
6 Unit 6: Working in Early-Years Care and Education [AS level, double award, optional, internally assessed]

6.1 ABOUT THIS UNIT

This AS level unit is an optional part of the double award only and is internally assessed.

This unit investigates the range of care and education provision for children in early-years settings (0-8 years). You will investigate job roles available within early-years care and education and will gain an understanding about the care values that underpin those roles. You will develop an understanding of the ways that children learn and methods that can be used to aid learning and development.

This unit links with Unit 4: *Health and safety in care settings*. Additionally, this unit links with Unit 10: *Care practice and provision*, Unit 11: *Understanding human behaviour* and Unit 13: *Child development*. Although this unit does not link directly to the NVQs in Providing health, social and protective services, it provides a broad introduction to the qualifications involving Care, Caring for Children and Young People and Early-Years Care and Education at Levels 2 and 3.

This unit is assessed through your portfolio work. The mark on that assessment will be your mark for the unit. You will produce a guide for early-years care and education provision in your local area and explore the different ways in which children learn. Your evidence will include:

- information about different early-years care and education services that are available in the local area;
- a description of job roles and responsibilities of care workers in early-years services and an exploration of how they apply the care values in their day to day tasks;
- information about the ways children in the care setting learn and develop, recognising factors that affect the children's learning and performance;
- a learning plan produced and implemented for an activity to use in the early-years setting and an evaluation of the benefits to the child/children, including recommendations for improvement.

6.2 WHAT YOU NEED TO LEARN

You need to learn about:

- care and education provision for early years in the local area;
- job roles and responsibilities available within early-years care and education;
- values and principles of the early-years sector;
- the ways children learn and factors that affect performance;
- how to plan and implement activities for children in care and education settings.

6.2.1 Care and Education Provision for Early Years in the Local Area

Early-years services provide for children from birth to eight years. The term 'educare' is now used to convey the concept that care and education are one when it comes to caring for young children. For example, a childminder will be providing care and, through activities, will be encouraging the development of the child. Similarly, a pre-school will not only be providing learning and developmental activities, but will also be providing for the welfare of the child. It is considered that 'care and education' for early-years children are inseparable. You need to investigate this new perspective of 'educare' and the implications of this for early-years provision.

You need to identify the services that provide care and education for children in their early years and their purposes, including:

- private services, e.g. childminders,
pre-schools,
nurseries;
- statutory provision, e.g. reception classes,
family centres;
- voluntary groups, e.g. parent-and-toddler groups;
- informal groups, e.g. after-school clubs,
babysitters.

You need to understand how national policies influence the provision of care and education for children in early-years settings.

6.2.2 Job Roles and Responsibilities Available Within Early-Years Care and Education

You need to learn about the range of jobs available in care and education sectors, and the main responsibilities and day to day tasks of these job roles, including:

- job roles within the private sector for early-years care and education,
e.g. childminder,
pre-school leader,
nursery nurse;
- job roles within the statutory provision for early years,
e.g. reception class teacher,
classroom assistant,
care assistant (children);
- job roles within the voluntary sector, e.g. leader for parent-and-toddler groups;
- job roles within informal groups, e.g. activities leader,
babysitters.

You need to find out about the qualifications and skills that would be needed to work in these job roles. These skills could be practical skills, scientific skills, organisational skills, etc.

You need to find out how the day to day tasks carried out by your chosen care workers could be scheduled and possibly presented in the form of a 'day plan', e.g. for a nursery nurse:

- 8.30 Put out equipment for my section and arrange it ready for the children
- 8.45 Greet children and parents and check on any special instructions
- 9.00 Supervise play activities while children are arriving
- 9.15 Get whole group together...

6.2.3 Values and Principles of the Early-Years Sector

You need to learn how care workers apply care values when looking after children in early-years care and education settings. These include:

- the welfare of the child being paramount, e.g. all early-years workers need to give precedence to the rights and well-being of the children with whom they work;
- keeping children safe and maintaining a healthy environment;
- working in partnership with parents and families;
- children's learning and development, e.g. children need to be offered a range of experiences and activities to support all aspects of development;
- valuing diversity, equal opportunity and anti-discriminatory practice;
- maintaining confidentiality;
- working with others, e.g. other professionals with prior parental agreement;
- the reflective practitioner, e.g. early-years workers need to use any opportunity to reflect upon their practice and principles and make use of the conclusions drawn.

6.2.4 The Ways Children Learn and Factors that Affect Performance

You need to show an understanding of the ways in which children in early-years care and education settings learn and develop, including:

- by direct experience, e.g. learning through play;
- by indirect methods, e.g. learning from other people, books, television, other children.

You also need to have an understanding of the strategies used to aid learning, including:

- visual;
- listening;
- oral;
- experiential.

You need to understand factors that can affect learning and development, including:

- social factors, e.g. family, siblings, play, education;
- environmental factors, e.g. location, learning environments, resources;
- economic factors, e.g. income, the amount of money available for 'wants'.

6.2.5 How to Plan and Implement Activities for Children in Care and Education Settings

You need to recognise that adults play a major role in helping children to learn and develop, and that there are different ways that children acquire skills and knowledge. You need to plan an activity for a child or for children that will aid learning and development. The plan needs to include:

- aims, objectives to be achieved, outcomes, time plan;
- delivery methods, implementation methods to be used;
- the sources of feedback and the criteria to be used to make judgements about its success.

You need to implement the plan and evaluate the activity in terms of response, achievement of objectives, delivery methods, and effectiveness of purpose.

The activity does not have to be for a long period of time [**10-15** minutes is adequate]. The activity can be for **one** or more children, but needs to be developmental, e.g. a card game to teach colours, or making an item to improve co-ordination – the activity should be inexpensive to produce.

6.3 ASSESSMENT EVIDENCE GRID

Please see over.

Unit 6: Working in early-years care and education				
What you need to do:				
<p>You need to produce a guide for early-years care and education provision in your local area and explore the different ways in which children learn [50 marks]. Your evidence needs to include:</p> <p>AO1: information about different early-years care and education services that are available in the local area [15];</p> <p>AO2: a description of job roles and responsibilities of care workers in early-years services and an exploration of how they apply the care values in their day to day tasks [15];</p> <p>AO3: information about the ways children in the care setting learn and develop, recognising factors that affect the children's learning and performance [10];</p> <p>AO4: a learning plan produced and implemented for an activity to use in the early-years setting and an evaluation of the benefits to the child/children, including recommendations for improvement [10].</p>				
How you will be assessed:				
Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
AO1	You demonstrate a basic understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and identify the main purposes of each provision; [0 1 2 3 4 5]	you demonstrate a sound understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and describe the main purposes of each provision; [6 7 8 9 10]	you demonstrate an in-depth understanding of different types of early-years provision to include two private, two statutory, two voluntary and two informal groups in the local area, and explain the main purposes of each provision. [11 12 13 14 15]	/15
AO2	You provide, with guidance, basic information about two job roles in one early-years sector and the skills and qualifications required, describing day to day tasks and how the care values are applied; you write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner; [0 1 2 3 4 5]	you show a sound understanding of two job roles in one early-years sector and the skills and qualifications required, describing day to day tasks and how the care values are applied; you write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies; [6 7 8 9 10]	you demonstrate, accurately and independently, a high level of understanding when providing information about two job roles in one early-years sector and the qualifications required, explaining, with examples, how the care values are applied; you write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy; there will be no errors/inaccuracies. [11 12 13 14 15]	/15
AO3	You collect information to describe, at a basic level, factors (two from each of the three main groups) that affect learning and development, with a basic analysis of two strategies that aid learning; [0 1 2 3 4]	you undertake research, using different sources, to describe in detail the factors (two from each of the three main groups) that affect learning and development, analysing two strategies that can aid learning; [5 6 7]	you undertake research, using a range of sources, to give a comprehensive account of the factors (two from each of the three main groups) that affect learning and development, analysing two strategies that can aid learning. [8 9 10]	/10
AO4	You show an ability to plan and implement an activity for a child/children in an early-years setting to encourage learning and development, including a basic evaluation of the benefits of the activity to the child, and making recommendations for improvement; [0 1 2 3 4]	you plan and implement an activity for a child/children in an early-years setting to encourage learning and development, including a sound evaluation of the benefits of the activity to the child, and making recommendations for improvement; [5 6 7]	you plan and implement an activity for a child/children in an early-years setting to encourage learning and development, providing a comprehensive evaluation of the benefits of the activity to the child, and making realistic recommendations for improvement. [8 9 10]	/10
Total mark awarded:				/50

6.4 GUIDANCE FOR TEACHERS

6.4.1 Guidance on Delivery

Care and education provision for early years in the local area

Once candidates' awareness has been raised that care and education are one, they could be encouraged to participate in a mind-mapping exercise or paired work to identify the different types of care and education services. They then need to be encouraged to think about the different sectors that provide early-years services, recognising that there may be some overlap in provision.

Candidates could be encouraged to conduct a survey of the local area to collect information about what provision is available, from/for whom, when available and the costs. Information could be presented in the form of a map with some explanations about the purposes of each setting.

It will also be important to consider how national policy can influence the provision of early-years services. For example, if the government has a policy of getting women back to work, it is likely that money, in the form of grants, will be available for early-years providers. This could mean that there will be an increase in the number of pre-school places available. A specialist speaker from the early-years sector could be invited to the centre to talk about how government policy influences the provision and to give up-to-date information about the grants that are available to service providers.

Job roles and responsibilities available within early-years care and education

It will be important for candidates to gain a wide perspective of the main job roles available in early-years sectors. Information could be gathered through the use of interactive programmes such as 'Kudos' or through careers advisors or the Internet. Candidates may wish to use some assessment materials to find out about their own strengths and weaknesses, to explore for which jobs they may be most suitable. Candidates need to research the qualifications required for jobs and this could lead to consideration of the different types of routes that can be taken to gain the entrance qualifications needed.

Candidates could be encouraged, through work experience, to collect primary evidence to find out about the day to day tasks in **one** early-years setting, and the skills and qualifications needed. If work experience is not an option, it may be possible to invite **three** or **four** people who work in early-years settings to the centre to talk to candidates for **15** minutes about their specific jobs.

Values and principles of the early-years sectors

If candidates are gathering primary evidence, it would also be feasible to find out at the same time how care values are applied by practitioners. It needs to be remembered that care values for early years are different from those that are applied in health or social-care settings. Candidates may need help in understanding how these are applied in the day to day tasks of care workers. For example, working in partnership with parents means keeping the parents informed, telling them when there is a concern, e.g. anti-social behaviour, and helping them to participate in the decision-making process as to the solutions and actions that can be taken.

It may be helpful to divide the class into groups and to give each group a short scenario, asking them to work out how care values would be applied. Role play could be used to present the wrong and the right way of applying care values for each situation. This underpinning knowledge would be best completed before primary evidence was gathered.

The ways children learn and factors that affect performance

A primary-school teacher or an early-years specialist would be an ideal speaker/person to talk about this topic and the strategies that can be used to aid learning. Candidates need to be encouraged to carry out individual research as well, so that they have sufficient relevant theoretical knowledge. If a centre is able to arrange for groups of candidates to 'observe' children for **20** minutes, candidates would be able to apply theory to practice. A group discussion would then enable candidates to reflect on their findings and to address any issues that have arisen. An example of a factor that can influence learning could be 'feeling secure'. If the child comes from a loving, stable background and feels secure both at home and when at the nursery, they are more likely to be willing to try new experiences.

How to plan and implement activities for children in care and education settings

When planning an activity, some input from an early-years play specialist would be helpful, if at all possible.

If it is not possible for a candidate to carry out their activity with a child, or a group of children in an actual setting, they could use a sibling, or a small group of children could be invited to your centre. Although simulation could be used, it is not recommended as this would provide a less effective experience.

6.4.2 Guidance on Assessment

It needs to be stressed that you determine only the *mark* for a candidate's portfolio evidence and not the *grade* which will be determined by OCR.

Regular, early and constructive feedback to candidates on their performance is essential and crucial. Help with planning and structuring their portfolio work in a logical manner throughout the course will lead to better understanding of their work and is likely to achieve higher marks.

Giving candidates deadlines for the completion of various sections of their work, and encouraging them to adhere to them, is also essential if candidates are not going to rush to complete and possibly finish up with marks below their potential.

You need to mark each portfolio according to the assessment objectives and content requirements in the *Assessment Evidence Grid* within each portfolio unit (Section 6.3).

The information on this *grid* will eventually be transferred onto a *Unit Recording Sheet* to be attached to the front of each candidate's piece of work at the point when the work is submitted for moderation. A *Coursework Administration Pack* will be supplied, containing all relevant *Unit Recording Sheets*. Where marking for this unit has been carried out by more than **one** teacher in a centre, there must be a process of internal standardisation carried out to ensure that there is a consistent application of the criteria as laid down in the *Assessment Evidence Grids*.

Each row in the *grid* comprises a strand showing the development of an assessment objective, each row corresponding to an assessment objective descriptor in the banner (the top section of the *grid*).

The maximum mark for each strand is shown in the far right hand column of the *grid* and this maximum mark is further broken down into a number of mark bands across each row with a range of descriptors.

You use your professional judgement to determine which descriptor in a strand best suits the individual candidate's work and from the range of marks available within that particular mark band, you circle the mark that best fits the work. You then record this mark in the column headed *Mark*.

You need to use the full range of marks available to you. You need to award full marks in any strand for work which fully meets the criteria. This is work which is the best one could expect from candidates working at AS level.

However, for strands which include a quantified element, e.g. **two** care workers or **four** therapies, and where a candidate's evidence includes less than the number specified, or includes the correct number but at varying levels of quality, you will use your professional judgement to allocate an appropriate mark. It is the *quality* of the evidence that is paramount rather than the *quantity*, although, in such circumstances, candidates will be unable to access the highest mark band for that strand.

Only **one** mark per strand/row will be entered. The final mark for the candidate is out of a total of **50** and is found by totalling the marks for each strand.

The further guidance below amplifies the criteria in the *Assessment Evidence Grid* and will help you to determine the appropriate mark to be awarded for each strand.

Amplification of Criteria		
AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO1	1	<p>Candidates will describe the different types of early-years provision available in the local area, e.g. childminders, pre-schools and after-school clubs; they will include two examples from each of private, statutory, voluntary and informal groups;</p> <p>they will include brief information about the main purposes of each, including basic information about the influences of one national policy on one of the examples chosen;</p> <p>they will mark the provision on a map, giving a key and stating briefly the sectors to which each belongs;</p> <p>the evidence will lack detail and will contain some omissions and/or inaccuracies;</p>
	2	<p>candidates will describe, in detail, the different types of early-years provision available in the local area, e.g. childminders, pre-schools and after-school clubs, parent-and-toddler groups;</p> <p>they will describe two examples from each of private, statutory, voluntary and informal groups;</p> <p>they will include detailed information about the main purposes of each, showing a sound level of understanding of the influences of one national policy on one of the examples chosen;</p> <p>they will mark the provision on a map, giving a key, and stating clearly and accurately the sectors to which each belongs, e.g. Happy Hour Pre-school – private sector;</p> <p>there will be few omissions and/or inaccuracies;</p>
	3	<p>candidates will give a comprehensive description of the different types of early-years provision available in the local area, e.g. childminders, pre-schools and after-school clubs, parent-and-toddler groups and primary schools;</p> <p>they will explain two examples from each of private, statutory, voluntary and informal groups;</p> <p>they will include detailed information about the main purposes of each, showing a high level of understanding of the influences of one national policy on one of the examples chosen;</p> <p>they will mark the provision on a map, giving a key and showing in some depth the sectors to which they belong, showing that they have the ability to recall knowledge accurately;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO2	1	<p>Candidates will provide basic information about two job roles in one setting, e.g. they will state three main features of the roles;</p> <p>the information will cover the basic tasks that are carried out by each on a day to day basis;</p> <p>the qualifications required will be accurate and three skills that are required to carry out the role will be given;</p> <p>when considering the early-years' care values, they will be described at a basic level, with examples of how each could be applied by both care workers;</p> <p>there will be some omissions and/or inaccuracies within the evidence;</p> <p>candidates will write in a manner which is adequate to convey meaning, although it will be expressed in a non-specialist manner;</p>
	2	<p>candidates will provide detailed information about two job roles in one setting, e.g. they will describe three main features of the roles, giving details of what these involve;</p> <p>the information will give a detailed account of the tasks that are carried out by each on a day to day basis, including an outline timescale or plan of each care worker's day;</p> <p>the qualifications required will be accurate and three skills that are required to carry out the role will be described, with examples;</p> <p>when considering the early-years' care values, they will be accurately described, with examples of how each could be applied by both care workers;</p> <p>a sound level of understanding will be shown, with some ability to apply knowledge to workplace situations;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p> <p>candidates will write in a manner which conveys meaning, using specialist vocabulary with few errors/inaccuracies;</p>
	3	<p>candidates will provide detailed information about two job roles in one setting, e.g. they will explain three main features of the roles, giving details of what these involve;</p> <p>the information will give a detailed account of the tasks that are carried out by each on a day to day basis, including an outline timescale or plan of each care worker's day;</p> <p>an explanation of the day plan will be included;</p> <p>the qualifications required will be accurate and alternative qualifications will be included;</p> <p>three skills that are required to carry out the role will be explained with examples;</p> <p>when considering the early-years' care values, they will be described in detail, with examples of how each could be applied by both care workers;</p> <p>a high level of understanding will be shown, demonstrating the ability to apply knowledge accurately to workplace situations;</p> <p>there will be no omissions or inaccuracies within the evidence;</p> <p>candidates will write in a manner which conveys appropriate meaning, using specialist vocabulary with accuracy – there will be no errors/inaccuracies.</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO3	1	<p>Candidates' evidence will show that a limited range of sources has been used for research, e.g. books and the Internet;</p> <p>the information will be at a basic level, with brief descriptions of how factors can affect learning and development;</p> <p>two factors from each of the three main groups will be included, i.e. two social, two economic, two environmental factors;</p> <p>candidates will analyse, at a basic level, two strategies that can be used to aid learning in two different ways, e.g. direct and indirect;</p> <p>candidates will show a limited ability to include relevant and accurate factual information;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p>
	2	<p>candidates' evidence will show that a range of sources has been used for research, e.g. books, people and the Internet;</p> <p>the information will be detailed, showing a sound level of understanding of how the factors can affect development, e.g. an economic factor could be given, such as the family having sufficient income to allow their child to attend a play group twice each week, which could affect the child's development as their language skills could be improved through interacting with a range of people;</p> <p>two factors from each of the three main groups will be described, i.e. two social, two economic, two environmental factors;</p> <p>candidates will give an analysis, showing a sound level of understanding, of two strategies that could be used to aid learning in two different ways, e.g. direct and indirect;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p>
	3	<p>candidates' evidence will show that a range of sources has been used for research, e.g. books, magazines, people and the Internet;</p> <p>a record of the resources used will be kept;</p> <p>the information about factors will be detailed, showing a high level of understanding of how the factors can affect development, e.g. an economic factor could be given, such as the family having sufficient income to allow their child to attend a play group twice each week, which could affect the child's development as their language skills could be improved through interacting with a range of people, and also the child's social skills could be improved as they have the opportunity to observe and learn from others;</p> <p>two factors from each of the three main groups will be explained, i.e. two social, two economic, two environmental factors;</p> <p>candidates will give a detailed analysis, showing a high level of understanding, of two strategies that could be used to aid learning in two different ways, e.g. direct and indirect;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>

AO	Mark Band	Characteristics of the work one may expect to see at this mark band can be summarised as follows:
AO4	1	<p>Candidates will have chosen a simple activity to do with a child/children that lasts for about ten minutes, e.g. a picture that needs colouring with the correct colours;</p> <p>the plan will outline the methods to be used, and will give timescales which may not be realistic;</p> <p>the evaluation will show limited ability to analyse, but will include some basic recommendations for improvements;</p> <p>there will be omissions and/or inaccuracies within the evidence;</p>
	2	<p>candidates will have chosen an activity to do with a child/children that shows thought about the impact on the child's/children's development;</p> <p>the activity will last for about ten minutes but could be longer, e.g. a matching exercise that has more than one stage involved in the process;</p> <p>the plan will be detailed, giving the methods to be used, and timescales for the stages which are accurate showing how the implementation is to be achieved;</p> <p>the evaluation will show ability to reflect on performance, to analyse by considering, in some detail, the component parts and to make informed judgements, and will include some sound and realistic recommendations for improvements;</p> <p>there will be few omissions and/or inaccuracies within the evidence;</p>
	3	<p>candidates will have chosen an activity to do with a child/children that shows thought about the impact of the activity on the child's/children's development and that will be sufficiently challenging for the child/children;</p> <p>the activity will last for about ten minutes but could be longer, e.g. improving hand-eye co-ordination and learning new vocabulary;</p> <p>the plan will be detailed, giving the methods to be used, and timescales for the stages which are accurate, showing how the implementation is to be achieved;</p> <p>reasons will be given for most of the actions taken;</p> <p>the evaluation will show ability to reflect on performance, to analyse by considering in depth the component parts and to make reasoned judgements, and will include the ability to make realistic and thoughtful recommendations for improvements;</p> <p>there will be no omissions or inaccuracies within the evidence.</p>

6.4.3 Resources

Organisations	CACHE – Council For Awards In Children’s Care and Education 8 Chequer Street, St Albans, Hertfordshire, AL1 3XZ National Childminders Association 8 Masons Hill, Bromley, Kent, BR2 9EY Pre-school Learning Alliance 69 Kings Cross Road, London, WC1X 9LL Professional Association of Nursery Nurses 2 St James Court, Friar Gate, Derby, DE1 1BT
Publications	<i>Children Now</i> <i>Community Care</i> <i>Nursery World</i>
Textbooks	Bruce T & Meggitt C <i>Child Care and Education</i> Hodder & Stoughton Gilbert P <i>Nursery Nursing – The Essentials</i> Stanley Thornes Hobart C & Frankel J <i>A Practical Guide to Working With Children</i> Stanley Thornes Sprinthall N, <i>Educational Psychology</i> Macgraw-Hill Sprinthall RC & Oja SN Tassoni P <i>Child Care and Education</i> Heinemann
Video	BBC Panorama ‘Early Education’ 5/10/98
Websites	BBC Web site: www.bbc.co.uk CACHE www.cache.org.uk Pre-school Learning Alliance www.pre-school.org.uk Newspaper and Internet websites, e.g. http://guardian.chadwyck.co.uk

