

Cambridge NATIONALS LEVEL 1/2



HEALTH AND SOCIAL CARE

Sample Learner Work
with commentary

Unit R028: Understanding the development and protection of
young children in an early years setting

Version 1



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INTRODUCTION

This resource has been written for teachers to help them mark work accurately and understand OCR's expectations.

The guide contains sample learner work for this unit and covers all learning objectives, graded at Marking Band 1 (MB1) and Marking Band 3 (MB3).

The accompanying commentary explains why each piece of work was awarded its grade.

For MB1 graded work, additional guidance has been added to suggest improvements that could be made to make it an MB2 graded piece of work.

For MB3 graded work, additional guidance has been added to explain why it was awarded that grade and not the lower grade of MB2.

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Sample Learner Work Marking Band 1

Learning Objective 1 – Understand the key milestones of physical, intellectual and language development between 0-5 years

SAMPLE LEARNER WORK

Growth and development...**Reflexes...**

When babies are first born they are able to carry out movements called reflexes. Babies can't control these reflexes they are done automatically. Reflexes help the baby to live until they gain control of their body.

Head Control...

Babies gain control of their head when the muscles in the neck have developed. Newborn babies don't have control of their head because their muscles in their necks are very weak. When the baby is three months old they begin to have control of their head movements. When the baby turns six months then they have complete control of their head movements.

Sitting up...

When the baby sits up this requires the baby to have control of the muscles in their neck and back. The baby will start to sit up without support when they reach one year of age.

Lying on their tummy...

When babies lay on their tummy babies gain strength in their arms and legs also this forms the position to crawl. When newborn babies lay on their tummy their head turns to one side and their legs curl underneath them this is a similar position to when they are in the womb.

SAMPLE LEARNER WORK

Milestones of physical development from 0-3 years.

Age	Gross Motor skills	Fine motor skills
Newborn	Newborn babies have stepping reflex but they lose this after six weeks The baby's head has to be supported when you lift the baby up also the baby rolls up in ball when they are sat down The newborn baby will lie on their tummy with their head on one side and their knees drawn underneath them	Newborn babies have a grasp reflex when they are born this disappears after a few months, also their hands are kept closed in a fist most of the time.
3 months	At three months the baby can lift their head when they are lying on the tummy. Also they can turn their head from side to side when lying on their front. The baby can push up on to their arm and lift their shoulders off the floor also they can kick their legs strongly. They can also hold larger objects.	At three months the baby's hands are held open and the baby will look at their hands and play with their fingers
6 months	When the baby reaches six months they can lift their head and chest above the floor also they can support their upper body with their arms. The baby can also sit for a long period of time if they are being supported by something but they can sit unsupported for a short period of time although they will fall back easily. They are able to roll from their front to their back but can sometimes roll from the back to the front. The baby will start to crawl.	When the baby reaches six months they are able to grasp an object without it being placed in their hand also they will grasp toys with their whole hand. They will be able to pass objects from hand to hand and turn objects over also they will be able to splash water in the bath. They will also play with their toe when they are lying on their back.
9 months	At nine months the baby will crawl backward first then start to go forward.	At nine months the baby will use their fingers and thumbs to grasp objects and they will drop things on

Milestones of physical development from 0-3 years.

	The baby will start to pull in to standing position using objects around them to help also they will start to walk side-ways around the objects. They will be able to sit unsupported for long periods of time. They baby will also start to crawl up the stairs	purpose and they will look at what they drop on the floor.
1 year	When the baby reaches one year old then they will start to crawl very fast also they will start to walk if holding a hand or a push along toy, but some babies may be able to walk unsupported. The baby will be able to sit unsupported for a long time also they will be able to crawl the stairs forward and down the stairs backward. They will also be able to sit down from standing and not fall over	When the baby reaches nine months they will point at objects they want with their index finger, also they will start to show a preference for using one hand. They will be able to place small objects in to a container and they will throw things on purpose. Also they will be able to bang bricks together.
15 months	At fifteen months they will be able to walk with support but will swing arm to keep their balance. They will be able to crawl down stairs on their bottom. At this stage they will be able to throw a ball also they will be able to kneel without support and can stand with our support	At fifteen months the baby will be able to clap their hands and will be able to place one block on top of the other. They will be able to drink from a cup using both of their hands also they will be able to hold a spoon but will miss their mouth.
18 months	When the baby reaches eighteen months then they can walk with confidence and can pick up things without falling over also they can squat	When the baby reaches eighteen months they will be able to turn pages in a book and will be able to build a tower with blocks. They will be able to hold pencils and

Milestones of physical development from 0-3 years.

	without falling over. They baby will also will be able to walk up and down the stairs with support also they will be able to run but it will be unsteady. they will be able to push along a toy with confidences	crayons properly and will be able to take there shoes off but not put them back on.
2 years	At two years the baby can walk up and down the stairs without support also they can climb on the furniture. they will also be able to kick a ball and will be able to run with out fall in over	At two years they will be able to turn pages one at a time, and can put there shoes back on. They will be able to draw a simple picture and will be able to turn a handle on a door also they will be able to un do their zip on a jacket or coat.
3 years	When the baby reaches three year they will be able to run and walk without any problems and balance on tip toe. Also they will be able to throw a ball and hop, also they will be able to pedal a tricycle and able to jump on two feet	When the baby reaches three months they will be able to hold small crayons properly and will be able to draw a face and will be able to hold their spoon properly without dropping food. they will also be able to use toy scissors and will be able to dress but needs help with buttons and tries to undress but finds it difficult.

Milestones of Emotional and Social Development 0-3 Years

Newborn

When your baby is newborn they will enjoy feeding and have cuddles also they like to feel close to their mother.

Newborns also imitate facial expressions and will gaze into parents or care workers eyes, also they enjoy being talked to.



3 Months

When your baby reaches 3 months they will be able to smile and coo to express enjoyment and will be able to recognise familiar people.

Your baby will also smile at strangers and show excitement at bath time and different activities.



6 Months

At 6 months your baby will enjoy playtime and gets upset when the mother leaves them, they will also be very wary of strangers. Your baby will also learn to feed themselves with their



fingers and recognises other peoples emotions eg when their happy, sad or tired, also they will cry and laugh when others do .

SAMPLE LEARNER WORK

9 Months

At nine months your baby prefers to be near a person that they know, also they can distinguish between family and someone that they don't know. Baby will also enjoy songs and actions to rhymes and will

Dislike going to bed.

Baby will also be able to drink from a cup with Help and will enjoy being noisy.



1 Year

When your baby reaches one they will be able to show affection to a family member and will be able to wave bye. They will be able to help you when you are dressing them and will learn to feed themselves. Baby will be able to play games with others and will play alone also they will be shy to strangers.



2 Years

At two your baby will be able to express their feelings and will be keen to try new activities also they will be very clingy and will depend on their carers. They will be able to dress themselves and feed themselves with out spilling much.

They will be confident and dependant towards their parents and carers.

They will also like to help You with chores and will like to have their own way.



3 Years

When your baby reaches three they will begin to show interest making friends with other children and will understand age and gender of different people. They will also show concern of others and use the toilet alone. At three they will be happy to share their toys with other children, also they will have fears eg scared of the dark. They will be able to use a fork and spoon to feed themselves and will like pleasing adults and helping out.



Intellectual development milestones compared to the 'norm'...

SAMPLE LEARNER WORK

	Age when child expected to reach milestone (norm)	Age at which child met milestone	Comments: Was child quicker or slower to reach milestone? Did they follow normal sequence? Why might there have been a difference?
Fine Motor Skills:			
Grasped rattle then drops it	3 months	3 months	Cindy was normal to the milestone because she had a soft toy to pick up and drop.
Can pick up an object with whole hand	6 months	5 months	She was quicker than the milestone as she had lots of toys and things to pick up.
Passes object from hand to hand	6 months	5 months	She was quicker than the milestone because she had lots of toys to pick up and move from hand to hand.
Drink from a cup with help	8 months	7 months	Cindy was quicker than the milestone as she had a special cup that encouraged her to drink from a cup and not a beaker.
Deliberately drops things on the floor	10 months	10 months	Cindy met the milestone, she always drops things on the floor on purpose and she thinks its funny watching you pick it up.
Able to bang bricks together	12 months	10 months	Cindy was quicker than the milestone as her mum bought her lots of toys to encourage her to pick and play with things.

Marking commentary on MB1 sample learner work

The milestones of development for LO1 and LO2 have been linked together, however the age range should cover from 0-5 years the candidate had only covered up to 3 years. The evidence shows a very basic understanding of the emotional and social developments there was some understanding of the correct sequence of developmental stages, but weak. Comparisons made were basic but were only given on a child up to the age of 3. Therefore because evidence submitted did not fully meet the grading criteria only MB1 can be awarded. There was no evidence of synopticity which is assessed in this unit, however was not included in any LO.

Suggested improvements to progress sample learner work to MB2

For evidence to meet middle of MB2 there needs to be a sound understanding of the social and emotional development from 0-5 years. The correct sequences of the normal developmental stages should also be given with a range of relevant examples to support the evidence. Clear comparisons will be made on the child from 0-5. Commentary on what improvements/extra work need to be done to make it into the middle band MB2.

Sample Learner Work Marking Band 1

Learning Objective 2 – Understand the key milestones of emotional and social development between 0-5 years

SAMPLE LEARNER WORK

Emotional and social development	Age when child expected to reach milestone (norm)	Age at which child met milestone	Comments: give examples of your chosen child's experiences
Shows enjoyment at different activities	3 months	3 months	Cindy showed enjoyment at bath time because her mum bought her toys to play with.
Smiles and coos to express enjoyment, recognises familiar face	3 months	2 months	Cindy was quicker than the milestone because her mum encouraged her to express her enjoyment.
Wary of Strangers	6 months	6 months	Cindy met the milestone because her mum explained to her not to talk to strangers.
Gets upset when mum leaves the room	6 months	6 months	Cindy never really got upset when her mum left the room.
Comfort blanket or a special teddy or toy becomes important	9 months	9 months	Cindy had a teddy bear that she took everywhere with her.

Marking commentary on MB1 sample learner work

The milestones of development for LO1 and LO2 have been linked together, however the age range should cover from 0-5 years the candidate had only covered up to 3 years. The evidence shows a very basic understanding of the physical and intellectual developments. Language development had been omitted by the candidate. There was some understanding of the correct sequence of developmental stages, but weak. Comparisons made were basic but were only given on a child up to the age of 3. There were some errors in spelling, punctuation and grammar. Candidates should also demonstrate a clear understanding of the terminology of the unit overall. The candidate has met enough of the grading criteria to achieve the mid-mark range for MB1 however there are too many omissions to go beyond MB1.

Suggested improvements to progress sample learner work to MB2

For evidence to meet middle of MB2 there needs to be a sound understanding of the physical intellectual and language development from 0-5 years. The correct sequences of the normal developmental stages should also be given with a range of relevant examples to support the evidence. Clear comparisons will be made on the child from 0-5. The candidate has misunderstood the purpose of the 'comments' column - this is to allow candidates to draw clear comparisons between the child and the expected developmental milestone. In a case like this, teachers may give general feedback to the candidate that they have not achieved this part of the grading criteria, and the candidate is allowed to redraft this again before submission to OCR. Spelling, punctuation and grammar would need to be improved so that there are only minor errors throughout.

Learning Objective 3 – Be able to create a safe environment to protect children (in an early years setting)

SAMPLE LEARNER WORK

Risk Assessment**Location: Duckies Nursery**

Hazard	Risk - Type of injury that could result	Type of people and number affected	Level of risk: High Medium Low	Control measures (Action required to reduce the risk)	Level of risk when reassessed (H M L)	How often should it be checked? (hourly, daily, weekly, monthly, annually)
Plug Sockets	electrocution. Children might poke something in them.	Children	High	Should use socket covers.	L	All the time.
Fire Extinguishers	Too far away to get in an emergency.	Adults Children Staff	High	Fire extinguishers should be put by each exit door. So more are needed.	M	regular maintenance checks
First Aid Box	Too far away to fetch in an emergency.	Everyone	High	Should be stored somewhere more central and easier to reach from any part of the nursery.	L	regular check on contents.
Water play area.	water spills. Slips+falls when making way to toilets.	Everyone	High.	Should be moved to area near the kitchen - Reduces distance water is carried and less people walking past.	L-M	Should be a supervised area. Spills mopped as they occur.
No door on kitchen	children might wander in and burn/cut themselves	Children	High	Door fixed in opening.	L	Regular checks by staff that door is closed
Open bin area	risk of infection or cuts from rubbish.	Children	High	Either fix on a door or build a cupboard.	L	staff to keep door closed

SAMPLE LEARNER WORK

Risk Assessment

Location: Duckies Nursery

Hazard	Risk - Type of injury that could result	Type of people and number affected	Level of risk: High Medium Low	Control measures (Action required to reduce the risk)	Level of risk when reassessed (H M L)	How often should it be checked? (hourly, daily, weekly, monthly, annually)
Doors	Children might wander out. Strangers might wander in.	children staff.	H	Key pad locks should be used. With a buzzer for visitors.	L	Staff keep checking doors are closed.
Gate.	Strangers could wander in, child could wander out.	Children staff	H	Gate should be fixed with a padlock.	L	Keep gate locked at all times - staff check regularly
Swings	Children/staff could be hit as they are too near the nursery doors	Staff children	M	Move the Swings further to the right away from the doors.	M	Children should be supervised all the time.
Toys	Swallowing small parts; cuts on sharp edges. Trips	Children - Adults + children	H	Check all toys for small or loose parts. Buy good quality toys with safety labelling.	L	Supervision when playing. Daily toy checks

SAMPLE LEARNER WORK

Plug sockets

All the plug sockets should have covers on them to prevent children from sticking objects or their fingers into the socket. This could be extremely dangerous as they could get electrocuted.

**Fire extinguishers**

The fire regulations say that there should be a fire extinguisher by each exit, so the nursery needs a lot more. They only have one extinguisher in the toilets. This is not a good place as it would cause a delay if there was a fire. So they should buy more extinguishers so that one can be put by each exit.

**First Aid Box**

This is in the boy's toilet. It should be much more central, say on the wall by the kitchen. If it was there it would be easily accessible from anywhere in the nursery and it makes sense to have it by the kitchen as this is probably a high risk area for cuts and burns anyway.

Water play area

This needs re-locating. Water spills would be dangerous where it is as children will be walking past it all the time to go to the toilet. It would make more sense to have it nearer the kitchen as the water could be got from there without having to walk too far. It would also be near the easels which also need water. Two activity tables could be moved to where the water play was, this would create more space to walk through the nursery without having to walk through the wet play area.

No door on kitchen

This is essential to stop children wandering into the kitchen where they could cut themselves on knives or get burned. A door with a swipe card could be used then only staff could get into the kitchen.

SAMPLE LEARNER WORK**Open bin area**

This is very unhygienic. All the rubbish should be in enclosed bins and it would be better with a door over the bin area to make it completely safe. Otherwise children could be exposed to germs or could cut themselves on rubbish. It could be moved outside into a secure area this would be even better.

Entrance doors and gate

All the doors should have key pad locks to ensure no unauthorised persons can enter the nursery. It will also stop any children from wandering off.

Swings

The swings are not in a very good position. They are too close to the double doors out of the nursery. The swings should be moved to the grassed areas by the right hand side of the doors. This would mean that children on the swings would not hit people coming out of the doors.

Toys

The toys should be bought from reputable suppliers to ensure they are safe and of good quality. The nursery should check the age they are suitable for to make sure they are ok for the nursery. There are safety labels on toys and these should be looked for when buying toys for the nursery.

**Marking commentary on MB1 sample learner work**

There is limited evidence on the types of risks and hazards, with some ways of protecting early years children being explained. Risk assessment documentation was included but it was considered to be for a generic nursery as there was no inclusion of a witness statement. Candidates must individually complete a risk assessment on a real nursery. It is good practice to include a witness statement as this proves risk assessment took place. The assessment evidence grid requires the risk assessment to be carried out. A plan was included for a safe environment but showed limited annotation and the plan was also used for the risk assessment.

Suggested improvements to progress sample learner work to MB2

There should be a clear explanation of the types of risks and hazards and different ways of protecting early years children should be supported with relevant examples, to show a clear understanding. The risk assessment should be carried out - (not done generically) in an early years setting, with a witness statement to show how competently it had been completed. Correct and appropriate risk assessment documentation should be included. There should be a plan of an early years environment showing some safety features some of which will have examples and purposes of their use explained.

Sample Learner Work Marking Band 3

Learning Objective 1 – Understand the key milestones of physical, intellectual and language development between 0-5 years

SAMPLE LEARNER WORK

Key milestones of development

As children develop they gain more and more skills and understanding of the world around them. Children develop and change very rapidly and they mainly develop in three categories, physically, intellectually and language.

Physical development between 0-5 years

Physical developments are about growth and movement of the body. They include gross and fine motor skills and the basic everyday movements involved in everyday life.

When a baby is first born they are very limited physically as it will not have much muscle co-ordination at all and are very dependent on their parents. Physically, babies are only born with a few reflexes that are vital for survival such as the reflex to swallow and grasp. In the first year of the baby's life however, they develop very rapidly. At around 2 months old a baby's muscles have started to grow and develop in the back and neck. This allows the baby to lift its head when lying on its stomach and this is one of the first major movements that a child will learn. At around 4 months old the child has developed even more control and can start to grasp objects using their whole hand and hold on to things. They are also able to lift their head and shoulders off the floor when lying on the floor and kick their legs strongly. When a child reaches the age of about 6 months they will have developed quite significantly since they were born. By this time they can usually support their own bodies as their spine will have developed and grown in strength when sat down and will be able to sit for a while if propped up against cushions or in a chair. They may also have got more gross motor skills, the skills that use large movements to allow them to move around and do things. Walking and catching a ball would be an example of gross motor skills. They may also be able to roll over from front to back and in some cases children at this age can start to develop movement and may start to attempt to shuffle or crawl to different locations. At around 9 months old children may be able to walk slowly around furniture, holding on to it for support and start to crawl upstairs. By this time they should also be able to sit for long periods of time unaided.

Once a baby gets to one year old they will have done a lot of the major developments. They will have developed movement significantly. They will usually be able to crawl really fast and in many cases children will be able to walk by supporting themselves on furniture and in some rare cases they may be able to walk unaided. At around 18 months old children can often stand and usually start to walk without support and they may have also developed the gross motor skills to throw a ball.

Good

SAMPLE LEARNER WORK

Good

When a child reaches 2 years old they will usually be able to run without falling over too often, climb the stairs without support. They also have quite a lot of control over their muscles. This allows toilet training in later months because it means that they can move to a toilet when they need to and aren't immobile and stuck in one place. At this age children can also kick a ball and have various fine motor skills that allow them to support themselves more such as being able to hold an item of cutlery of which they can feed themselves with. A fine motor skill is a movement that children develop that allows them to do smaller things that they will need in later life. Many fine motor skills involve using their hands to grip things a, holding a pencil and using cutlery when they eat are all examples of fine motor skills.

Good

At 3 years a child will have developed more so that they can throw a ball themselves and also catch one and in some cases they will have gained larger physical developments such as being able to ride a tricycle. At this age, most children can also put on their own shoes and use more "fine motor" skills such as learning to turn a handle to open a door and also how to turn each page individually in a book. They also develop gross motor skills which allow them to become more active and by 3 years they can often run and jump around.

When a child is around 4 years old they can usually throw a ball overhand and use other physical skills such as that. They will have also improved their hand eye coordination and be able to aim a ball or item at a person they want to throw it at. They will also be more confident in catching things as well.

At 5 years old they child has done most of its physical developments that it will do for a lot of its childhood and will have made huge physical progress from when they were first born. At age 5 a child may be able to hop, climb and use swings in a playground by themselves. They will also be able to get dressed and undressed without help and use a fork and spoon when eating.

Intellectual developments between 0-5 years

Intellectual developments are the changes that occur in a child in the way they think, develop their own ideas and recognise the environment around them.

When a child is first born they are barely intellectually developed at all. Its only when they reach the age of about two months do they start to develop the basic understanding and recognition of occurring events and the world around them. Once a baby reaches two months they can start to recognise a bottle of a breast and make the link between that and food. Once a child reaches 4 months they still have very little intellectual development but they may be able to recognise people's faces and know who their parents are and also recognise familiar objects from a distance. At six months old the baby will have recognition and may respond to their name. They also start to recognise more familiar faces and begin to understand and realise if somebody is a stranger. When a child is nine months old they will have developed preferences and may have a favourite toy. They will also have become more wary of strangers and may show that they are afraid or shy when one approaches them. They may show this by hiding behind a parent or someone they are familiar with or may even cry when picked up or approached by a stranger.

SAMPLE LEARNER WORK

At one year old a child will have a basic understanding and get enjoyment out of some games such as peek-a-boo and patty cake. They may also enjoy nursery rhymes and the actions that go with them and start to recognise where in the verse they come. At 18 months a baby may also be able to follow simple directions such as stop, stand up or sit down. Once a child reaches 2 years they will be able to recognise pictures and images of familiar people or items and know what they are. At 3 years the child will be able to acknowledge and interact with other children their age. They may also be able to play with other children for a few minutes at a time. Once a child reaches 4 years old they will have grasped a basic understanding of numbers and may understand different amounts such as "you are only allowed one". They will also demand a lot more attention from their parents and will be able to recognise different colours and parts of the body and name them accordingly. They may also have started to take an interest in drawing and may be able to attempt to draw a person using basic shapes and at least two body parts. They may also be able to remember and recall parts of stories and will be able to recognise them and may be able to tell parts of them. The child will also have a stronger understanding of time at this age and will be able to know when it is time to do certain activities and when they are usually happening. By age 5 the child may have also developed a more vivid imagination and this may show through in elements of play. They may enjoy more imaginative activities such as dressing up and may be afraid of "monsters". This could be because their imaginations have developed more and they are more creative and imaginative in the way they think and they may prefer to play in this way, they may also be afraid of monsters because they are again, more imaginative and believe that fantasy things such as monsters are real. They may also be able to print some letters and write their name and they may be able to draw a person with a two dimensional body. By the time they are 5 a child will have made significant changes and intellectual advancements since birth.

Language developments between 0-5 years

Between ages 0-5 years a child's language develops greatly and they learn about the meaning of different words and how to say them.

By the age of two months old a baby may be able to respond to their parent's voice in some way and they may be able to make slight gurgling sounds if trying to speak. A child will only really be able to cry at this age to get their parents attention and to try to tell them if they need something. A child this age may also become quiet in response to noise and people speaking. At 4 months old a child may be able to make sound and facial expressions if trying to talk. They may also attempt to imitate certain sound especially speech if in vocal play with parents. At this age a child will also be able to portray its emotions and let people around them know if they are happy or sad. Once a child reaches 6 months old they may be able to show slight response to their name and will continue to imitate certain sounds and words. When a child reaches 9 months old they may be able to copy more sounds and gestures by others. They may also show the ability to understand the meaning of the word "no".

Once a child reaches 1 year old they may be able to name their parents or make sound that sounds that roughly imitate their names. By the age of 18 months a child can usually say at least six different words, usually "Mummy" or "Daddy" and point to items they want and may start to use basic words to ask for things. When they are about 2, children can usually start to use two or more word phrases

SAMPLE LEARNER WORK

and can say quite a few more words. At the age of 3 years a child may be able to repeat its favourite common nursery rhymes and songs. At 4 years children can usually starts to string basic sentences together and may use up to five or six words in one sentence when speaking. They may also understand words such as "different" and "same". Once a child is 5 years old they may be able to tell longer stories and they may even know how to say their own name and address if they have been taught it. They may also be able to communicate well with facial expressions at this age; they may be able to smile to portray their feelings if they are happy and may also frown if they are angry or sad.

These expressions may become a more prominent way of communication and showing their feelings and they may be used a lot, particularly in the first 3 years when a child can't necessarily talk fluently to express themselves. This is similar to any non-verbal communication they may use, they may have pointed at objects they want or looked in the direction of what they want whilst moving and using their body language to express what they want. Again, this may be more noticeable in younger infants as they can't yet speak to communicate and this may be their only method of communication.

References

(E. Rasheed, 2012, Health and Social Care BTEC Level 2, pages 221-223)

(E. Haworth, 2010, Health and Social Care Level 2, pages 234-237)

In what way do they do this?

Marking commentary on MB3 sample learner work

There was a thorough and clear understanding of the physical, intellectual and language developmental milestones covering the whole range for children between the 0-5 years. There was a detailed comparison of a child aged between 0-5 years and the developmental norms. There was a range of relevant examples covering 0 - 5 years and the relevance of their use was justified.

Why it was awarded MB3 not MB2

The reasons why it was considered MB3 and not MB2 was it was considered that the command words for MB3 were thoroughly met more so than those of MB2. The evidence presented was more than sound and explanations and comparisons were detailed rather than clear. A thorough understanding was shown; however to award MB3 this would need to be sound.

Sample Learner Work Marking Band 3

Learning Objective 2 – Understand the key milestones of emotional and social development between 0-5 years

SAMPLE LEARNER WORK

Key social milestones of a 0-5 year old

0-1 years

At this age, a child is a newborn and will have developed very little socially and will not yet be able to communicate with anyone. They use and play with very basic toys such as rattles or soft toys. They often enjoy playing with toys that make a sound or noise. They can only communicate with others through eye contact and by crying or laughing to express their emotions. They are often content to play alone and the early stages of solitary play are shown. They may become very clingy towards their parents and are afraid and wary of strangers.

Cooperative play
This is common in children ages 3+. They are now socially developed enough to play with other children cooperatively and independently. They will happily share and take turns with other children when playing with them.

Looking on play
This type of play is common in children around 3 years old. They have started to take an interest in other children. They may just stand and watch the other children and imitate them during play.

1-2 years

At this age children will be more content to sit and play alone with their toys. However, they have a shorter attention span and grow bored of what they're playing with quite quickly. They will want to try and be more independent but will also crave attention from the adults and people they are close to. They may be affectionate towards the people they know and will often like to be alongside the people they know. They will play solitarily but may have also started to walk so they may have started playing by running and jumping around. At this age they will be starting to want to express themselves but may have temper tantrums and get frustrated easily if they struggle to do this.

Joining in play
This sort of play is where they children will start to join in games that are organised by adults and will start to interact with children and will be beginning to develop the social skills and confidence needed to play cooperatively with other children.

2-3 years

When children reach this age they will be more confident and independent and will have a strong sense of self-identity. Children this age may also be keen to express their feelings and to try out new challenges and activities. They may start to show parallel play when with other children and will happily play alongside others without actually interacting with them. They may start to copy and imitate their parents and they may copy them when they do household chores. Between the ages of two and three, children may become very possessive of their favourite toys and possessions. They may say "mine" a lot and become upset or distressed if another child gets near their toys. They may also be possessive of their family and parents and will become frustrated and upset if they see them giving affection to another child instead.

Parallel play
This usually occurs in children from age 2. They still prefer to play on their own but will be happy to play alongside other children, cooperating very little with the other child but accepting their presence.

3-4 years

The child will begin to show an interest in other children by this age and will be happy to participate in group games and activities. They may also be happy to play with other children and their understanding of taking turns and sharing will have improved greatly. They will enjoy being more independent and will be eager to do things for themselves. They will often play alone on the floor with their toys and will be able to keep themselves occupied for a while. They will also enjoy socialising with other children and will be able to play well with others during pretend play.

Solitary play
This sort of play is most common in young children aged 0-2 years. It means that they are not interested in other children and are only able to think of themselves. They often prefer to play with toys which allow them to explore and discover things for

4-5 years

When a child reaches this age, they will have developed a lot socially since birth. They will often have developed a friendship group often of the same sex and will often spend a lot of time with these children and no one else. They will be able to effectively communicate with others and can express their feelings and emotions to others. Children this age are usually happy to share and play cooperatively with other children their age. They will start to develop a preference of cooperative play, as opposed to solitary play.

What is pretend play?

How?

Such as?

SAMPLE LEARNER WORK

Case study "Ellie"

- Comparison of key milestones between an autistic and a non-autistic child

A child with autism will have very different key milestones to somebody who doesn't. It may slow down in their development or in some cases never develop certain skills that other children do.

	A Child with Autism	A Child without Autism
6 months	No indication of smiles or other happy expressions	Starts to show some response to when their name is called. May attempt to make noises trying to speak
9 months	No attempt to speak or make sounds, no attempt to smile or other facial expressions	May develop preferences in toys. May also start to copy sounds and gestures of others
1 year	No babbling or "baby talk." No back-and-forth gestures, such as pointing, reaching, or waving.	Can say very basic words, Takes interest in basic games such as peek-a-boo
18 months	Still no words or attempt at speaking	Can say at least six words, tries to ask for thing. Can follow simple direction.
2 years	Gets frustrated easily, makes no eye contact in communication, may find it difficult to make friends	Can create two words phrases, says many words

Children with autism generally have problems in three crucial areas of development — social interaction, language and behaviour. But because autism symptoms and the scale of it vary greatly, two children with the same diagnosis may act quite differently and have strikingly different skills. In most cases, though, children with severe autism have marked impairments or a complete inability to communicate or interact with other people.

Some children show signs of autism in early infancy. Other children may develop normally for the first few months or years of life, but then suddenly become withdrawn or aggressive or lose language skills they've already acquired.

→ Can you give examples

Good

SAMPLE LEARNER WORK

Ellie:

Ellie is a 5 year old girl and her parents first started to notice slight differences in her development when she was very small. She was diagnosed with a mild case of autism at 18 months. She lives in a small village with her parents and two brothers (8 and 16) and attends a local school. The autism affects her language, physical and intellectual development and her autism may affect her socially in the future. ✓

Differences and how they affect development:

No response to their name by 12 months old- When Ellie was still a baby, she may have been really slow at recognising her name and may not have reacted to it. This shows that autism is affecting them intellectually and in their skills to recognise and understand language. ✓

Have obsessive interests- Some children like Ellie with autism may have very few interests but when they do find one, they may become obsessive over it. She may find that this happens to her as she may like to collect certain items or toys and may feel distressed if anything happens to them. ✓ *Good example*

No sign of gestures or pointing to show interest by 14 months old - This is how many young children are affected intellectually by autism because it shows that they have no real recognition or interest in the world around them. ✓

May not show any interest in imaginative games by the time they are 18 months old-This shows how they are not developing intellectually and are not as advanced in their play as other children are. → *Why do you think this may be?*

Flap their hands, spin around etc. - Some children may have differences in their physical development and may do a few unusual movements. This may be seen in Ellie as her mild form of autism may cause her to rock back and forth and be constantly moving her hands. ✓

Avoids eye contact and wants to be alone- This is an intellectual difference in young children with autism as it shows that they do not understand how to interact with other people. ✓

Give unrelated answers to questions- Children such as Ellie with autism show a slower development intellectually by doing this as it proves that they are still a bit confused about what is being asked of them and how to answer. It is also shows a slightly slower development in language. ✓

Have trouble interpreting their own and other people's feelings- This shows how some people with autism such as Ellie may not have fully emotionally and intellectually developed. ✓

Marking commentary on MB3 sample learner work

There was a thorough and clear understanding of the social and emotional developmental milestones covering the whole range for children between the 0-5 years. There was a detailed comparison of a child aged between 0-5 years and the developmental norms. There was a range of relevant examples covering 0 - 5 years and the relevance of their use was justified. There were few errors and in most parts no errors in spelling, punctuation and grammar in the evidence. The candidate had clearly drawn upon relevant skills/ knowledge and understanding from other units in the specification.

Why it was awarded MB3 not MB2

The reasons why it was considered MB3 and not MB2 was it was considered that the command words for MB3 were thoroughly met more so than those of MB2. The evidence presented was more than sound and explanations and comparisons were detailed rather than clear. A thorough understanding was shown, however to award MB2 this would need to be sound. It was not deemed MB2 as spelling, punctuation and grammar was well observed throughout and showed there were no minor errors. Synopticity was clear and relevant rather than evidence having some relevance which would have awarded the evidence MB2. Links have clearly been made to the other units that the candidate had studied eg: how unit R025 had been used and this reinforced the knowledge of physical, intellectual, language, emotional and social developments in this unit.

Sample Learner Work Marking Band 3

Learning Objective 3 – Be able to create a safe environment to protect children (in an early years setting)

SAMPLE LEARNER WORK

Hazards and risks in early years setting

R026 LO3

What is a hazard

- A **hazard** is a level of threat to life, health, property or environment. Most hazards are dormant or potential with only a theoretical risk of harm however once a hazard becomes active it can create an emergency situation. A hazardous situation that has come to pass is called an incident. Hazard and possibility interact together to create risk. See examples on next slide.....

Examples for hazards

- **Fire hazards**
Faulty electrical equipment, Blocking the fire exits and Fire alarms not functioning/not working.
- **Equipment hazards** there is a wide range of equipment hazard such as broken toys and loose floor mats.
- **Chemical hazards** There are a number of chemicals in an early years setting such as detergents, medicines, art and craft materials and cleaning fluids. All the chemicals should be labelled properly cause if not it could cause serious harm to a child if used.

What is a risk

- Risk is the rating, illustrating the chances that somebody will be harmed by the hazard. In many cases, it is high, medium or low.
- It can have serious consequences to you or someone else it can cause injury or even death if not careful.

Examples on next slide.....**Examples for risks**

- When children play with the water box and if some spills on the floor a child could come over slip on the wet floor and could possible break their leg or arm.
- Another example could be a child playing with a broken toy with some sharp edges they can easily cut there self on the toys edges.

Risk assessment

- All settings are needed to carry out a risk assessment by law under the Health And Safety At Work Act there are five steps to a risk assessment and these are
1. Identify the hazards
 2. Decide who might be harmed and how
 3. Evaluate the risks and decide on precautions
 4. Record your findings and implement them
 5. Review your assessment and update if necessary

SAMPLE LEARNER WORK

Links to other units

To help me complete this unit I have used knowledge and understanding from other units covered in health and social care

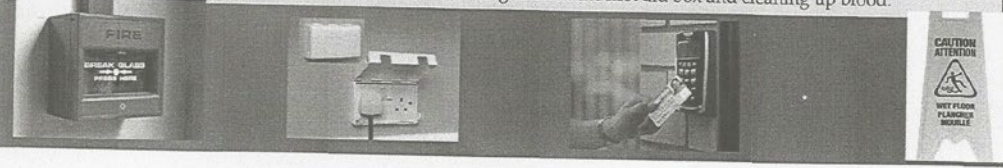
Unit RO25 in this unit I gained knowledge of Physical, intellectual, language, emotional and social development. This has helped me to have a higher level of understanding within this unit.

Unit RO21 and RO26 within this unit I developed my understanding of how to protect service users this includes personal hygiene, safety and security measures and risk assessments.

SAMPLE LEARNER WORK

Equipment	The different ways of protecting children through safety features
Smoke alarms	For the early detection of fire and so allow swift and timely evacuation of building. They are able to detect small amounts of smoke, which triggers a sound to alert individual to potential danger.
Electric socket covers	To fit into electric sockets as a blank, so it prevents insertion of other items into dangerous live sockets. Children often enjoy trying to fit an object inside another but it can be extremely dangerous if it is a metal object that's inserted
fire extinguishers	To extinguish fires quickly and effectively
Signing in/out for visitors	To keep a record of who is in the building at a time and when they leave, in case its needed in the future.
Personal hygiene and washing hands	So you don't spread germs and cross contamination doesn't happen
Keypad on entrance door	So only authorised adults can get into the building.
Window safety and locks	Have locks on the window so children cant open them or fall out
Building security	Have security so no one can try to get in and if they did it'd be able to get sorted out quickly without any harm being done
Protective clothing e.g. aprons, gloves	The gloves so you don't burn yourself when you get things out of the oven, aprons should be used when cooking so you don't get anything over you, They can also be used when having to used the first aid box and cleaning up blood.

26



SAMPLE LEARNER WORK

Plan for an early years settingUse of space**External space:**

The playground has a wall around it so no intruders can get in or children can't get out but has a padlocked gate to the field so the children can't get on it unless the teachers deem it safe and are with them.

The internal space:

I have made sure that the main layout is all around the edges as much as possible so there are large spaces in case of emergencies. I have situated a fire exit at the back of the nursery that goes onto the playground and a fire exit at the front of the building to allow quick evaluation of the building.

Ergonomics

Ergonomics is everything used in a setting must be designed to promote good posture and normal movement. This also includes ease of use and creating an atmosphere of safety and independence. Ergonomics also means checking there is enough space for ease of movement and being careful of the positioning of indoor furniture and considering which should be placed next to one another. For example, having the paint brushes, paper and paint at opposite ends of the room is not practical.

Group activities may include:

- Wink murder
- Rhymes/songs
- Playing with tambourines
- Crafts (encouraging team work)
- Ball Roll
- Making Waves
- Rollerball
- Shark attack
- parachute Run

Parachute games

Layout:

I have made sure that the main layout is all around the edges as much as possible so there are large spaces in case of emergencies. I have situated a fire exit at the back of the nursery that goes onto the playground and a fire exit at the front of the building to allow quick evaluation of the building. The nursery includes rooms such as:

- Children's/staff toilets
- Play area
- Dressing up area
- Main hall for group activities

SAMPLE LEARNER WORK

- Kitchen – eating tables
- Quiet room
- Cloakroom/changing rooms
- Messy area – arts and crafts, sand/water room.
- Reading corner
- Office/medical room

All the tables and chairs are size appropriate to who is using them; this is why I have put in separate staff tables/chairs and children's tables/chairs.

Equipment and resources

- Toys
- Beds
- Books for reading corner
- Outdoor equipment
- Tables/chairs (right height/size appropriate)
- Cooking utensils
- Craft materials (paper, safety scissors, paint, Etc.)
- Fridge/freezer – (hygiene)

I have considered the following in my design:-

Safety issues:

- Safety locks on doors/windows – children can't just escape or open the windows
- CCTV cameras
- Keypad/ locks on doors so intruders can't get in without being let in, the children can't get out without teachers
- Easy to clean surfaces so it's easy to maintain hygiene
- No mats or rugs so it prevents children from tripping up
- Childproof catches on all doors, cupboards, drawers to prevent people from trapping their fingers or accidents from happening
- Baby gates to stop children getting into the kitchen – so there can't be accidents including kitchen equipment

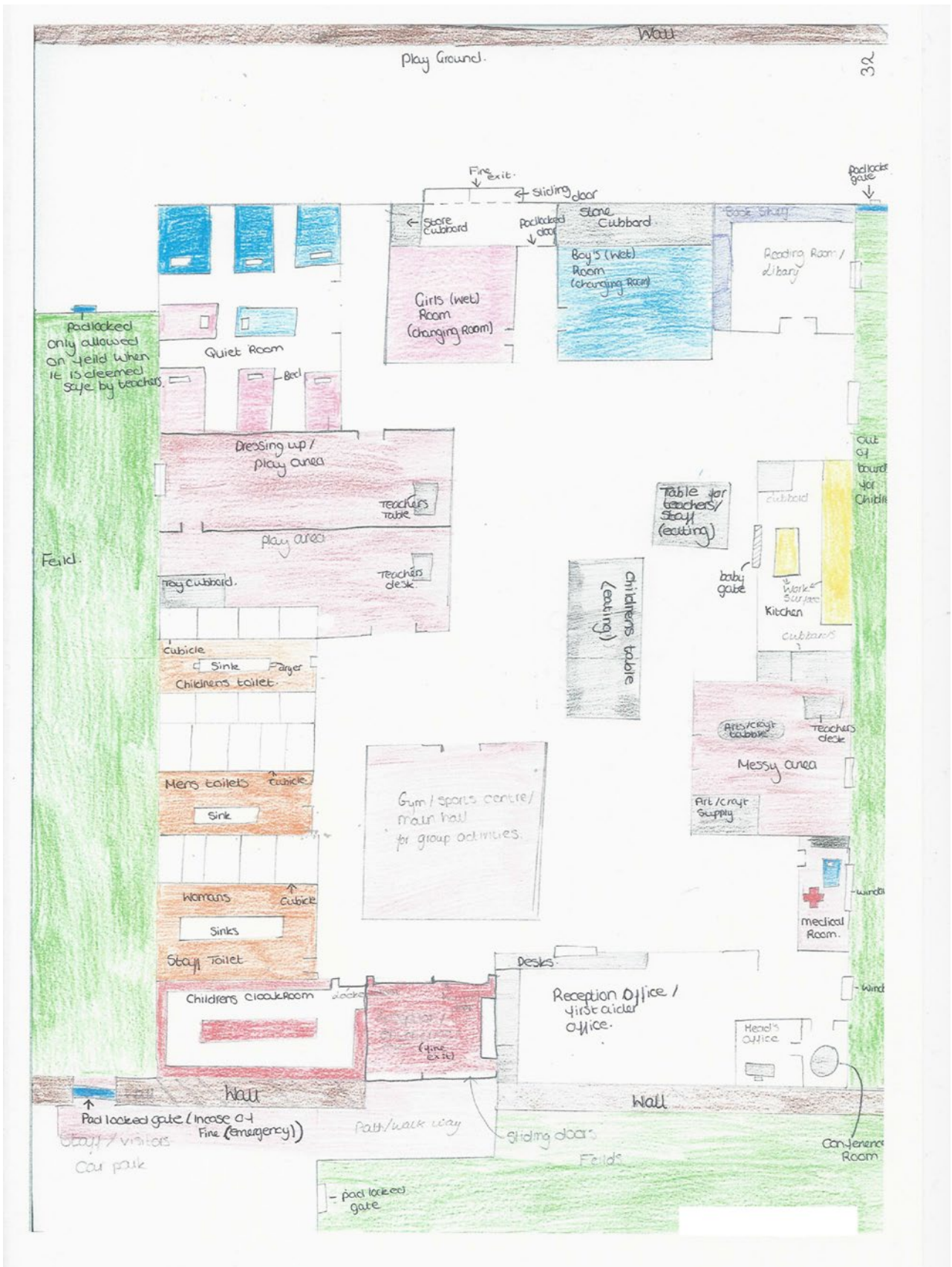
Hygiene

- Nappy changing facilities
- Locked cabinets for safety of files
- Staff facilities – toilets
- Staff would have training

Sources

- OCR Level 2 textbook, A Fisher, Heinemann 2005
- https://www.brookes.ac.uk/student/services/nursery/policies/health_safety_staff_respon.html
- http://cancer.dartmouth.edu/pf/health_encyclopedia/ue5205spec

SAMPLE LEARNER WORK



Marking commentary on MB3 sample learner work

There was a detailed explanation of the types of risks and hazards in an early years setting, clearly annotated and comprehensively written. Evidence showed different ways early years children need to be protected. Appropriate examples were included to support the evidence. The risk assessment documentation was appropriate and clearly showed the candidate had a thorough understanding of how a risk assessment should be carried out. Best practice was also followed by the inclusion of a detailed witness statement, showing the competency of the candidate in carrying out the risk assessment. A very detailed plan was included showing all areas of an early years setting, the diagram was annotated extensively showing how to promote and maintain a safe environment for children in an early years setting. There were many features with extensive examples to support the evidence. MB3 awarded.

Why it was awarded MB3 not MB2

Rather than only presenting clear explanations of risks and hazards with some supporting examples, the candidate reached the MB3 band because they had presented a detailed explanation. This evidence was more detailed and showed a thorough understanding. The witness statements also supported the command words of MB3 not MB2. The plan would need to be clear evidence submitted was detailed. For MB2 it would be sufficient to present a few examples with only some features given. Here MB3 could be awarded as the candidate included many features and examples and explained the purposes.



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