

National Unit Specification: general information

UNIT	Care and Feeding of Children (Intermediate 2)
CODE	DM60 11
COURSE	Early Education and Childcare (Intermediate 2)

SUMMARY

This Unit enables the candidate to examine the specific needs of a baby and continuing needs of the child and how meeting these needs contributes to the holistic development of the child. The Unit also provides the candidate with the opportunity to examine issues in relation to feeding of babies and the provision of food and drink to children aged 0–12 years within early education and childcare settings. Candidates will also develop an awareness of appropriate practice in relation to provision of hygiene for children.

This Unit is an optional Unit in the Course *Early Education and Childcare (Intermediate 2)* and in the *National Certificate Group Award: Early Education and Childcare (Higher)*. The Unit is suitable for candidates who wish to gain employment, or may already be employed, in the early education and childcare sector working under supervision. Candidates may wish to progress on to higher level early education and childcare qualifications.

OUTCOMES

- 1 Explain the importance of meeting the developmental needs of babies and children (0–5 years).
- 2 Evaluate the development of the feeding and weaning process in babies and children (0–3 years).
- 3 Evaluate the characteristics of appropriate provision of food and drink for children within early education and childcare settings (0–12 years).
- 4 Evaluate practice which promotes effective hygiene for babies and children (0–12 years).

Administrative Information

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RECOMMENDED ENTRY

While entry is at the discretion of the centre there are a variety of prior learning experiences which are relevant to candidates wishing to undertake this Unit.

They may also benefit from having attained one of the following, or equivalent:

- ◆ Standard Grade at General level in any relevant subject
- ◆ a Course or Unit in Care at Intermediate 1
- ◆ Courses or Units in any relevant subject at Intermediate 1
- ◆ an SVQ or SVQ Units at level 2 in a related subject

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches for this Unit*.

National Unit Specification: statement of standards

UNIT Care and Feeding of Children (Intermediate 2)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain the importance of meeting the developmental needs of babies and children (0–5 years).

Performance Criteria

- (a) Identify the developmental needs of babies and young children.
- (b) Describe the benefits of meeting developmental needs of babies and young children.
- (c) Explain the role of the adult in the provision of appropriate environments, equipment and experiences to promote growth and development of babies and children.

OUTCOME 2

Evaluate the development of the feeding and weaning process in babies and children (0–3 years).

Performance Criteria

- (a) Describe the feeding patterns of babies at different developmental stages.
- (b) Evaluate the characteristics of formula and breast feeding.
- (c) Explain the process of weaning and the factors affecting the process.
- (d) Explain the importance of the role of the adult in the feeding and weaning process.

OUTCOME 3

Evaluate the characteristics of appropriate provision of food and drink for children within early education and childcare settings (0–12 years).

Performance Criteria

- (a) Describe appropriate food and drink provision for children.
- (b) Describe current national and local guidelines which may influence the provision of food and drink in early education and childcare settings.
- (c) Explain the importance of the role of the early years professional in providing food and drink for children.

National Unit Specification: statement of standards (cont)

UNIT Care and Feeding of Children (Intermediate 2)

OUTCOME 4

Evaluate practice that promotes effective hygiene for babies and children (0–12 years).

Performance Criteria

- (a) Identify procedures that prevent the spread of infection within the early education and childcare environment.
- (b) Describe hygiene routines used in the care of babies and children.
- (c) Explain the importance of the role of the early years professional in encouraging and promoting hygiene practices in children aged 0–12 years.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

The evidence for all Outcomes should be obtained under controlled supervised conditions and should last for no more than one hour. A single question paper with extended or restricted response questions as illustrated in the National Assessment Bank item could be used. This should be taken on completion of the Unit. A cut-off score can be used to decide achievement.

Specific Requirements:

Outcomes 1(c); 2(d); 3(c); 4(c): The candidate must, on each occasion, clearly explain the role of the adult/professional in meeting the needs of the baby/child.

Outcome 2 (b): candidates should evaluate **one** of the types of feeding mentioned.

National Unit Specification: support notes

UNIT Care and Feeding of Children (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Candidates will gain an understanding of:

- ◆ the holistic developmental needs of the baby and child aged 0–5 years
- ◆ the benefits of meeting these needs for the child and the adult role
- ◆ the feeding and weaning process and factors that may affect this
- ◆ factors that contribute to the provision of food and drink for children in the early education and childcare environment (0–12 years)
- ◆ hygiene routines necessary for the effective care of babies and children
- ◆ the role of the early education and childcare professional in all of the above

Employability Skills

In this Unit candidates will be assessed for:

- ◆ decision making
- ◆ understanding roles and responsibilities

The Unit provides an opportunity to raise awareness of the importance of:

- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ health and safety awareness

Outcome 1

Candidates should get the opportunity to identify the developmental needs of babies and young children. The focus of the work should be in the age range 0–3 years and for ease of study it may be relevant to split this into specific age ranges, ie 0–18 months, 18 months–3 years.

Physical, social, emotional, cognitive and language developmental needs should be covered and the candidate should develop an awareness of how the needs inter-relate and the holistic development of the baby and child.

National Unit Specification: support notes (cont)

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Some of the needs that should be covered include:

♦ love	♦ praise and encouragement
♦ affection	♦ intellectual stimulation
♦ nutrition	♦ fresh air
♦ warmth	♦ socialisation
♦ sleep	♦ discovery
♦ rest	♦ play
♦ hygiene	♦ communication
♦ exercise	♦ safety
♦ exploration	

Candidates may also wish to consider the need for access to appropriate health care, eg developmental screening and immunisation.

The benefits of meeting developmental needs should also be discussed with some input in relation to the possible consequences to the baby and young child of not meeting developmental needs, ie failure to thrive, delayed development, poor language skills, etc.

The role of adults in meeting the developmental needs should also be examined, this may include:

- ♦ provision for appropriate environments considering health and safety
- ♦ the adherence to parental/carer's wishes
- ♦ the adult's selection of appropriate resources/experiences to promote development
- ♦ demonstration of appropriate values and principles

Candidates may wish to explore their role in relation to what would be appropriate in the preparation of the environment and provision of equipment and experiences for specific ages of babies and young children.

Outcome 2

Candidates should explore the patterns of feeding that are consistent with children in the age range 0–3 years. This may involve work around specific ages and developmental stages of the baby and child and would include the development of feeding patterns such as the progression from milk onto the gradual, then complete introduction of solid foods. Candidates should be given an awareness of general patterns of feeding for the young child and current recommendations from professionals. This may also be the opportunity to debate issues such as demand feeding as opposed to a regular feeding routine, and variations or feeding difficulties that may arise.

Candidates should get the opportunity to compare the advantages and disadvantages of breast feeding and formula feeding. They should be aware that breast milk is the ideal milk recommended by professionals. However, it should be stressed that parental choice prevails at all times and candidates could explore the range of reasons for parents choosing breast or bottle feeding.

National Unit Specification: support notes (cont)

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Candidates may also get the opportunity to discuss variations and use of milk types. The opportunity to prepare formula milks according to instructions would also be advantageous.

The process of weaning should also be examined, this could include discussion as to recommendations by professionals and the actual process of weaning such as the:

- ◆ optimum age to commence weaning
- ◆ gradual introduction of solids into the all milk diet
- ◆ choice and preparation of appropriate foods
- ◆ introduction of runny, thick, lumpy, fine/roughly chopped foods
- ◆ progression from sucking to chewing of solid foods
- ◆ variety of foods and introduction of new tastes
- ◆ temperature of foods
- ◆ appropriate quantities
- ◆ technique of feeding, eg bottle and cup, spoon feeding, etc
- ◆ increasing independence
- ◆ transition to 'normal' food

Factors that affect the process of weaning should also be explored. These could include:

- ◆ age of the baby
- ◆ weight of the baby
- ◆ family culture and influences
- ◆ advice from others
- ◆ additional support needs
- ◆ social trends

The role of the adult in the process should be considered as paramount. Feeding times should be enjoyable experiences and the attitude of the carer can influence the process. The way in which the attitude, qualities and skills of the carer can affect the level of relaxation and enjoyment during weaning should be examined in relation to how this may influence future feeding patterns.

Focusing on the development of the whole child will ensure candidates are aware that meal times not only provide for physiological needs but that social interaction, social skills, independence, language, and learning about textures and tastes are all essential aspects of successful feeding and weaning.

National Unit Specification: support notes (cont)

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Outcome 3

Candidates should get the opportunity to discuss what would be considered as appropriate food and drink within early education and childcare settings. This may include breakfast provision, main meal and/or snack provision, depending on the type of setting. The actual appropriateness of food and drink provision should also be explored in relation to the:

- ◆ ages of children in the setting: 0–3 years, 3–5 years, 5–8 years, 8–12 years
- ◆ nutritional requirements of different age groups
- ◆ portion size/age of child
- ◆ nutritional content
- ◆ cost of food and drink
- ◆ availability of food and drink
- ◆ preparation of food and drink
- ◆ presentation of food and drink
- ◆ special dietary requirements of individuals in relation to cultural/health needs (eg vegetarian diets, Muslim, Jewish, Hindu, coeliac condition, diabetes, obesity, allergy, etc)

Candidates should also be aware of any current guidelines that influence the provision of food and drink within early education and childcare settings. This may involve work in identifying national guidance and recommendations.

Locally devised guidance documents may also be available for those involved in the feeding of young children in early education and childcare settings. Candidates should be aware of any recommendations and restrictions these may impose.

Candidates should also look at the actual role of the early education and childcare professional in providing food and drink, they should consider the developmental opportunities which may arise from provision within the setting. The role may involve:

- ◆ encouraging personal choice and selection opportunities
- ◆ encouraging independence
- ◆ introducing a variety of tastes, textures
- ◆ opportunities for socialisation
- ◆ language development opportunities
- ◆ introduction of food and drink from a variety of cultures
- ◆ linking the snack/meal time to curricular activities, ie festivals, themes and other special occasions
- ◆ encouraging a healthy diet

National Unit Specification: support notes (cont)

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Outcome 4

Candidates should be aware of procedures adopted within early education and childcare settings which prevent the spread of infection. Work in this area may involve discussion in relation to:

- ◆ consistent stringent hand washing
- ◆ care and maintenance procedures for equipment
- ◆ procedures for waste disposal
- ◆ procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy change areas, snack/eating areas
- ◆ procedures for effective food safety

The candidate should get the opportunity to confirm what is considered to be ‘good practice’ within settings. This could be based on policy guidelines available from settings or personal experience. Some work could be done to confirm formal requirements or guidelines within early education and childcare settings, eg health and safety requirements or inspection of premises for registration requirements, although the depth of work would depend on whether or not the candidate has explored this in relation to other Units.

Candidates should then get the opportunity to explore specific hygiene routines used in the care of babies and children. Routines could include how the candidate would:

- ◆ care for the skin, hair, teeth, nails as appropriate to the age of the child and the setting
- ◆ undertake nappy changes
- ◆ deal with a child who has soiled
- ◆ encourage good personal hygiene in children within different age groups
- ◆ meet the hygiene needs of a child with additional support needs

Consideration should be given to the variations in care required for children of different ages, eg hygiene routines for the young baby may include ‘topping and tailing’ bathing, etc. The need for privacy to encourage good personal hygiene practices in children aged 8–12 years. Candidates should also be aware of the range of hygiene routines that may be appropriate in a variety of settings, eg domestic settings, day care, nursery school/class, primary school, out of school club. Consideration should also be given to the particular care needs of children who have additional support needs or disabled children.

Candidates should also be aware of any signs when dealing with a child which could indicate conditions or ailments that could require different or additional care to prevent the spread of infection. Candidates in these instances should appreciate the importance of reporting, informing parents/carers and adhering to the policies of the setting.