



National Unit Specification: general information

UNIT Working in a Crèche as a Sessional Worker (Intermediate 2)

CODE F2CS 11

SUMMARY

This Unit is an introduction to working within a crèche setting. This Unit provides an insight into the different types of crèches which operate within the community; and the regulatory framework within which these crèches operate. Candidates are introduced to the codes of practice, standards, policies and procedures which apply within a crèche setting. Candidates undertaking this Unit will develop an understanding of the underpinning values and principles required when working with children and young people.

This Unit is suitable for candidates who are considering working within a crèche setting or who wish to expand their knowledge of working with children and young people in a playwork or childcare setting.

This Unit is an optional Unit in the National Progression Award (NPA) in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own.

OUTCOMES

- 1 Explain the principles, legislation and regulation affecting different types of crèches operating in the community.
- 2 Describe the roles, responsibilities, skills and qualities of the adult working within a crèche.
- 3 Describe the key principles involved in working with children and young people in a crèche environment.

Administrative Information

Superclass: PQ

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National Unit Specification: general information (cont)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ a Communications Unit at Intermediate 1
- ◆ a Unit(s) from Intermediate 1 — Early Education and Childcare

Candidates would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

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 or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Working in a Crèche as a Sessional Worker (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 principles, legislation and regulation affecting different types of crèches operating in the community.

Performance Criteria

- (a) Describe the different types of crèches which can be found within the community.
- (b) Identify key principles which affect working practice within different types of crèches.
- (c) Describe how the key principles affect working practice within different types of crèches.
- (d) Explain how key regulations and legislation affects a crèche.

OUTCOME 2

Describe the roles, responsibilities, skills and qualities of the adult working within a crèche.

Performance Criteria

- (a) Describe a range of different roles which the adult will undertake within a crèche.
- (b) Describe a range of responsibilities which the adult will assume within a crèche.
- (c) Describe the skills and qualities required by the adult working within a crèche.

OUTCOME 3

Describe the key principles involved in working with children and young people in a crèche environment.

Performance Criteria

- (a) Identify the key principles of working with children and young people in a crèche environment.
- (b) Describe the main factors which affect the planning and organising of supportive play.
- (c) Describe how to welcome and settle children and young people into a crèche environment.
- (d) Describe how children and young people's play is supported in a crèche environment.

National Unit Specification: statement of standards (cont)

UNIT Working in a Crèche as a Sessional Worker (Intermediate 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral recorded evidence should be produced to demonstrate that the candidate has achieved the standard specified in the Outcomes and Performance Criteria. The evidence should be produced under controlled and supervised conditions. The assessment will be closed-book, and may be conducted on one assessment occasion or more, but the overall assessment time must not exceed one hour and thirty minutes.

The instrument of assessment will provide opportunities for all the Outcomes to be fulfilled by means of sampling across the range of the content of the Outcomes. If a re-assessment is required, it should contain a different sample from the range of content. Achievement can be decided by the use of a cut-off score. The sample must include the following:

- ◆ description of three different types of crèches
- ◆ description of how three key principles impact on working practice
- ◆ explanation of how one piece of key legislation and one key regulation impacts on a crèche
- ◆ description of three different roles of adults within a crèche
- ◆ description of three different responsibilities assumed by the adult working within a crèche
- ◆ description of three skills and three qualities required by an adult working within a crèche
- ◆ identification of two key principles of working with children and young people in a crèche environment
- ◆ description of two factors which affect the planning and organising of supportive play
- ◆ description of how to welcome and settle children and young people into a crèche environment
- ◆ description of how children and young people's play is supported in a crèche environment
- ◆ description of two factors which affect considered during the planning and organising process

National Unit Specification: support notes

UNIT Working in a Crèche as a Sessional Worker (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

This Unit is an introduction to working within a crèche setting. It provides an insight into the different types of crèches which operate within the community; and the regulatory framework within which these crèches operate. Candidates are introduced to the codes of practice, standards, policies and procedures which apply within a crèche setting.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Children's Care, Learning and Development at level 2 developed by the SSC Skills for Care and Development.

Candidates will work under the Scottish Social Services Council (SSSC) codes of practice.

Outcome 1

Candidates should be introduced to the different types of crèches found in the community such as crèches provided in community centres, sports and leisure facilities, shopping centres, large supermarkets, clinics, hospitals, hotels, church halls and mobile facilities. Candidates should be introduced to current legislation, policies and procedures as they apply to regulated and unregulated crèche services. They need to show a basic understanding of current and relevant charters, policies (national and local) and quality standards relating to working with children and young people, including United Nations Convention on the Rights of the Child; National Care Standards for Early Education and Childcare Up to 16 and the Scottish Social Service Council's Code of Practice for Employees, as they apply to a crèche setting.

At the time of writing current relevant legislation includes:

- ◆ *The Regulation of Care (Scotland) Act 2001*
- ◆ *Scottish Statutory Instrument No. 114*
- ◆ *Health and Safety at Work etc Act*
- ◆ *The UN Convention on the Rights of the Child*
- ◆ *The Children (Scotland) Act 1995*
- ◆ *The Protection of Children (Scotland) Act 2003*
- ◆ *The Scottish Social Service Council's Code of Practice*
- ◆ *Disability Discrimination Act 1995*
- ◆ *The Sex Discrimination Act 1975*
- ◆ *Employment Rights Legislation*
- ◆ *The Data Protection Act 1998*

National Unit Specification: support notes (cont)

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Candidates need to explore the importance of adhering to these regulatory and legislative requirements, and the likely consequences for a crèche, and those involved, of a failure to comply. In addition, candidates should be introduced to the key principles which affect working practice within different types of crèches. These could include health and safety issues, resources, different play opportunities for different age groups, signing in/out procedures, staff/child ratios, etc. They should be given the opportunity to develop their understanding of how these principles can be related to policy and practice within a crèche.

Outcome 2

Candidates should explore different roles and responsibilities of the adults within a crèche, which could include:

- ◆ children and young people's care and well-being particularly keeping children and young people safe from harm and abuse
- ◆ providing a sense of security, including welcoming and settling children and young people into the crèche
- ◆ providing play activities and opportunities for children and young people which meet their differing needs and interests
- ◆ encouraging social interaction, inclusion and positive behaviour

It should be highlighted that roles and responsibilities can change depending on the type of crèche. Candidates should understand the consequences to children and young people of the failing to provide a positive and enabling crèche environment. Emphasis should be placed on ensuring that children and young people are treated as individuals with rights and interests of their own. The need to respect social, cultural and family background should also be highlighted.

Candidates should be encouraged to consider the adult as a positive role model within the crèche and the skills and qualities this requires, such as:

- ◆ expressing self clearly and listening attentively
- ◆ responding positively, confidently and courteously and offering support/encouragement
- ◆ cooperating and working with others
- ◆ honesty and openness
- ◆ valuing diversity and individuality

Candidates must also be aware of the importance of respecting confidentiality of information, unless a child's well-being is at risk and should be aware of any crèche policy on the exchange of information.

National Unit Specification: support notes (cont)

UNIT Working in a Crèche as a Sessional Worker (Intermediate 2)

Outcome 3

Features which contribute to the provision of a caring, safe and stimulating crèche environment appropriate to the needs, interests and abilities of children and young people participating within a crèche could include: venue, location and access, adequate space, indoors and outdoors, a warm and welcoming atmosphere, competent staff, good staff to child ratios that are appropriate to the ages and stages of the children and young people in the crèche, compliance with regulatory and legislative requirements, adherence to codes of practice and quality standards, policies and procedures in place and adhered to, including child protection, safe recruitment, health and safety, risk assessment, etc.

The importance of taking time to welcome, settle and get to know children and young people, as they come into the crèche should be highlighted. Consideration should also be given to the importance of body language, facial expression, speech and gesture. Techniques for dealing with a child or young person who is not settling/interested, disrupting the crèche, has additional support needs etc should also be covered. The practicalities of planning and organising a crèche, should include setting up and clearing away in a range of different venues and situations, ease of access for children, young people, parents and carers, health and safety matters, insurance requirements, registration procedures, staffing ratios, space requirements, risk assessment, selecting appropriate resources, materials and equipment.

In addition, mobile crèches need to consider transport, lifting and handling of equipment, contingency planning in the event of bad weather or transport breakdown, the distances to be travelled and the need to set up in time for the first arrival.

The importance of planning, organising the crèche environment and then supporting children and young people's play should be discussed in relation to:

- ◆ meeting children and young people's care needs, in relation to their age and stage of development
- ◆ creating play environments that meet the needs of the children and young people in the crèche, for example, for individual, small and whole group play, for quiet and rest, etc
- ◆ providing play opportunities for physical, creative, imaginative, cultural and exploratory play, both indoors and outdoors
- ◆ providing a range of different activities, for example, for construction, painting and drawing, story telling and reading, music and dance, drama, treasure baskets, and games whilst taking account of age, needs and abilities
- ◆ providing opportunities for children and young people to make positive choices and direct their own play
- ◆ selecting and effectively using resources, materials and equipment
- ◆ providing challenge, stimulation and potential for growth and development
- ◆ providing choice, variety, flexibility, adaptability and improvisation
- ◆ providing support and encouragement, and appropriate interventions

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is an optional Unit in the National Progression Award in Playwork and Childcare and it is recommended that the Unit is delivered within the context of this Group Award. While this Unit can be delivered as a standalone Unit it would be useful to deliver it in conjunction with Unit *Working with Children and Young People*.

National Unit Specification: support notes (cont)

UNIT Working in a Crèche as a Sessional Worker (Intermediate 2)

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. In order to engage the candidates, opportunities exist to use the following methods in delivering the Unit:

- ◆ group discussion on legislations, principles, guidelines etc
- ◆ case studies or scenarios on different types of crèches
- ◆ individual/small group investigations, exercises or research
- ◆ visits to, or videos about, different types of crèche facilities
- ◆ use of ICT such as searching appropriate and relevant websites

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill in Working with Others through group discussions, exercises etc, as part of the learning and teaching approach.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

It is recommended that Outcomes 1 and 2 are assessed together, with Outcome 3 being assessed later in the Unit. Evidence is required to demonstrate that the candidates have achieved all Outcomes and Performance Criteria.

A suitable assessment for Outcomes 1 and 2 would be extended response questions. The evidence should be produced under controlled and supervised conditions. The assessment will be closed-book, and may be conducted on one assessment occasion or more.

For Outcome 3 it is recommended that candidates are given a case study or scenario which looks at a particular crèche setting. The assessment could then take the form of extended response questions based on the case study or scenario presented.

The overall assessment time must not exceed one hour and thirty minutes.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).