

H5L8 04 (SCDCCLD0206) — Support Children’s Learning Through Play

Overview

This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children’s learning through play.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

Appropriate language includes questions that give children or young people opportunities for a range of different responses; modelling correct use of language; use of vocabulary to enhance areas of learning such as mathematical, exploration/investigation or children's or young people's personal development.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Fine motor skills include sewing, threading, use of scissors, small construction, pencil or pen, etc.

Imaginative play includes drama, role play i.e. acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support.

Language can include the use of verbal and non-verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton.

Physical play focuses on movement of the body and supports the development of gross and fine motor skills.

Play can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

Social and life skills support children to communicate effectively and develop coping and self-care skills that assist health and wellbeing.

Unstructured play refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Key people are those who are important to a child or young person and who can make a difference to his or her wellbeing. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 37 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Participate in activities to encourage communication and language through play

	Performance Criteria	Evidence Number where this criteria has been met
1	Work in ways that support active participation when communicating with children during play .	
2	Use every opportunity during activities and routines to listen and communicate with children in a way that is child centred and suitable for their needs and abilities.	
3	Support the child to ask questions and develop an attitude of open enquiry.	
4	Use body language, eye contact, tone of voice and methods of listening that actively encourage the child to communicate.	
5	Use language to enhance children's communication skills and learning through play.	
6	Use all activities and routines to encourage, support and model language and communication.	
7	Make sure what you communicate is child centred and suitable for the children's needs and abilities.	

Encourage children's imaginative play

	Performance Criteria	Evidence Number where this criteria has been met
8	Support active participation of children when providing a range of materials, equipment and props to support imaginative play .	
9	In partnership with children, select equipment and materials for imaginative play, which are inclusive of their own and other cultures.	
10	Encourage children to be inclusive of others within their imaginative play.	
11	Encourage children to explore the feelings and roles of others through imagination.	
12	Support opportunities for children to participate in unstructured imaginative play with or without adult intervention.	
13	Use unstructured play to support children develop social and life skills .	
14	Support children to play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes.	

Encourage children to be creative

15	Encourage the child's participation in a range of creative activities.	
16	Follow the children's interests and preferences when providing a range of materials, equipment and props to support creativity.	
17	Use opportunities for children to learn and discover through use of natural materials including sand and water.	

Encourage children to be creative (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Support participation of children to select and display work in ways that supports their self-esteem.	
19	Encourage children to spend time outdoors with the opportunity to explore natural materials.	

Support physical play

20	Encourage and support all children to participate in physical play enabling an appropriate element of risk and challenge within their play, according to their abilities, preferences and needs.	
21	Help children to assess risk to themselves and others in their physical play.	
22	Encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities.	
23	Give children opportunities to develop their fine motor skills by providing appropriate activities and experiences.	
24	Safely supervise children's physical play without over or under protecting them.	
25	Encourage children to take turns and consider others feelings and views.	

Encourage children to explore and investigate

	Performance Criteria	Evidence Number where this criteria has been met
26	Help children to use indoor and outdoor environments to explore and investigate their surroundings.	
27	Support children to find out about, explore and investigate community resources.	
28	Use activities to model your own interest in exploring and investigating.	
29	Help children to use ICT as part of their exploration and investigation.	
30	Use activities to engage children's curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately.	
31	Help children examine, and display objects of interest to enhance their learning.	
32	Make sure the environment is safe and organised in ways that are child centred and enable children to explore and investigate freely.	

Contribute to the assessment of children's learning through play

33	Observe children learning through play.	
34	Record your observations using agreed recording methods within your work setting.	
35	Contribute to assessments of children's progress.	
36	Complete required record of observations according to confidentiality agreements, legal requirements and work setting policies, procedures and practices.	
37	Use observations made by you and others to contribute to planning for children's learning through play.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 52 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
42	The transitions that children and young people may go through.	
43	The different types of play, such as structured play, unstructured play, imaginative play, creative play and physical play.	
44	How to support active participation of the child in their play and learning.	
45	Ideas and views on a child's right to play.	
46	How children may use play to express emotions, fears or anxieties as well as copy behaviour they have observed in key people and those around them.	
47	Music, movement, songs and games to encourage communication that are appropriate for the children with whom you work.	
48	How play assists children's learning about themselves, those around them and the wider environment.	
49	How play, routines and activities support the development of social and life skills.	
50	The types of materials and equipment that support play.	
51	The importance of encouraging creativity and the scope of activities involved.	
52	The benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	