low step with both feet together
- throws a ball overhand and can catch a large ball with arms outstretched.

Cognitive development and milestones of a 3-year-old:

- recognises that objects are heavy and light
- shows awareness of past and present
- actively seeks answers to questions – using 'why'
- sorts objects by size and shape.

Communication and language milestones of a 3-year-old:

- uses 200 words or more
- constantly asks questions: what, why, who
- joins in simple rhymes.

Social and emotional development and milestones of a 3-year-old:

- enjoys playing with other children
- expresses emotions
- enjoys imaginative and creative play experiences
- likes to do tasks unaided.

AO2 – Learners will apply knowledge and understanding of Lily's holistic development against expected milestones that may include the following:

Physical development:

- milestones Lily is meeting:
 - fine motor skills, shows preference for a dominant hand (3 years) throughout all observation Lily consistently uses her right hand
 - can draw a person with a head (3 years) when drawing with chalk outside.
- milestones Lily is not meeting:
 - cannot fasten a large zip (3 years)
 - cannot jump from a low step (3 years).

Cognitive development:

- milestones Lily is meeting:
 - imitates and responds to gestures (1 year) when replicating sleep routine in the home corner
 - recalls stories and rhymes (4 years) when reading 'The Very Hungry Caterpillar' to the baby doll
- milestones Lily is not meeting:
 - fantasy and reality may become confused (4 years) when recalling stories Lily implies that the events in the story happened in her real life.

Communication and language:

- milestones Lily is meeting:
 - joins in with simple rhymes (3 years) and knows several stories and rhymes (4 years) when in the book corner with her key person
 - can easily be understood by others (4 years)
 - enjoys telling and sharing stories (4 years) when reading 'The Very Hungry Caterpillar' to the baby doll.
- milestones Lily is not meeting:
 - not using 200 words or more (3 years), Lily only uses short phrases when speaking with her key person.

Social and emotional:

- milestones Lily is meeting:
 - expresses emotions (3 years) when she cries when her dad leaves, throws her arms at her side, then folds her arms and turns around with frustration when unable to zip up her coat (3 years)
 - enjoys imaginative and creative play experiences (3 years) when playing in the home corner and outside with chalk
 - likes to do tasks unaided (3 years) she can pick her own coat up, hang this up and tries to do her zip up on her own, she is reluctant to accept help.
- milestones Lily is not meeting:
 - not enjoying playing with other children (3 years). Lily plays with other children during outside play but mostly plays alone in the home corner.

A02 – Learners will apply knowledge and understanding of holistic development and how this might be interconnected showing links between Lily's holistic development and needs that may include the following:

- Lily's difficulties with the physical development of her fine motor skills may affect her emotional development, causing Lily to feel frustrated which affects her behaviour, for example, becoming frustrated when she couldn't do up her zip
- Lily has not had breakfast before coming into nursery. This could make it harder for her to manage her emotions when dad leaves and when she can't do something. Being hungry might also affect her balance and contribute to her lack of confidence when using the slide steps
- Lily is processing her emotions in relation to the birth of Jacob using a range of areas of development. She does this by being reluctant to leave dad in the morning, replicating sleep routines at home (cognitive development), talking about singing songs with mum in the car (communication development) and drawing dad, mum and Jacob with chalk (physical development).

- Lily is showing signs of wanting to assert her independence. This may affect her confidence and self-esteem when she can't do things for herself. This is shown when Lily gets frustrated and looks at the floor or when she folds her arms in front of her and turns away when she has struggled with a self-help task. Lily needs opportunities to succeed at self-help tasks such as looking after her personal hygiene needs, and physical care needs, such as pouring a drink and serving a snack, while receiving praise and encouragement
- Lily is struggling to separate from dad in the morning and needs support. This may affect all areas of development if she is not ready to engage with activities, other children or other practitioners when she arrives at nursery.

Past paper

Task 2 – Planning cycle – Observe and assess		
Bands	Marks	Descriptors
4	7–8	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 Lily. AO3 – Excellent analysis and evaluation of Lily’s holistic development needs against expected milestones that is comprehensive and highly relevant. Supported with excellent justifications for the support needed to further her development that is comprehensive and highly detailed.
3	5–6	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 Lily. AO3 – Good analysis and evaluation of Lily’s holistic development needs against expected milestones that is detailed and mostly relevant. Supported with good justifications for the support needed to further her development that is detailed.
2	3–4	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 Lily. AO3 – Reasonable analysis and evaluation of Lily’s holistic development needs against expected milestones that has some detail and some relevance, though this may be underdeveloped. Supported with reasonable justifications for the support needed to further her development that has some detail, though these may be underdeveloped.
1	1–2	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 Lily. AO3 – Limited analysis and evaluation of Lily’s holistic development needs against expected milestones. Supported with limited justifications for the support needed to further her development that have minimal detail and are mostly superficial.
	0	No rewardable material

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 Lily's holistic development needs against expected milestones, to provide justifications for the support needed to further her development, that may include the following:

Physical development needs:

- Lily needs to develop her fine motor skills, such as pincer and tripod grip because she cannot zip up her coat
- Lily needs opportunities for climbing and jumping as she shows a lack of confidence in climbing down the steps on the slide and doesn't jump when friends call out for her to jump
- The nursery needs to ensure Lily has had breakfast either at home or when she arrives at the nursery because Lily has been coming into nursery hungry, having not had breakfast at home. Being hungry will reduce the energy and cognitive ability that Lily has to join in with activities and play.

Communication and language:

- Lily needs to develop her communication with her key person because she is not using a wide range of vocabulary and is often communicating non-verbally.

Social and emotional development needs:

- Lily needs to develop her social interactions, she mostly plays alone (in the home corner) and when she plays with others it is alongside them (parallel) rather than with them (drawing with chalk)
- Lily needs support in coming to terms with having a baby brother, this is reflected in her play and interactions with others. Lily is struggling to leave her dad in the morning, she tries to hide behind his legs and cries when he leaves
- Lily needs to develop her independence and self-help skills because she is becoming frustrated and upset when she cannot manage tasks for herself
- Lily needs to know that it is ok to be helped. Lily responds negatively when she cannot do something by herself and so needs to be able to feel comfortable with being helped.

Task 3

The 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	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 12 marks
You are required to: a) identify Lily's support needs and holistic development b) write a plan to show what the key person at the nursery could do to support Lily during care routines and how the care routines will promote: • Lily's identified care needs and holistic development • independence • transition of the birth of a sibling • adherence to relevant legislation, policies, and procedures. You should use your completed written report from Task 2 to help you complete this task. [24 marks]	
Evidence	• Written plan: ○ word processed or ○ handwritten.

Task 3 – The planning cycle – Plan for identified support needs		
Bands	Marks	Descriptors
4	10–12	AO3 – Excellent analysis and evaluation of Lily’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 Lily’s basic care needs and holistic development that is comprehensive, highly detailed and highly relevant to the case study and task. AO1 – Excellent recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is comprehensive.
3	7–9	AO3 – Good analysis and evaluation of Lily’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 Lily’s basic care needs and holistic development that is detailed and mostly relevant to the case study and task. AO1 – Good recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is mostly detailed.
2	4–6	AO3 – Reasonable analysis and evaluation of Lily’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 Lily’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. AO1 – Reasonable recall of knowledge and understanding of planning cycle, basic care needs, care routines and strategies that has some detail.
1	1–3	AO3 – Limited analysis and evaluation of Lily’s basic care and holistic development needs. Supported with limited justifications for strategies that have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of the basic care routines, and strategies to meet Lily’s basic care needs and holistic development that has minimal detail and is mostly superficial. With minimal relevance to the case study and task. 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

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 and access to fresh water throughout the day, talk to dad about the importance of Lily having breakfast to give her energy for the morning.
- fresh air:
 - strategies: opportunities for outdoor play during the day and outdoor trips, such as a picnic, visit to a farm, ensure clothing / footwear is suitable to allow for outdoor play.
- rest and sleep:
 - strategies: provide quiet / down-time 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, balance beams, tyres, stepping-stones. Also provide activities for fine motor development such as threading beads and buttons, cutting and sticking.
- physical safety:
 - strategies: safety check equipment, security of building, not using physical punishment.
- emotional safety:
 - strategies: use a key person system, ensure early years practitioner's interactions are caring, arrange small group play, provide strategies to support transitions.
- shelter:
 - strategies: provide protection from the weather, such as ensuring the setting is warm, shade is provided in the summer.

Psychological needs:

- belonging:
 - strategies: interested in child's interests, provide opportunities for social interactions, such as group activities, team games, group painting, role-play, having own personalised items such as coat peg and water bottle.
- affection:
 - strategies: provide physical and emotional comfort when a child is distressed, show empathy.

- sense of achievement:
 - strategies: praise a child's efforts when showing positive behaviours, as well as when mastering a new skill or asking for help.
- valued:
 - strategies: display a child's work, listen when a child speaks, meet their needs and recognise when they have needs that are not being met.
- emotional boundaries:
 - strategies: be consistent with rules.

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 or cups, helping the childcare practitioners to serve food and drinks, pouring her own drink.
- toileting / washing routine:
 - this can involve undressing, using a toilet, washing hands and face.

AO2 – Learners will apply knowledge and understanding of basic care routines, and strategies to meet Lily's basic care needs that may include the following:

Basic needs:

- food and drink:
 - strategies: Lily will have breakfast at nursery for a limited period, while the family adjusts to the new baby. This will aim to ensure that Lily has breakfast in the morning and also reduce stress for her parents during the transition.
- fresh air:
 - strategies: opportunities to access outdoor play equipment that Lily enjoys, as well as equipment that she can safely climb on and jump off, ensure Lily can put her coat on / it is zipped up.
- rest and sleep:
 - strategies: provide quiet / down-time activities that Lily likes, such as looking at picture books or drawing.
- exercise:
 - strategies: provide climbing equipment and small trampoline for Lily to practice physical safety
 - strategies: safety check equipment that Lily plays with, ensure Lily cannot wander out of the room she is in to look for her dad.
- emotional safety:
 - strategies: provide time for interactions that will help Lily to develop a bond with her key person, ensure early years practitioner's interactions with Lily are caring and reassuring, provide opportunities for Lily to talk about how she feels about Jacob through role play, story and circle time and creative activities.

Psychological needs:

- belonging:
 - strategies: show an interest in Lily and her new role as a big sister, how lucky Jacob is to have her. Encourage Lily to engage in other activities to build a positive self-identity as Lily is a person, not just Jacob's big sister. Encourage Lily to draw or choose a picture for her coat peg.
- affection:
 - strategies: provide physical and emotional comfort and empathy when Lily is distressed when her dad leaves her at nursery and she is upset or frustrated.
- sense of achievement:
 - strategies: praise Lily when she has made something or mastered a new skill such as jumping with two feet.
- valued:
 - strategies: recognise when Lily's needs are not being met and address them, such as provide Lily with something to eat in the morning when she has missed breakfast so she is not hungry, pay attention and acknowledge what Lily is saying, when she speaks about Jacob, let Lily attempt self-help skills and support as necessary.
- emotional boundaries:
 - strategies: be consistent with support and letting Lily know that it's okay to need help to do things, ask Lily to help out with tasks as helping others may help her to accept support more readily.

Basic care routines:

- getting dressed / undressed:
 - strategies: demonstrate to Lily how to put her coat on – zip the coat up and down, encourage Lily to practice this. Provide activities that support the development of fine motor skills, such as threading beads. Provide equipment to practice fastenings – zips, buttons, poppers, and praise Lily's efforts
 - strategies: suggest parents lay out clothes for Lily at the weekend so she can practise fastening her clothes at home when getting ready. This will promote Lily's independence.
- mealtimes:
 - strategies: provide jugs of water for Lily to be able to pour her own drink at mealtimes, encourage Lily to make her own sandwiches or fruit salad and cut the bread or fruit, ask Lily to hand out cups / bowls / plates to her friends at mealtimes.
- Toileting / washing routine:
 - strategies: demonstrate how to wash hands – how to turn the tap on / off, use soap, rub and dry hands. Support Lily in doing this, provide prompts for the steps. Provide a poster that shows the steps. Support Lily in managing buttons and zips on clothing and praise her efforts.

Legislation, policies and procedures:

- during the planning of care routines, there will be consideration of the key worker'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 Lily’s basic care and holistic development needs that may include the following:

Physical development needs:

- Lily needs to develop her hand-eye coordination to help her to manage zips and buttons so that she can manage the zip on her coat by herself:
 - support: provide Lily with activities that practice fine motor skills, such as threading beads, peg pictures, cutting shapes, tracing shapes.
- Lily needs to learn how to jump from a low step with two feet:
 - support: provide a range of opportunities both indoor such as a small trampoline to jump on and outside play equipment for Lily to climb on and jump off. The key person or other childcare practitioners should support Lily by holding her hand if she is not confident to jump by herself. In order to increase her confidence in jumping, they should praise her when jumping.

Communication and language:

- Lily needs to develop her communication with her key person to increase her vocabulary:
 - support: key person spending time with Lily to develop and strengthen their relationship, so Lily feels able to speak to them. The key person to engage in conversation with Lily during activities and introduce new language to develop Lily’s vocabulary.

Social and emotional development needs:

- Lily needs to develop her social interactions:
 - support: support Lily when engaging in social interactions with other children, the key person should prompt appropriate behaviour from Lily, role-model social skills (such as taking turns and sharing), read books with Lily about making friends and people’s feelings, set up small group activities where Lily can develop friendships with other children.
- Lily needs support in separating from dad in the mornings:
 - support: put strategies in place when being left in the morning, such as distracting Lily with an activity she likes after saying goodbye, having her key person greet her when she comes in the morning, tell Lily about the activities planned for the day.
- Lily needs to develop her independence and self-help skills and that it is okay to be helped:
 - support: provide opportunities for Lily to help out in nursery such as during snack time, this will help Lily to know that it is good to help others and make her more accepting of help from others. It will also support her independence as she manages tasks by herself.

Basic care routines:

Getting dressed / undressed – strategies:

- demonstrating allows Lily to see how to zip her coat up. Encouragement and praise build Lily’s confidence in dressing. Activities and equipment allow Lily to practice and develop skills in her own time:
 - promotes independence as Lily expresses her choices and makes decisions
 - supports the transition of a birth of a sibling as Lily can feel grown up and like a big sister as she can do some tasks by herself.

Mealtime – strategies:

- providing jugs of water for Lily to be able to pour her own at mealtimes and encouraging Lily to make her own snack will help Lily to develop her self-help skills, asking Lily to hand out cups / bowls / plates to her friends at mealtimes will help Lily to feel that it is good to help and be helped:
 - promotes independence as Lily chooses what to put in her sandwich and fruit salad, she can become self-reliant in eating with little / no support, using cutlery
 - promotes development of fine motor skills and hand eye coordination as she uses her hands to pick and arrange the sandwich fillings or fruit and uses the knife to cut the sandwich or the fruit, this will help Lily to eventually manage her zip independently.

Toileting / washing routine – strategies:

- demonstrate to allow Lily to see the steps of hand washing. Use prompts to allow Lily to wash her hands independently whilst providing reminders until she knows the steps. Offering support to Lily such as starting off a zip and letting her finish it will help to role model the steps in managing zips. The key person can reduce the amount of support given each time until Lily has mastered the zip by herself. Dressing up clothes with zips on could also be provided:
 - promotes independence through Lily's self-reliance and self-care skills (toileting, personal hygiene) in being able to manage clothing when going to the toilet and how to wash her hands.

Task 3 – The planning cycle – Plan for identified support needs		
Bands	Marks	Descriptors
4	10–12	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 Lily and support relevant to meet Lily’s holistic developmental needs that is comprehensive, highly detailed and highly relevant to the case study and task.
3	7–9	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 Lily and support relevant to meet Lily’s holistic developmental needs that is detailed and mostly relevant to the case study and task.
2	4–6	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 care plan that records and outlines the individualised care needs of Lily and support relevant to meet Lily’s holistic developmental needs that has some detail although this may be underdeveloped. With some relevance to the case study and task.
1	1–3	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 care plan that records and outlines the individualised care needs of Lily and support relevant to meet Lily’s holistic developmental needs that has minimal detail and is mostly superficial. With minimal relevance to the case study and task.
	0	No rewardable material

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:

- to 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
 - changes in routine
 - referral to other professional
 - how practitioner 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 Lily. To include:
 - physical
 - cognitive
 - communication and language
 - social and emotional.
- identify and record the support needs of Lily. To include:
 - additional resources
 - specific activities
 - changes in routine
 - referral to other professional
 - how practitioner will provide support.
- any partnership working required with other practitioners
- strategies such as:
 - build positive supportive relationships:
 - share information between parent(s) and the setting
 - communicate effectively with parent(s), child and the setting
 - be sensitive to the child and family's needs
 - provide advice to parent(s) on how they can support their child.
 - adopt a child-centred approach to supporting the child:
 - the nursery finds out about the child's needs and interests
 - the nursery ensures they can meet the child's care needs.

provide experiences for the child to express feelings around the birth of a sibling:

- providing opportunities for role play – toy dolls and prams in the nursery and at home
- read book about babies and siblings in the book corner one on one and at circle time as part of a group.
- partnership working
- Health and Safety.

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	AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 8 marks
You are required to: Create an activity plan for two different types of play activities that the key person could do to promote one area of Lily's development. The activity plan should include: • description of the activities • how long the activities will take (timings) • how each activity will support Lily's development • expectations and role of the key person during each activity • adherence to relevant legislation, policies, and procedures • resources required. [20 marks]	
Evidence	• Activity plan: ○ word processed or ○ handwritten.

Task 4 – Planning play activities		
Bands	Marks	Descriptors
4	10–12	AO3 – Excellent analysis and evaluation of how each activity will support Lily’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 Lily’s development. AO1 – Excellent recall of knowledge and understanding of play activities and the role of the key person that is comprehensive.
3	7–9	AO3 – Good analysis and evaluation of how each activity will support Lily’s development that is detailed and mostly relevant. AO2 – Good application of knowledge and understanding of activities that is detailed and mostly relevant to Lily’s development. AO1 – Good recall of knowledge and understanding of play activities and the role of the key person that is mostly detailed.
2	4–6	AO3 – Reasonable analysis and evaluation of how each activity will support Lily’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 Lily’s development. AO1 – Reasonable recall of knowledge and understanding of play activities and the role of the key person that has some detail.
1	1–3	AO3 – Limited analysis and evaluation of how each activity will support Lily’s development. AO2 – Limited application of knowledge and understanding of activities that have minimal detail and are mostly superficial. With minimal relevance to Lily’s development. AO1 – Limited recall of knowledge and understanding of play activities and the role of the key person that have minimal detail.
	0	No rewardable material

Indicative content

AO1 – Learners will recall knowledge and show understanding of activities and the role of the key person that may include the following:

- physical play involves use of the child’s fine or gross motor physical skills to develop:
 - balance and coordination
 - control of fine movements
 - new concepts
 - confidence
 - healthy wellbeing.

physical play comprises the use of:

- climbing apparatus
- beads
- construction toys
- clay
- 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:
 - junk modelling
 - 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 and small figures
 - role play areas
 - puppets.
- sensory play stimulates the senses to develop:
 - expression of feelings
 - hand eye coordination
 - new concepts
 - concentration.
- sensory play comprises the use of:
 - dough
 - scented dough
 - cornflour
 - slime
 - sand
 - water
 - shaving foam
 - paint
 - instruments.

The key person'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 cooperation 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
 - carry out and document observations for journals.

AO2 – Learners will apply knowledge and understanding of activities that support Lily's development, this may include the following:

Activity 1 – Area of development: physical

Description of activity:

The key person sets up the obstacle course outside and completes a risk assessment, checking that all equipment is the correct height and is stable (10 minutes).

The key person then asks Lily and a small group of children if they would like to come outside and take part in an obstacle course with her (2 minutes).

The key person explains to the children that they will walk along the balance beam and jump off the end into the red hoop. The children will then weave in and out of five cones, then step up and jump off three big tyres, and then throw a bean bag into the yellow hoop (2 minutes).

The key person then demonstrates to the children how to make their way around the obstacle course, while repeating the instructions, explaining how to use each piece of equipment safely and reminding the children not to rush. The key person should be dressed appropriately for the activity (3 minutes).

The children line up to go around the course. The key person encourages the children throughout by praising the children's efforts and reminding them what to do next (10 minutes).

If any children are hesitant the key person moves closer to the children and holds their hand as necessary to help them around the course, demonstrating patience.

The key person ensures that all children have had a turn and gives them an opportunity to have another turn once all children have been around the obstacle course. The key person reduces the support given after the first round to encourage the children to have a go by themselves but assists where necessary.

Approximately 30 minutes overall.

Resources:

The balance beam, red and yellow hoops, five cones, three big tyres and a bean bag.

Activity 2 – Area of development: physical**Description of activity:**

The key person sets up two baby baths, on a non-slip floor surface, with warm water in the water play area and adds bubble bath, they set out the other resources nearby. The key person checks the temperature of the water with a thermometer to ensure that it is not too hot or cold for the children to play in. Lily and a friend are asked if they would like to bath babies (10 minutes).

The key person talks to the children about why we have baths and asks if they have baths or showers at home. At this point the key person should be sensitive and respectful of the children's responses. The key person talks with the children about the importance of being clean and washing off germs on our skin (5 minutes).

The key person shows the children how to hold a baby safely in the bath and asks them to try to hold the baby doll. The key person tells the children that we are going to bath the babies so that they are nice and clean. They then ask the children to put the babies in the bath, talking with the children as they wash the babies with the sponges. The key person talks with the children, praising what a good job they are doing throughout, in a manner appropriate to their age and stage of development (10 minutes).

When the baby dolls are washed the key person helps the children to lay out the towels and asks them to take the babies out and dry them. The key person asks what babies need once they are dry and asks the children to look through the resources to see what the babies need. If the children don't say 'nappies' the key person will tell the children that the babies need a clean nappy to keep them nice and dry. The key person will show the children which way around the nappies go and help to secure them in place as necessary. The children can then choose different clothes to dress the babies in. The key person supports the children in getting the babies arms and legs in the clothes and securing buttons and poppers if needed (5 minutes).

When the baby dolls are dressed the key person praises the children and lets them decide if it was a bedtime bath and the babies are ready to go to bed, or if it was a daytime bath and it's time to take the babies for a walk in the garden in their prams.

Approximately 30 minutes overall.

Resources:

Two baby baths, two waterproof baby dolls, two changing mats, two baby sponges, towels, baby nappies and an assortment of baby clothes with different fastenings.

AO3 The learner will analyse and evaluate how the planned activities will promote Lily's development and may include the following:

How activity 1 will support Lily

The activity will help Lily to meet the milestone to jump from a low level with both feet. There are four opportunities for Lily to jump from a low level – the first from the balance beams, the other three from the tyres. Throwing the bean bag into the hoop will also help to develop Lily's hand eye coordination.

Within the activity there are other opportunities for Lily to experience success, such as weaving through the cones and throwing the beanbag into the yellow hoop, this will help Lily's emotional development. Lily's language and communication development will also be supported as Lily learns new words such as 'weave' and uses mathematical language such as 'big' 'high' 'low' 'long' and so on.

How activity 2 will support Lily

Bathing baby dolls appeals to Lily's interest in role play with babies. Taking care of the baby will help Lily to process feelings towards babies and talking about the reasons for bathing will help her to know about her own and Jacob's care needs. This will support both her emotional and cognitive development.

Bathing the baby dolls will help to develop Lily's coordination as she holds the baby with one hand and washes the baby with the other, Lily's fine motor skills and eye coordination will also improve as she dresses the baby and manages the buttons and poppers.

Lily will engage in conversation with the key person throughout the activity and extend her vocabulary relating to care routines.

Task 4 – Planning an activity – Activity plan		
Bands	Marks	Descriptors
4	7–8	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	5–6	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	3–4	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 be underdeveloped. With some relevance to the case study and task.
1	1–2	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 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

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 bring developed
- the key persons role during the activity:
 - before
 - during and
 - after.
- the resources required to carry out the activity
- Health and Safety.

Task 5

Health and Safety procedures – Arrival and departure of children procedure	
Maximum time	1 hour
Content areas assessed	5. Legislation, policies and procedures in the early years
Assessment objectives	AO1 – 4 marks AO4 – 4 marks
You are required to: create an arrival and departure procedure for all of the children in the nursery. [8 marks]	
Evidence	- Completed arrival and departure procedure: - word processed or - handwritten.

Task 5 – Health and Safety procedures – arrival and departure procedure		
Bands	Marks	Descriptors
4	7–8	AO4 – Excellent demonstration of vocational skills for the creation and completion of an arrival and departure procedure that is comprehensive, highly detailed and highly relevant to the activity. AO1 – Excellent recall of knowledge and understanding of the elements of an arrival and departure procedure is comprehensive.
3	5–6	AO4 – Good demonstration of vocational skills for the creation and completion of an arrival and departure procedure that is detailed and mostly relevant to the activity. AO1 – Good recall of knowledge and understanding of the elements of an arrival and departure procedure that is mostly detailed.
2	3–4	AO4 – Reasonable demonstration of vocational skills for the creation and completion of an arrival and departure 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 an arrival and departure procedure that has some detail.
1	1–2	AO4 – Limited demonstration of vocational skills for the creation and completion of an arrival and departure 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 an arrival and departure procedure that has minimal detail.
	0	No rewardable material

AO1 – Learners will recall knowledge and show understanding of the elements of an arrival and departure procedure that may include the following:

- reasons for an arrival and departures procedure (policy aim)
 - stop children from leaving unnoticed
 - prevent strangers gaining access
 - time to exchange information
 - emergency evacuation information.
- who should drop off / pick up children
- what will happen when children arrive / depart
- who is responsible during the arrival and departure of children.

Procedures to be in place:

- qualified staff at the entrance / exit points
- children to be handed over to / by key person
- sign in / out of children by parent(s) / carer(s)
- key person and parent(s) / carer(s) to exchange information as necessary about the child's needs
- registration time in the setting
- head counts, to check the number of children matches the number of children on the register
- doors to be opened at arrival time and supervised until last parent / carer leaves.

AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of an arrival and departure procedure that considers and includes all relevant elements of arrival and departures in a nursery setting.

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

- qualified staff at the entrance / exit points
 - qualified staff who are not key persons so that key persons can give parent(s) / carer(s) their full attention when handing over / exchanging information
 - only employed staff, to meet insurance requirements
 - students are not to supervise the entrance / exit points as they are not qualified or experienced enough.
- children to be handed over to / by key person
 - to support the development of attachment to the key person
 - so that the parent(s) / carer(s) are always sharing information with the same person
 - the key person has responsibility for the child in the nursery.
- sign in / out of children by parent(s) / carer(s)
 - to meet insurance requirements
 - to share responsibility with parent(s) / carer(s)
 - to check that children have already left in case of an emergency.
- key person and parent(s) / carer(s) to exchange information as necessary about the child's needs
 - to promote consistency of care between home and nursery
 - so that parent(s) / carer(s) and key person are updated about any concerns / changes / achievements
 - registration time in the setting
 - to meet statutory requirements
 - to have a record in case of an emergency evacuation.
- regular head counts to check the number of children
 - to make sure that the number of children physically present matches the number of children signed in.
- passwords to be used when named person is unable to collect children
 - security feature to ensure that children are going home with trusted / safe adults.

Task 6

Evaluation of planning	
Maximum time	1 hour
Content areas assessed	9. Planning in early years childcare
Assessment objectives	AO5 – 8 marks
You are required to: Complete an evaluation of the plan you created in Task 3. Your evaluation should include: • how well your plan records and outlines the individualised care needs of Lily and supports her holistic development • how well your plan meets Lily's care needs and supports her holistic development • examples of how your plan could be improved. [8 marks]	
Evidence	• An evaluation: ○ word processed or ○ hand-written.

Task 6 – Evaluation of planning		
Bands	Marks	Descriptors
4	7–8	AO5 - Excellent analysis and evaluation of how well their plan records and outlines the individualised care needs of Lily that is comprehensive, highly detailed and supported by highly relevant examples what could be improved. AO5 - Excellent analysis and evaluation of how well their plan meets Lily'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	5–6	AO5 - Good analysis and evaluation of how well their plan records and outlines the individualised care needs of Lily that is mostly detailed, supported by mostly relevant examples of what could be improved. AO5 - Good analysis and evaluation of how well their plan meets Lily's care needs and supports his holistic development that is mostly detailed, supported by mostly relevant examples of what could be improved.
2	3–4	AO5 - Reasonable analysis and evaluation of how well their plan records and outlines the individualised care needs of Lily that has some detail, supported by examples that have some relevance of what could be improved. AO5 - Reasonable analysis and evaluation of how well their plan meets Lily'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	1–2	AO5 - Limited analysis and evaluation of how well their plan records and outlines the individualised care needs of Lily that have minimal detail, supported by examples that have minimal or no relevance of what could be improved. AO5 - Limited analysis and evaluation of how well their plan meets Lily's care needs and supports his holistic development that have minimal detail, supported by examples that have minimal or no relevance of what could be improved.
	0	No rewardable material

Indicative content:

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

- 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:
 - basic care routines
 - play activities.
- identification and planning for the individual needs of Lily to include:
 - physical
 - cognitive
 - communication and language
 - social and emotional.
- identifies support needs of Lily
- records the needs of Lily to include:
 - additional resources
 - specific activities
 - change in routine
 - referral to other professionals, such as the special educational needs and disabilities coordinator (SENDCo), to plan to support Lily's fine motor skills
 - how practitioner will provide support or early intervention.
- any partnership working required with other practitioners
- strategies such as:
 - build positive supportive relationships:
 - share information between parent(s) and the setting
 - communicate effectively with parent(s), child and the setting
 - be sensitive to the child and family's needs
 - provide advice to parent(s) on how they can support their child.
 - adopt a child-centred approach to supporting the child:
 - the nursery finds out about the child's needs and interests
 - the nursery ensures they can meet the child's care needs
 - the key person understands that Lily's development may regress during the transition.
 - provide experiences for the child to express feelings around the birth of a sibling:
 - providing opportunities for role play – toy dolls and prams in the nursery and at home
 - read books about babies and siblings in the book corner one on one and at circle time as part of a group.
- Health and Safety.

AO5 – A learner will analyse and evaluate how well their plan meets Lily's basic care needs, and supports her holistic development, which may include the following:

Basic care needs:

- basic needs:
 - healthy food and drink
 - fresh air
 - rest and sleep
 - exercise
 - emotional safety.

- psychological needs:
 - belonging
 - affection
 - sense of achievement
 - valued
 - emotional boundaries.
- basic care routines:
 - getting dressed / undressed
 - mealtimes
 - toileting / washing / teeth routine.

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

- basic care routines
- play activities.

Individual needs of Lily to include:

- physical
- cognitive
- communication and language
- social and emotional.

The needs of Lily to include:

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

Strategies such as:

- build positive supportive relationships:
- share information between parent(s) and the setting
- communicate effectively with parent(s), child and the setting
- be sensitive to the child and family's needs
- provide advice to parent(s) on how they can support their child
- Health and Safety.

Appendix 1

Written narrative observations:

1 – In home corner looking after babies and reading a bedtime story

Lily is in the home corner alone. She picks up a baby doll with her right hand and puts it over her left shoulder. With her right hand on the baby doll's back, Lily taps it gently and says 'there, there'.

Lily walks over to the book corner with the baby doll and asks which book she would like. Lily puts the baby doll on the floor and looks at the books in the bookcase. Lily shows the books to the baby doll, she shakes her head and puts them back. Lily finds 'The Very Hungry Caterpillar' and smiles. She shows the book to the baby doll and nods her head. Lily puts the book under her left arm and picks up the baby doll by its arm with her right hand and walks over to the home corner.

Lily sits on a chair and positions the baby doll on her lap with her left hand and holds the book in her right hand. Lily tries to hold the book so the baby doll can see, but the book falls so she sits the baby doll next to her and holds the book with both hands. Lily looks at each page in turn and tells the baby doll what is on each page. Lily holds each page in front of the baby doll, so that it can see. Lily talks to the baby doll; she asks if it likes the different foods. 'Do you like pears and strawberries? I don't either. You like ice cream and cake? Me too. I don't eat leaves either'. Lily goes to the basket of toy food and finds a piece of cake to feed to the baby doll.

When the book is finished, Lily walks over to the baby doll's pram and puts a blanket in it. She goes back to get the baby doll and carries it to the pram. She holds the baby doll in both arms and tells it to 'sleep well'. Lily kisses it on the forehead and then puts it to sleep in the pram.

Lily leaves the home corner and goes to the playdough table.

AB 15th June

2 – Outside play

Lily lines up to get her coat for outside play. She puts on her coat and tries to do up her zip. Lily can't do it and throws her arms down. Lily's key person says, 'let me help you', Lily replies 'I can do it'. Lily holds the bottom pieces of the zip together but lets go of the right corner to grab the zipper. The coat flaps open. Lily folds her arms and turns around. Lily's key person offers to just do the bottom bit and then Lily can finish it herself. Lily agrees. Lily's key person attaches the two sides of the zip and holds the bottom of the coat down so that Lily can pull the zip up. Lily smiles and says, 'I did it', Lily's key person praises Lily.

Lily is in the creative area with her friends drawing with chalks on the floor. She holds the pink chalk in her right hand and draws a large circular shape, she draws two circles in the shape and a curved line. She draws four lines sticking out of the sides of the shapes. She then repeats in yellow, making a slightly smaller circular shape and again with the green chalk making a smaller circular shape. Lily's key person comes over and tells Lily that she loves her drawing. Lily points to the first shape and says, 'this is Daddy' She then points to the other two shapes and says, 'this is Mummy and Jacob'. Lily smiles at her key person. She rubs the chalk from her hands down her dress and runs over to the slide.

Lily holds onto the rails on the steps of the slide and starts to walk up. She steps up with her right foot and then her left onto the same step. She slides both of her hands up the railings and steps up again, right foot first and then left onto the same step. Lily's friend calls her name. Lily holds onto the railings with both hands and turns around. She notices her friend and laughs. Lily lets go of the railing with her right hand and turns slowly reaching for the railing on the other side. She holds the railing with both hands and slowly turns her feet. Lily then steps down carefully to the step below, right foot first, followed by her left. Lily's friend shouts 'jump!'. Lily laughs. She looks at the step and at the floor. She slides her hands down the railings and steps down, rather than jumping, right foot first. Lily runs to meet her friend.

CE – 29th June

3 – Drop off in the morning

Lily arrives with dad. She holds dad's right hand with her left hand and walks very close to his legs, slightly behind. As Lily and dad walk in, Lily moves closer to and further behind dad. Lily's key person greets dad and Lily with a smile and puts her hand out to Lily. Lily holds onto dad's leg and becomes tearful. Dad tells the key person that the baby was unsettled in the night and he overslept so it's been a rushed morning and there wasn't time for breakfast. Dad takes Lily's hand and passes it to the key person who begins to tell Lily about the activities available today. Lily watches dad leave and cries. Lily's key person takes Lily over to the coat area where she hangs up her coat with her right hand, the coat falls to the floor and Lily quickly picks it up to hang it up again. Lily doesn't look at her key person.

Lily's key person asks if she would like to go to the book corner while she waits for her friends to arrive. Lily goes to the book corner with her key person and chooses a book for the key person to read, lifting it with both hands. Lily chooses 'The Wheels on the Bus and other Rhymes', she tells her key person that she sings songs with mummy in the car and Jacob goes to sleep. Lily yawns and holds her tummy. The key person says 'I heard that the baby was up all night, did he keep you awake? You must be tired'. Lily replies 'I'm hungry'.

CE – 14th July