



Skills for Work
Working in Early Learning and Childcare
National 4 and National 5
Support Material

Updated October 2023



Acknowledgements

Copyright for this pack is held by the College Development Network (CDN) and the Scottish Qualifications Authority (SQA). However, teachers and lecturers have permission to use the pack and reproduce items from the pack, provided that this is to support teaching and learning processes and that no profit is made from such use. If reproduced in part, the source should be acknowledged.

CDN and SQA are grateful to the subject specialists in Scotland's Colleges and other agencies and industry bodies who have been involved in the writing of this and other support materials in the Skills for Work series.

Publication date: October 2023

Publication code: BA8603

© College Development Network and Scottish Qualifications Authority 2023

Disclaimer

Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

Contents

Introduction	5
How to use this pack	5
Introduction	6
Delivery support section	6
Learner support section	6
National 4: Working in Early Learning and Childcare	7
National 5: Working in Early Learning and Childcare	7
Evidence requirements	8
Delivery support section	9
Advice on delivery and generating evidence	9
Experiential learning	10
Employability skills	10
Suggested topics	11
Delivery notes	13
Delivery notes topic 1: early learning and childcare sector	13
Delivery notes topic 2: early learning and childcare provision	17
Delivery notes topic 3: meeting the needs, learning, development and rights of the child	23
Delivery notes topic 4: skills	41
Delivery notes topic 5: values	49
Delivery notes topic 6: knowledge	53
Delivery notes topic 7: roles and responsibilities	56
Delivery notes topic 8: employability skills	60
Learner support section	63
Lecturer notes on learner activities	63
National 4: Working in Early Learning and Childcare	64
National 5: Working in Early Learning and Childcare	64
Learner notes topic 1: early learning and childcare sector	65
Learner notes topic 2: early learning and childcare provision	69
Learner notes topic 3: meeting the needs, learning, development and the rights of the child	70
Learner notes topic 4: skills	79
Learner notes topic 5: values	87
Learner notes topic 6: knowledge — National 5	88
Learner notes topic 7: roles and responsibilities	92
Learner notes topic 8: employability skills	96
Learner activities	99
Learner activities topic 1: early learning and childcare sector	99
Learner activities topic 2: early learning and childcare provision	101
Learner activities topic 3: meeting the needs, learning, development and rights of the child	108
Learner activities topic 4: skills	122
Learner activities topic 5: values	133
Learner activities topic 6: knowledge	137

Learner activities topic 7: roles and responsibilities	139
Learner activities topic 8: employability skills	145
Glossary	149
Resources	150
Resources required for workshop/practical sessions	150
Useful texts, journals, videos, and websites	151
Texts	151
Journals	151
Videos	151
Websites	151

Introduction

These notes are provided to support teachers and lecturers presenting the National 4 unit HX1V 74 Working in Early Learning and Childcare and the National 5 unit HX1V 75 Working in Early Learning and Childcare.

Further information regarding this course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The *Working in Early Learning and Childcare* units at National 4 and National 5 are mandatory units in the Skills for Work Early Learning and Childcare courses but are also designed for learners who wish to study the units on their own.

The units are suitable for learners who have, or are considering, employment in the early learning and childcare sector or who wish to progress onto higher levels of study in Early Education and Childcare qualifications.

The National 4 unit is an introductory unit that allows learners to develop a basic understanding of a variety of types of provision in the early learning and childcare sector. It should allow learners to explore some of the main skills and values required to work with children aged 0–12 years. The learners should demonstrate an understanding of the appropriateness and value of early learning and childcare provision within an area identified by the learner. There is no requirement for learners to have a placement within an early learning and childcare setting, but their investigation may require the learner to visit workplace settings.

The National 5 unit builds upon the National 4 unit and allows learners to develop an understanding of the early learning and childcare sector and to explore ways in which the sector meets the care, learning and development needs of children and young people aged 0–16 years at National 5 level. It should allow learners to explore career options within the sector and the skills, knowledge, values and qualifications required to fulfil these roles. The learner will reflect on their own skills, values, attitudes and achievements in relation to the skills and values required to work in early learning and childcare. There is no requirement for learners to have a placement within an early learning and childcare setting, but the learner will carry out an investigation of the sector. This may require the learner to visit early learning and childcare settings.

This pack is intended as a guide and an aid to delivery of the units. It aims to provide centres with a flexible set of resources, materials and activities that can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The pack is divided into the following sections:

Introduction

National 4 Working in Early Learning and Childcare — Outcomes 1 and 2

National 5 Working in Early Learning and Childcare — Outcomes 1, 2 and 3

Delivery support section

Advice on delivery and generating evidence

Experiential learning

Employability skills

Suggested scheme of work — covering course topics

Delivery notes

Learner support section

Learner notes

Learner activities

National 4: Working in Early Learning and Childcare

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe provision in the early learning and childcare sector.
- 2 Explain the employability skills and values required of professionals who work in early learning and childcare.

National 5: Working in Early Learning and Childcare

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Investigate the range of early learning and childcare provision for children and young people.
- 2 Explain the skills, knowledge and values required to work in early learning and childcare.
- 3 Investigate career options within the early learning and childcare sector.

The age range in the National 4 unit is:

- ◆ babies and toddlers (0–3 years)
- ◆ pre-school age children and young people (3–5 years)
- ◆ early school age children and young people (5–8 years)
- ◆ older primary children and young people (8–12 years)

National 5 covers the four age ranges above and includes:

- ◆ adolescents (12–16 years)

Evidence requirements

National 4: Working in Early Learning and Childcare

Outcome 1

Learners must provide evidence that they can describe and identify provision available in the early learning and childcare sector.

Outcome 2

Learners must explain the employability skills and values required to work within early learning and childcare.

National 5: Working in Early Learning and Childcare

Outcome 1

Learners will identify the various types of provision available to children and young people in early learning and childcare.

Outcome 2

Learners must describe the skills, knowledge and values required to work in early learning and childcare.

Learners must explain why the skills, knowledge and values described are important.

Outcome 3

Learners must explore the career options within the early learning and childcare sector.

Delivery support section

Advice on delivery and generating evidence

The National 4 unit raises the learner's awareness of the nature and value of early learning and childcare provision and how it contributes to a child's learning and development.

It is important to recognise that some learners who wish to work with children may not have had the benefit of caring for children and young people themselves. It may be of benefit to learners to visit an early learning and childcare setting to enhance their understanding.

The exploration of early learning and childcare provision will be supplemented by teaching/learning activities to establish appropriate types of settings for the age range. Teacher-led activities will increase the learner's awareness and understanding of the types of provision available to children and their families.

The objectives of the unit are that the learners will:

- ◆ learn about the types of early learning and childcare provision available
- ◆ be able to describe how an early learning and childcare setting meets the needs of the child
- ◆ be able to describe the benefits which this setting offers to families and carers with children
- ◆ learn about the employability skills required to work in early learning and childcare
- ◆ be able to describe the values required to work in early learning and childcare
- ◆ be able to describe professionals in early learning and childcare who utilise these skills and values

The National 5 unit builds upon the National 4 unit and allows learners to develop an understanding of the early learning and childcare sector and how it contributes to children and young peoples' overall care, learning and development. The learners will have the opportunity to use a variety of methods to investigate the different types of childcare provision available in their local area. The learners should demonstrate an understanding of the skills, knowledge, and values that a person needs to have to work with children and young people. It is important to encourage learners to reflect on their own personal development and how well they are improving and enhancing their own employability skills for working in the early learning and childcare sector.

It is important to recognise that some learners may not have had much experience of the different types of career paths within the sector and where possible learners should be encouraged to identify the roles of professionals who work with children and young people. As part of the unit, they should be encouraged to participate in interviewing people employed in a variety of roles within the early learning and childcare sector, either in the workplace or as speakers in the class.

This pack is intended as a guide and an aid to delivery of the units. It aims to provide centres with a flexible set of resources, materials and activities that can be selected, adapted and

used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The objectives of the unit are that the learners will:

- ◆ understand the range of early learning and childcare provision for children
- ◆ understand how this provision supports children and families and carers
- ◆ be able to describe and explain the skills required to work within the early learning and childcare sector
- ◆ be aware of a range of careers available within the early learning and childcare sector and know what qualifications are required to fulfil these roles
- ◆ have developed a possible pathway towards a career in early learning and childcare

Experiential learning

Throughout the delivery of these units, the emphasis will be on learning through experience of different types of childcare provision within the sector, taking part in work experiences if this is possible, working together and reflecting on the employability skills that they have been developing. It is important to recognise that some learners may not have experienced working with children and young people — as part of the delivery they should participate in working in real settings to develop awareness of the differing types of provision and of the professionals that work in the sector to ensure they understand what working in early learning and childcare entails. As some learners will have had limited experience of childcare settings, and some will have had limited contact with children and young people, film and video can be used to enable learners to observe the standards and levels of care required of professionals working with children and young people.

The lecturer will provide a varied range of experiences, encourage discussion to enable learners to link theory to practice, and provide notes that reinforce key points in working in the early learning and childcare sector.

Guest speakers or visits to early learning and childcare settings can also be arranged. Where possible, learners should be involved in arranging these visits or devising interview questions.

Employability skills

In this unit, learners will have the opportunity to develop the following skills:

- ◆ working co-operatively with others
- ◆ reviewing and evaluating own skills development
- ◆ communication skills
- ◆ gathering, collating and evaluating information
- ◆ research skills
- ◆ understanding roles and responsibilities

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ◆ personal learning
- ◆ emotional wellbeing
- ◆ understanding
- ◆ listening
- ◆ employability skills
- ◆ information and communication technology

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Topic	Content	Unit
Topic 1	Early learning and childcare sector ◆ Background	N4, N5
Topic 2	Early learning and childcare provision ◆ How are early learning and childcare services provided in settings ◆ Early learning and childcare settings ◆ Early learning and childcare expansion rationale	N4, N5
Topic 3	Meeting the needs, learning, development, and rights of the child ◆ Development ◆ Aspects of development ◆ Children's rights ◆ United Convention on the Rights of the Child (UNCRC) articles ◆ Supporting the needs of children ◆ Supporting the needs of families	N4, N5
Topic 4	Skills ◆ Communication ◆ Body language ◆ Verbal and non-verbal communication ◆ Teamwork ◆ Skills need to be balanced with attitudes ◆ Skills of listening ◆ Working co-operatively	N4, N5

Topic	Content	Unit
	<ul style="list-style-type: none"> ◆ Planning ◆ Punctuality ◆ Reliability ◆ Reviewing 	
Topic 5	Values	N4, N5
Topic 6	Knowledge <ul style="list-style-type: none"> ◆ Principles of care ◆ Codes of practice for social services workers ◆ Health and social care standards: my support, my life ◆ Building the ambition: being me 	N5
Topic 7	Role and responsibilities <ul style="list-style-type: none"> ◆ Registration with the SSSC ◆ Support worker jobs in the local authority ◆ Support worker in the voluntary sector ◆ Practitioner posts in early learning and childcare ◆ Lead practitioner posts ◆ Career pathways in early learning and childcare 	N4, N5
Topic 8	Employability skills <ul style="list-style-type: none"> ◆ Working as part of a team ◆ Key employability skills in the early learning and childcare sector ◆ Why do appearances matter? 	N4, N5

Delivery notes

Delivery notes topic 1: early learning and childcare sector

In this lesson, you will briefly introduce the unit and the aims of the unit to the learners.

Learners will be encouraged to use their own knowledge and memories of childcare settings that they may have attended. The focus of this lesson will be on introducing learners to the early learning and childcare sector.

You could give a brief summary of the sector.

The early learning and childcare sector is a growth industry across Scotland. There exists a wide range of employment opportunities within the sector at a variety of levels. In 2006, the Scottish Social Services Council (SSSC) began mandatory registration of all people working with children and young people aged 0–16 years in Scotland. The SSSC was charged with the responsibility of registering individuals who work in social services and also for regulating their continued education and training. This is to ensure that the sector is served by a confident, competent workforce. There is a growing awareness from all parts of the sector that potential employees need a variety of opportunities to access those qualifications set by the SSSC, particularly at support worker and practitioner level. This course provides an experiential route to candidates who wish to progress onto further study in Early Learning and Childcare courses that satisfy the registration requirements of the SSSC. The learners will also be equipped with the skills, knowledge and values required, for example, having respect, being inclusive and developing a positive attitude that will allow them to progress onto early learning and childcare related courses.

This course will form an important part of the menu of provision, both for those who have identified the field of early learning and childcare as their possible career path, and for any learners following a programme of study at National 5 level who may wish to extend their educational experience. The knowledge and experiences acquired in the areas of child development, child health, play, and working in the early education and childcare sector may be transferable to other academic or career pathways, particularly those which involve working with children or in other care settings.

Note: The lecturer should make it clear to learners that the age range they will be learning about is dependent on whether they are undertaking the National 4 or National 5 level.

- ◆ babies and toddlers (0–3 years) (much of this may be based on stories they have heard or pictures they have been shown)
- ◆ pre-school age children and young people (3–5 years) (the pre-school stage, when they may have been attending playgroup or nursery)
- ◆ early school age children and young people (5–8 years)
- ◆ older primary children and young people (8–12 years)
- ◆ adolescents (12–16 years) (National 5)

Early learning and childcare sector activity 1

What do you think happens in each of the following settings?

- ◆ Nursery class
- ◆ Nursery school
- ◆ Pre-school unit
- ◆ Private nursery
- ◆ Play group
- ◆ Parent and toddler club
- ◆ Mother and baby group
- ◆ Breakfast club
- ◆ Wraparound care service
- ◆ Summer play scheme
- ◆ Crèche
- ◆ Children and family centre
- ◆ Play scheme for children with additional support needs
- ◆ Family support service
- ◆ Respite care service
- ◆ Day carer service
- ◆ Outdoor/nature nursery

Ask learners to think back to memories of going to one of these settings by answering the following questions:

- ◆ Have you attended any of these settings?
- ◆ Do you have any memories of being at one of these settings?
- ◆ Do you know anyone that works at any of these settings?
- ◆ Why do you think there are so many different childcare settings?

After learners have recorded this information, ask them to share their suggestions with the class. You could use a chart to record their feedback.

The lecturer could end this lesson by providing the learners with a summary of how these settings are run — for example are they funded by a local authority, privately owned or a registered charity.

Local authority

There are 32 local authorities in Scotland all of which come under the public or statutory sector. Each authority runs a range of services for children and young people. These services are funded by the UK government. Services are usually distributed throughout the local authority area often in schools or classes — though in the case of children and families' services and other play schemes they may be in a variety of locations. The larger the authority the more services they are likely to have. They will all have a manager and staff who are paid by and are answerable to the local authority. Quite often the manager is a head teacher where it is a school or class. Funding comes directly from the government or as part

of the money paid by citizens through their council tax. Services are quality assured by the local authority and inspected by the Care Inspectorate. They may also be inspected by Education Scotland. Education Scotland is responsible for inspecting all schools and early learning and childcare (ELC) establishments in Scotland. Education Scotland uses the 'how good is our school?' (HGIOS) framework to inspect settings.

This sector does not make any extra money from running their services.

Private sector

The private sector is one where there is an owner or a company who is running a business. The aim of the business is to provide a range of services for children and young people and their parents or carers. Private childcare provision such as nurseries can be found in different types of premises and in a range of different locations in Scotland. There tends to be more and larger nurseries in cities, but they are also to be found in small and rural settings. They will take children as young as 12 weeks and usually as old as five years — though some also offer out-of-school care which extends the age range to between 12 to 16 years.

Private childcare settings often operate from 7:30am in the morning until 6:30pm at night and so the service is often favoured by working parents and carers who find it difficult to arrange their working day around the 'school hours' that local authority settings tend to run. The services are also quality assured by the Care Inspectorate.

Parents and carers pay fees for this service.

Voluntary sector

Voluntary sector services can often trace their roots back to when there were very few services for children and young people, and when parents decided to take matters into their own hands. Traditionally, parents helped out in these services but now it is usually paid employees who run them, though they can be managed by a voluntary committee, all of whom are likely to be parents or carers.

The voluntary sector also includes organisations such as charities (for example: Barnardo's, Save the Children, Enable Scotland, Sense Scotland) that are large providers of services, often to children who have some additional support needs. In these circumstances they are not run by voluntary committees but by the organisations.

Some voluntary clubs get money from sources like the National Lottery Community Fund. Others get grants from the local authority or from the government and also charge fees to parents and carers to make up the difference between money they receive and money they need to run. Traditionally, the premises these clubs ran in were varied, for example church halls and scout halls. Now some voluntary organisations are partner providers with the local authority.

Voluntary organisations can cover a variety of childcare sources and a variety of age ranges. Some only operate for part of the year as in the case of summer holiday schemes for children with additional support needs.

Sole providers

Sole providers tend to be childminders, most of whom are self-employed and who run a business from their own home. A few are funded by the local authority to provide day care services for children who need some extra support. Mostly, fees are charged to the parent but the funded provision of 30 hours a week during term time can now also be used to pay for childminding services. The childminder will be able apply to the local authority to have these payments paid by the government.

Delivery notes topic 2: early learning and childcare provision

Early learning and childcare provision activity 1

Divide the class into small groups.

After exploring the virtual tour of a childcare setting, use this activity to provide learners with the opportunity to extend their knowledge and understanding of the layout of a childcare setting.

Ask learners to create a playroom in a childcare setting.

Before learners create their plan, they should consider the following:

- ◆ Would you change the layout and why?
- ◆ Would you include or exclude certain areas and why?

Advise learners to:

- ◆ create a paper plan of their playroom
- ◆ use the internet to find information and images of items that they would like to place in their playroom.
- ◆ take notes on the cost or price of items

Early learning and childcare provision activity 2

You should introduce the lesson by explaining to the learners that they will be looking at ways in which the services are delivered locally and also who runs the services. By this is meant whether the service is run by a voluntary organisation or by the local authority or by a private and/or a sole provider.

During this unit, you may want to invite in speakers, for example an early learning and childcare practitioner, to discuss some of the ways they support children and families. This will support learners with understanding the skills, knowledge and values that are needed. And it will introduce them to the variety of roles within the early learning and childcare sector.

There is a range of different organisations that may be prepared to do this, such as:

- ◆ Local private/pre-school practitioners
- ◆ Childminders
- ◆ After-school club workers
- ◆ Scottish Women's Aid
- ◆ Shakti
- ◆ Men in childcare
- ◆ Scottish Private Nurseries Association (<https://scottishpna.org/>)
- ◆ Scottish Pre-School Play Association (<https://earlyyearsscotland.org/>)

You may want to point out that many local authorities have officers with responsibility for different parts of the sector, for example ELC, school support and educational services. These officers may welcome the chance to provide written information about the services the local authority provides and may agree to come along and speak to a group to answer questions rather than providing information over the telephone.

Divide the class into small groups.

Ask learners to consider the list of childcare settings and to tick a box in the table on which sectors they are run by.

Provision	Local authority	Private provider	Voluntary provider	Sole provider
Nursery class				
Nursery school				
Pre-school unit				
Private nursery				
Play group				
Parent and toddler club				
Mother and baby group				
Breakfast club				
Wraparound care service				
Summer play scheme				
Crèche				
Children and family centre				
Play scheme for children with additional support needs				
Family support service				
Respite care service				
Childminding				
Day carer service				

You may wish to provide learners with the Childcare Provision Handout to check their answers.

Provision	Local authority	Private provider	Voluntary provider	Sole provider
Nursery class	✓			
Nursery school	✓			
Pre-school unit	✓			
Private nursery		✓	✓	
Play group	✓	✓	✓	
Parent and toddler club	✓		✓	
Mother and baby group	✓		✓	
Breakfast club	✓	✓	✓	✓
Wraparound care service	✓			✓
Summer play scheme		✓	✓	
Crèche		✓		

Provision	Local authority	Private provider	Voluntary provider	Sole provider
Children and family centre	✓			
Play scheme for children with additional support needs	✓	✓	✓	
Family support service	✓		✓	
Respite care service	✓		✓	✓
Childminding				✓
Day carer service	✓			✓

Early learning and childcare provision activity 3

Why do you think there is such a variety of childcare provision?

You should discuss this question with the whole class.

Note: The lecturer may want to point out that this provision is dynamic and will change as needs change in a particular locality. The early learning and childcare sector is one in which there are rapid changes, and some services may change their title. The lecturer should try to keep the information they provide learners with as up to date as possible.

Discussion

The list below details services that are available for families and their children.

Choice: Where the parents or carers have more than one child, the provision may need to take children from more than one age range.

Flexibility in opening times: Working parents in particular will need to be able to leave children early in the day, possibly until early evening.

A particular, targeted service or specialism: Where there is a child with a particular support need or from a particular age range, parents will need to feel assured the service can meet the child's needs adequately.

Geographical proximity: Parents may choose a service because it is near to home or near to work.

Added value: Where a service offers something extra for the child, for example lessons in a second language, dancing lessons.

Services for older children: Services that can offer after-school care or care during the summer holidays.

The lecturer should be aware that although it is not necessary at this level for the learners to understand the implications of funding arrangements for the sector, you may want to briefly describe that funded early learning and childcare (ELC) is available to all three- and four-year-olds and eligible two-year-olds.

The number of funded hours has steadily increased and now all children across Scotland are entitled to 1,140 hours (30 hours per week during school term times). These hours were originally introduced to help support working families to access affordable high quality, flexible ELC but was extended to include those children from disadvantaged backgrounds.

The Scottish Government's main aims of the expansion in ELC are to:

- ◆ improve children's outcomes and help close the poverty-related attainment gap
- ◆ increase family resilience through improved health and wellbeing of children and parents
- ◆ support parents into work, study or training

This effectively means that a parent or carer can choose to send their child to an early learning and childcare provider which can be either a private or a voluntary provider, a childminder, or a local authority pre-school unit. The place will be funded providing the contract is in place with the local authority childcare partnership.

Learners should also be advised that families can get help with childcare costs for children and young people under 18. If they are in receipt of the following:

- ◆ Tax-free childcare
- ◆ Tax credits
- ◆ Universal Credit

These benefits can be used to fund out-of-school care (including holiday play schemes). These benefits are tax credits that parents and carers on a low income can apply for. These benefits are means tested which means the amount granted is based on the parents' or carers' salaries. This means that not all parents and carers will be able to get this. Any additional hours not covered by government schemes will be paid for by parents unless there is a particular and specific need identified — for example help while a parent or carer studies.

Early learning and childcare provision activity 4

You should build on the discussion about the choice and availability of childcare provision within the sector.

What type of childcare may you need?

Ask the learners to consider the following scenarios in relation to the class discussion. In pairs or groups consider the following scenarios:

Ask learners to identify childcare provision for **each** of the five scenarios.

Scenario 1

You work full time as a nurse in a busy hospital, and you have a one-year-old child and another child aged three years. You work shifts which means your start and end time varies. You do not drive and so have to rely on getting public transport to get to and from work.

Scenario 2

You are a parent who has a parttime job in the afternoon working from 12 to 4pm. Your child finishes school at 3pm and you work five miles away from the school.

Scenario 3

You and your family have recently moved to a new town away from family and friends. You have three children aged two, six and 10. The children's father works fulltime, and you have started a part-time job. Both of you drive but you only have one car.

Scenario 4

You are a single parent, who does not have a job, but you have started voluntary work to help get you some experience to allow you to re-enter the world of work. You have two children aged two and three. Your voluntary work is three days a week from 9am to 12(noon). You are currently in receipt of government benefits.

Scenario 5

You are a working parent who works part-time, you have a child with additional support needs.

Early learning and childcare provision activity 5

Working in groups of two, ask learners to choose **one** of the scenarios in activity 5 and think of questions that the parent might have about the childcare setting.

Questions could include:

- ◆ Where would I find information on childcare provision?
- ◆ What is the quality of care?
- ◆ Will my child's rights be met and how?
- ◆ Do they cater for children with additional support needs?
- ◆ How will the childcare setting benefit my child?
- ◆ Will my child's needs be met?
- ◆ How will the childcare support the family?

You should advise learners to use the following links to explore the range of information and advice offered for parents.

Note: The lecturer should be careful to be sensitive to the type of provision these services offer. It may be that some of the learners have received some of the services themselves or they have brothers and sisters who use these.

Parent club

<https://www.parentclub.scot/topics/play-learn/early-years-childcare>

Parenting across Scotland

<https://www.parentingacrossscotland.org/>

Care Inspectorate

<https://www.careinspectorate.com/index.php/inspection-reports>

Ask learners to record information.

Groups can feedback to the class.

The lecturer should record feedback on a chart.

Early learning and childcare provision activity 6

In small groups, ask learners to investigate **five** local childcare settings and to take notes on the information provided on the various settings. The settings could include play groups, parent and toddler groups, nurseries, pre-school units, after school clubs.

Include the name of setting, opening hours, term time only or open all year, cost, age catered for and activities that they provide.

Where possible you should encourage the learners to contact these settings by either emailing, phoning or visiting the identified settings. Learners can also use the internet to help them with their investigation.

Name of provision	Address, contact details and age of children/young people	Extra information

Ask learners to record information in the table.

You may want to illustrate the different provision by making flip charts that show the range of services.

Delivery notes topic 3: meeting the needs, learning, development and rights of the child

The lecturer should provide a recap on the previous topic on childcare provision.

This lesson should introduce the learners to the significance of meeting the needs, learning, and development of children and young people and how this applies to childcare provision and the professionals working in the sector.

The lecturer should provide a recap on child development and meeting the needs of children.

Children

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young child (3–5 years)
- ◆ Child (primary school age)
- ◆ Older primary children and young people (8–12 years)
- ◆ Adolescents (12–16 years) (National 5)

Development

Advise the learners that learning and development should be considered as a continuous process; one which a new-born baby does instinctively from birth and which continues for each individual at their own rate and pace. There are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child.

You could also point out some of the principles that learners should consider when working with children and young people:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development and ensuring that the professionals working with children and young people provide meaningful experiences that meet and challenge their developmental stage. It should be pointed out to learners that this may also have a negative side — those children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.
- ◆ Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills, they will also be developing language and cognitive, social and emotional skills.

Aspects of development

You should outline the aspects of development to the learners.

- ◆ Physical development relates to the development of the body. Milestones relate to the development of gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and emotional development is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view.

Meeting the needs, learning, development and rights of the child activity 1

In small groups.

Discussion

Points for discussion should include:

- ◆ What can ELC practitioners do to ensure children and young people are supported to develop and learn if they fall outwith the normal development milestones? This means a child's development is not progressing in line with what professionals consider to be normal development.
- ◆ How can the environment of a setting help support a child's development?
- ◆ How can ELC practitioners ensure that their care of the children and young people is holistic?

Ask learners to record information.

Learners should feedback to the class.

You should record feedback on a chart.

Meeting the needs, learning, development and rights of the child activity 2

What do different provisions give children and young people within their settings?

Ask learners to think about the provision to children in childcare settings and record this information. For example, a setting will provide opportunities for children to play.

Information can be fed back to the class.

A chart should be used by the lecturer to record the learners' suggestions.

You can at this point provide a summary on theories and current thinking on the provision by childcare settings. For example, making sure that the children and young people are provided with a health and nutritious snack.

Nurseries, pre-school units and playgroups will normally provide activities to assist, develop and observe the children in their care. The activities and experiences they provide assist in the development of the children's physical, emotional, social, language and cognitive skills. The settings provide a stimulating environment for the children and give them a social environment where staff and children are from different households, have different life experiences, and are from different cultures and religions. This assists greatly in giving the children a diverse social environment to build social skills and make relationships.

Provision can include settings such as after-school clubs, social clubs and school. When children and young people attend these services the benefits to their development are massive. For example:

An afterschool football club can:

- ◆ provide an outlet for energy
- ◆ can provide opportunities for extended learning
- ◆ can provide new social groups
- ◆ encourages being outdoors
- ◆ encourages positive sportsman ship
- ◆ encourages rule following and discipline
- ◆ promotes rest and sleep

Some settings also provide meals. These meals are normally nutritious and encourage a long-lasting positive relationship with healthy eating. This is also beneficial to the parent or carer to know their child is receiving nutritious and varied meals when at the setting.

You should ask the learners to think about the following question:

What other things can you think of that a setting provides for children in their care?

Ask learners to record their answers.

Meeting the needs, learning, development and rights of the child activity 3

You should give a brief summary of the United Nations Convention on the Rights of the Child (UNCRC) and explain to the class how this relates to working in early learning and childcare.

After the Second World War, the United Nations followed the Universal Declaration of Human Rights with the Declaration on the Rights of the Child (1959). In 1989 the UN General Assembly passed the Convention on the Rights of the Child. The Convention is legally binding to countries who ratify the convention by making it part of the laws of their country. To date, over 196 countries have ratified the convention, promising to ensure that children in their country have these rights protected and promoted. The UK signed up to the UNCRC in 1989.

The UNCRC treaty is a legally binding agreement which consists of 54 articles that set out the **civil, political, economic, social and cultural rights** of children and how governments should work together to make these rights available to all children.

You should introduce the topic by asking the learners to watch the video clip 'Rights of the Child Segment 1 – What are Children's Rights?'

<https://youtu.be/COjVj9czgrY>

Ask learners to record information on this video clip.

After watching the video clip, ask the learners to consider the following questions:

- ◆ What is a right?
- ◆ What are children's rights?
- ◆ Why do children have rights?

Can the learners say what they think is a 'right'?

Ask them to feedback their suggestions to the class.

You should record the feedback on a chart.

The lecturer should provide a summary of current theories on children's rights and why they have them.

Children and young people have the same human rights as adults. They also have specific children's rights under the UNCRC that recognise their special needs so that they can develop to reach their full potential. These rights are a set of universal entitlements for every child and young person below the age of 18 and apply to children of every background and encompass what all children need in order to survive.

- ◆ Children are vulnerable
- ◆ Children need protection
- ◆ Children are a distinct group with different needs and rights from adults

Children have specific rights as part of their human rights, and it is important that adults who provide services for children and young people understand what these rights are and what they mean for professional practice.

Protection rights ensure that children and young people are kept safe from violence and harm and are given proper care by those looking after them.

Developmental rights mean that children have a right to be able to play and take part in leisure and cultural activities such as the right to be free to express their religion and beliefs. This also means that children and young people have a right to meet and socialise with other children as well as being provided with an appropriate education.

Survival rights ensure that children are provided with a good and healthy life, and that they are provided with adequate living standards.

Participation rights ensure that the child is able to voice their own opinion and have access to information so that they are able to make informed choices and decisions. Children also have a right to express a view about the things that affect them, and the Children Scotland Act (1995) includes the right to be heard on major issues as one of its principles.

Provision rights ensure that the child is entitled to a free education and that regardless of ability or background children and young people should be provided with the opportunity to access further and higher education.

It is important that adults who provide services for children and young people are aware of these rights and what they mean. However, it is not sufficient to only be aware of these rights — it is our professional role and responsibility to ensure that they are enforced and implemented. Embedding legislation and codes of practice within children’s services ensures that children’s rights are met, and that their voices and opinions are heard.

Meeting the needs, learning, development and rights of the child activity 4

What are children’s rights in relation to working in early learning and childcare?

All early learning and childcare settings should be aware of and ensure that children’s rights are being respected and adhered to.

You should ask learners to download the following documents.

‘UNCRC summary’

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

‘Convention rights’

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Ask learners to identify children’s rights that they think relate to working in early learning and childcare and to say why.

Child right	Relevance to working in early learning and childcare	UN Article

Ask learners to feedback to the class about the articles they have selected and to explain why they think these rights are relevant to working in early learning and childcare.

You should use a chart to record the learners’ responses.

Suggested children’s rights could include:

- ◆ Article 1 – definition of the child
- ◆ Articles 2 – non-discrimination

- ◆ Articles 3 – best interests of the child
- ◆ Article 6 – life, survival and development
- ◆ Article 12 – respect for the views of the child
- ◆ Article 13 – freedom of expression
- ◆ Article 14 – freedom of thought, belief and religion
- ◆ Article 15 – freedom of association
- ◆ Article 16 – right to privacy
- ◆ Article 17 – access to information
- ◆ Article 18 – parental responsibilities and state assistance
- ◆ Article 19 – protection from violence, abuse and neglect
- ◆ Article 23 – children with a disability
- ◆ Article 24 – health and health services
- ◆ Article 27 – adequate standard of living
- ◆ Article 28 – right to education
- ◆ Article 29 – goals of education
- ◆ Article 30 – children from minority or indigenous groups
- ◆ Article 31 – leisure, play and culture
- ◆ Article 39 – recovery from trauma and reintegration
- ◆ Article 42 – knowledge of rights

The results of research should be used to discuss how identified children's rights relate to those working in ELCC settings.

Meeting the needs, learning, development and rights of the child activity 5

The needs of children and the benefits of early learning and childcare to families

The lecturer should discuss some of the needs of children and the ways in which some families can benefit from using services in the sector.

You should be aware that at National 4 level the learners are being asked to select **one** example of a service and to illustrate how that service meets the needs of the child and the family. At National 5 level the learners are being asked to select **two** examples: one for a child and one for a young person and how it benefits them and their family.

Depending on the level being taught you should use the following case studies to illustrate separate types of service and three separate age ranges of children. All the case studies will illustrate the types of family need. They can be used interchangeably if you want to make up additional examples.

Working in Early Learning and Childcare — National 4

Case study one — Joel

Joel is 11 months old and lives with his mother. His mother is supported by her parents and her ex-partner's parents in caring for Joel. Joel attends a private nursery as his mother works full time, though she has some flexibility in this and sometimes finishes at 3pm or 5pm.

Joel is a healthy, alert baby who is well cared for and who has achieved all the developmental milestones for a baby of 11 months. He is extremely vocal and points to objects which he then explores with his mouth and his hands. He claps his hands vigorously and sways about when there is music on, he plays 'peek a boo' and laughs heartily. He is starting to be quite steady on his feet and likes to cruise around the nursery room. Joel's mother doesn't like him to be in a 'baby walker' as she considers this slows down Joel's natural ability to learn to walk unaided.

Joel's mother prefers him to have fruit and unsweetened juices at snack times and to have organic food for his lunch. She usually provides sandwiches or a packed lunch for him to eat. Joel is sometimes a little upset when he comes into the nursery at 8 am in the morning and when he wakens from his nap, but the nursery operate a key worker system and he is immediately looked after by his named worker. Joel likes to have a sleep at around 11 am then to eat when he wakes.

Joel is always happy to be with other children and to see his mum or grandparents when they return at 4 pm to collect him.

Joel's needs

Joel is 11 months old. He has physical, cognitive, emotional, social and language needs. He is a thriving happy healthy child. The nursery staff need to be aware of what Joel's current stage of development is and provide opportunities for Joel to build these. An example would be ensuring Joel has as much one-to-one time with a known adult as possible. During his one-to-one time Joel's carer should sing with him, play finger rhymes so that he can hear repetitive and rhythmic words, and encourage him to use his voice by acknowledging his efforts. Joel should hear stories read to him that are appropriate to his age. He should be given a range of activities that encourage his senses (see the Play Unit for details) but examples would include finger painting, playing with instruments, blowing windmills, using 'rain pipes'. Joel also needs opportunities to weight-bear and have some opportunities to be on his feet, with assistance from his practitioner. They should make sure the areas that are being used for this are safe and free from hazards.

At mealtimes the practitioners need to respect the wishes of Joel's mother and ensure he has food that has been prepared by her, and at snack time give him foods that are appropriate to her requests. As far as possible, Joel needs to have the routine that his mother has established and the staff should do some winding down, quiet activities with him around sleep time. They need to ensure it is his key worker that picks him up after his sleep since that is a time he may well be upset and looking for his mother.

The staff need to ensure that Joel is changed regularly and that he isn't uncomfortable. This will provide another opportunity for singing or playing finger rhymes and other games.

Case study one — Joel

Joel needs to have the opportunity to play with other children, but he would not be expected to share activities at this stage of development. He is more likely to play alone or to play alongside others and this is developmentally appropriate.

Joel needs to see that there is a good, warm and trusting relationship between his mother and the rest of the staff.

You should ask the learners to feedback the needs of the child and the needs of mother.

Suggestions could include:

Joel's needs:

- ◆ To feel safe
- ◆ To be nurtured
- ◆ To be challenged appropriately physically and cognitively
- ◆ To be healthy and have healthy nutritious food
- ◆ To be cared for physically
- ◆ To be cared for emotionally by having a familiar routine and familiar people around him
- ◆ To have opportunities to associate with other children

Joel's mother's needs are:

- ◆ To find a nursery that can look after Joel during the times she is working
- ◆ To find a nursery where there is flexibility for her working hours
- ◆ To find a nursery where she feels supported and where she feels she isn't judged
- ◆ To be confident that the staff are capable and able to communicate well with her
- ◆ To feel confident her child is being well cared for, safe and nurtured
- ◆ To feel confident that she can discuss his needs with staff in the nursery
- ◆ To feel assured that he is eating well and that the staff have complied with her requests
- ◆ To feel confident that if there are any issues of concern the staff will raise them with her
- ◆ To feel assured that Joel is being challenged to meet developmental milestones at an appropriate rate and in an appropriate way
- ◆ To feel happy that Joel's health and wellbeing are not being compromised because he is in a full day care setting

Ask learners to read the case study on Sui Lin.

Case study two — Sui Lin

Sui Lin Wong is four and a half years old. She has attended the local nursery school for the last six months and is due to go to primary school after the summer holidays. She has an older brother who attends the school and a baby sister who is looked after at home by her mother. There is some temporary family help at home from visiting grandparents but usually Mrs Wong is at home all day caring for her new baby, Sui Lin and her brother. The family live very close to the school and it is a very convenient location since mum doesn't drive.

Sui Lin is a quiet girl who has two special friends. She doesn't find it easy to play with other children if those friends are off. Her two special friends will be going to another school after the summer holidays and Sui Lin's mother is concerned that she has been tearful about going to nursery. Mrs Wong feels she doesn't have a wide enough circle of friends to help Sui Linn make friends out of school with other children who may be going on to the same class as her.

At nursery, Sui Lin is starting to develop an interest in the printed word and likes to 'read stories' to her friends. If her friends aren't there, she will do this activity with dolls in the home corner. Sui Lin seldom uses the paints or the craft area because she finds some of the children too boisterous.

Sui Lin has found it difficult to come into the nursery since the baby was born and often cries for the first half hour of the day. For the rest of the time, she asks if it is 'going home time'. Sui Lin is at nursery from 9:00 to 11:30 each day.

Sui Lin's needs

Sui Lin needs to feel secure in the nursery and is feeling less so since the new baby arrived. Nursery staff could speak to Sui Lin's mother asking her if it is possible for the grandparents to look after the baby and for her to spend a morning in the nursery. This might help Sui Lin feel she is getting some of the attention she may feel she is missing since the baby was born. Mrs. Wong might also be prepared to bring the baby in one day and to feed and bath the baby in the nursery. This might make Sui Lin feel special.

Sui Linn needs to be greeted each day by a member of staff who can take her to an area of the nursery that she is familiar with and enjoys. Reading a story with Sui Linn would be a good way to encourage a one-to-one relationship that this child needs at present. It will also help her to consolidate some of the early literacy skills she is building up. Sui Lin might want to make up her own books as a way of further developing this skill. This could include 'decorating' or illustrating them using paints.

To achieve this, nursery staff might set up a painting table with a restricted choice of colours next to a favourite book and discuss how the book is illustrated. With encouragement, Sui Linn might make her own illustration for her own book.

If Sui Lin likes playing with dolls in the home corner, nursery workers can set up a washing bowl there and encourage Sui Lin and other children to help wash the doll's clothes. They could set up an area in the nursery with the 'baby' dolls. They should work alongside Sui

Case study two — Sui Lin

Linn at activities while encouraging other children to join in. Tabletop games or small world equipment such as the doll's house would be a possible way of doing this.

The nursery and school share a site, and arrangements will be made by the nursery and the school staff to encourage visits to the nursery by the Primary One teacher and by the children to the Primary One. Where possible Mrs. Wong should be encouraged to accompany Sui Lin but if this isn't possible Sui Lin's brother could accompany her. Talking about these visits afterwards will be important to help Sui Lin become more familiar with the transition.

Ask the learners to feedback the needs of the child and the needs of mother.

Suggestions could include:

Sui Lin's needs:

- ◆ To feel secure at nursery
- ◆ To develop friendships with other children
- ◆ To develop skills of literacy alongside other skills
- ◆ To have emotional support
- ◆ To have some one-to-one time with staff
- ◆ To be encouraged to develop a broader range of interests and skills
- ◆ To prepare for transition to school

Sui Lin's family needs are:

- ◆ To support their child's changing needs since the birth of the new baby
- ◆ To help them to support Sui Lin's transition to primary school
- ◆ To find a nursery where the family feel the staff are able to communicate with Sui Linn
- ◆ To feel confident their child is being well cared for, safe and nurtured and supported emotionally
- ◆ To feel confident that they can discuss Sui Lin's needs with staff in the nursery
- ◆ To find a nursery that is geographically near to their home because of their circumstances
- ◆ To find a nursery and school on the same site as they have an older child at school there

Working in Early Learning and Childcare — National 5

Ask learners to read the case study on Dean.

Case study one — Dean

Dean is 13 months old and has two working parents. Both work in the health service and work unsociable hours. They can usually work out Dean's care between them, but they need to have a nursery that offers a flexible approach to their needs. Dean's mum feels very torn between wanting to resume her career and looking after Dean full time. She is often quite upset at leaving Dean in the nursery.

Dean is a healthy alert baby who is well cared for and who has achieved all the developmental milestones for a baby of 13 months. He has started to walk unaided, but unfortunately, he took his first steps when he was in the nursery. Mum was particularly upset that day. He is extremely vocal and points to objects which he then explores with his mouth and his hands. He claps his hands, loves 'dancing' to music and is very inquisitive.

Dean's mum and dad don't like him to have any artificially sweetened foods. They usually provide sandwiches or a packed lunch for him to eat.

Dean is always happy to be with other children, can sometimes be distressed when he comes into the nursery and is very happy to see his mum or dad when they pick him up — though he has been known to cry then as well.

Dean's needs

Dean is 13 months old. He has physical, cognitive, emotional, social and language needs.

He is a thriving, happy, healthy child. The nursery staff need to be aware of what Dean's current stage of development is and provide opportunities for him to build on this. An example would be ensuring he has as much one-to-one time with a known adult as possible. During his one-to-one time his practitioner should sing and talk with him, play finger rhymes so that he can hear repetitive and rhythmic words, tell stories that include his name in them and encourage any of the speech Dean is vocalising. The carer needs to be very encouraging of any efforts he is making and make sure his environment is always safe.

Dean should be told and read stories that are appropriate to his age. He should be given a range of activities that encourage his senses (see the Play Unit for details) but examples would be finger painting, playing with instruments, blowing windmills, using 'rain pipes'. Dean also needs opportunities to walk safely so his environment should be safe and clear of clutter. The practitioner should make sure the areas that are being used for this are safe and free from hazards.

At mealtimes the practitioner need to respect the wishes of Dean's family and ensure he has food that has been prepared by them, and at snack time give him foods that are appropriate to their requests.

Dean needs to have the opportunity to play with other children, but he would not be expected to share activities at this stage of development. He is more likely to play alone or to play alongside others. This is developmentally appropriate.

Case study one — Dean

He needs to see there is a good, warm, and trusting relationship between his parents and the rest of the staff.

Ask the learners to feedback the needs of the child and the needs of the parents.

Suggestions could include:

Dean's needs:

- ◆ To feel safe
- ◆ To be nurtured
- ◆ To be challenged appropriately physically and cognitively
- ◆ To be healthy and have healthy nutritious food
- ◆ To be cared for physically
- ◆ To be cared for emotionally by having a familiar routine and familiar people around him
- ◆ To have opportunities to associate with other children

Dean's parents' needs are:

- ◆ To find a nursery that can look after Dean during the times they are working
- ◆ To find a nursery where there is flexibility for their working hours
- ◆ To find a nursery where the family feel supported and where they feel they aren't judged
- ◆ To feel confident that the staff are capable and able to communicate well with them
- ◆ To feel confident their child is being well cared for, safe and nurtured
- ◆ To feel confident that they can discuss his needs with staff in the nursery
- ◆ To feel the staff are showing some empathy towards Dean's mother's needs particularly those surrounding her missing out on important developmental stages.
- ◆ To feel assured that he is eating well and that the staff have complied with their requests
- ◆ To feel confident that if there are any issues of concern the staff will raise them with them
- ◆ To feel assured that Dean is being challenged to meet developmental milestones at an appropriate rate and in an appropriate way

Ask learners to read the case study on Ramal.

Case study two — Ramal

The Rashid family have a four-year-old child, Ramal, who has some developmental delay and a six-year-old, Meera, who attends the local primary school. This school has a nursery attached and they are keen for the younger child to attend.

Before Mrs Rashid leaves Ramal there she would like to feel that they can provide him with the same level of physical help he gets at home. They will be able to offer some specialist support and opportunities for socialisation that are currently not possible for her to achieve as she has a large extended family to care for at home. She is also anxious that Ramal should attend a mainstream school and that the transition from nursery to school will not be a painful process for him.

Ramal is delighted to be going to 'real school' and is particularly happy because he knows his sister also goes there. Ramal has quite repetitive behaviour and tends to play with the same things. He is very happy to be with other children and loves dressing up. Sometimes his physical capabilities mean he needs help to put on clothes.

Mrs Rashid would like to be able to spend some time with Ramal the first week he is in nursery as she fears it might be overwhelming.

Ramal's needs

Ramal needs to feel secure in the nursery and the staff need to be able to work with Mrs Rashid to ensure she can be there for him. They should communicate with her to see if there are any particular skills or activities she would be happy to do as a way of involving Ramal with other children while having the security of mum there.

Ramal needs to have some consistency in having the same person greet him when he comes into the nursery and the staff need to plan to extend the type of activities Ramal currently goes to. This should be done in a gradual way. Reading a story with him would be a good way to encourage a one-to-one relationship with Ramal and to build up his confidence with new people. Ramal will need some physical help getting into the dressing-up clothes, but staff should see if there is a way of ensuring the fastenings are as easy as possible to encourage Ramal's independence.

The nursery team should introduce new experiences to Ramal gradually and try to follow his interests. They should encourage as much collaboration with other children as possible to help Ramal get to know other children and to ease transition into Primary One. The nursery and school share a site, and arrangements will be made by the nursery and the school staff to encourage visits to the nursery by the Primary One teacher and by the children to the Primary One classroom. Where possible, Mrs Rashid should be encouraged to accompany Ramal but if this isn't possible Ramal's sister could accompany him. Talking about these visits afterwards will be important to help Ramal become more familiar with the transition.

Ask the learners to feedback the needs of the child and the needs of the family.
Suggestions could include:

Ramal's needs:

- ◆ To feel secure at nursery
- ◆ To develop friendships with other children
- ◆ To develop a range of physical & cognitive skills
- ◆ To have emotional support
- ◆ To have some one-to-one time with staff
- ◆ To be encouraged to develop a broader range of interests and skills
- ◆ To prepare for transition to school
- ◆ To have his physical needs met

Ramal's family's needs are:

- ◆ To support their child's entry to nursery
- ◆ To have the staff there take account of his particular support needs
- ◆ To help them to support his transition to primary school
- ◆ To find a nursery where the family feel the staff are able to communicate with him
- ◆ To feel confident their child is being well cared for, safe and nurtured and supported emotionally
- ◆ To feel confident that they can discuss his needs with staff in the nursery
- ◆ To find a nursery that is willing to include mum in the settling in process
- ◆ To find a nursery and school on the same site as they have an older child at school there

Ask learners to read the case study on Alec and Jodie.

Case study three — Alec and Jodie

Alec and Jodie Smith are twins. They are nine and go to the local primary school. Their father drops them off at the school gates every day at 07:55. Both children live with him, and he is reliant on help from his parents to look after them as well. Mr Smith is a divorced, long-distance lorry driver and works erratic hours so needs to have some help before and after school for the children.

His mother picks them up from the after-school club at 18:00 and looks after them either overnight if dad is away or until he arrives home at 19:00. The after-school club is located in a school that is two miles from their primary school so the children are collected from their school and accompanied there by staff from the out-of-school care club.

The twins' mother has no access to the children and in the past there have been incidents of her trying to persuade them to go home with her. Both children found this distressing and Mr Smith is clear that only his mother or himself may pick the children up now. He has told staff that the only exception to this will be if he gives them written permission.

Case study three — Alec and Jodie

Both children love football, and their dad takes them to matches on a Saturday and to the local club for football training on a Friday night. They also go swimming on Sundays at the local pool. Mr Smith feels guilty that he doesn't have more time to help the children with their homework after school saying he is too tired when he gets in from work. In reality he feels he doesn't have the skills to help them with their reading or number work.

He is very anxious that they have as broad an after-school experience as possible since he knows that they have a limited amount of money to buy some of the more expensive toys and games.

He does his best to provide the children with a well-balanced diet that always contains fruit and occasionally vegetables. He tries to limit the number of sweets and fizzy drinks they have.

He is aware that each twin could become very dependent on the other and likes to think that each child is looked at individually. He is particularly aware that Jodie needs to have a younger female role model. He is always very willing to help out at fundraising events and is on the committee of the after-school club.

Jodie loves drama and any art-related activities. Alec prefers to play computer games but also enjoys any outdoor activities.

Ask the learners to feedback the needs of the children and the needs of their father.

Suggestions could include:

The children's needs are:

- ◆ A safe environment before school in which they can have a healthy meal and can be looked after
- ◆ An environment in which the staff will be able to assist with homework
- ◆ A range of play experiences both indoors and out
- ◆ An after-school care club where they can provide each twin with play opportunities that match their needs
- ◆ Opportunities to play separately or together as they want.
- ◆ Role models that support the children
- ◆ A safe, nurturing environment after school
- ◆ A range of food choices after school that fulfils their father's requests for healthy options
- ◆ Staff who support the children's emotional needs

The father's needs are:

- ◆ Assurance that his children are being looked after appropriately and are happy
- ◆ Assurance that they are being taken from school to after school club safely
- ◆ Assurance that their homework is being supported

- ◆ Assurance that they are safe and that his wishes are being adhered to in relation to access
- ◆ The need to know they are having opportunities to develop independent of the other and are being given a wide range of play opportunities
- ◆ The need to know they are having healthy snacks

Finish the exercise with a discussion on the settings illustrated within the case studies.

Ask learners to record information.

Ask the learners to feedback their suggestions. This can be used as a class discussion.

The discussion should include:

Settings

- ◆ Each of these examples is located in a different setting. The example of Joel is in a private nursery which is open for extended hours, and which offers expert workers who have an understanding of the specific needs of babies.
- ◆ The second of these is located in a local authority nursery class. This offered the type of hours the parent needed and also the opportunity for the child to be near to home and near to the school she would be transferring to. It also had the flexibility to allow the parent to become involved. It would not have been wrong to suggest a playgroup for this example, providing that playgroup offered some arrangements to support transitions to the school.
- ◆ In example three, the choice of service is out of school care and breakfast club. Both of these services offered opportunities for older children and also for the particular intellectual and play needs of these children. A similar example could be used to illustrate the summer holiday play scheme offering this type of support to families.

Meeting the needs, learning, development and rights of the child activity 6

The lecturer should ask the learners to revisit their investigation of childcare provision and to draw on their prior learning of child development, play and meeting the needs of children and young people.

- ◆ Explain how the childcare provision will benefit the child or young person
- ◆ Explain how the childcare provision meets the needs of the child or young person
- ◆ Explain how the childcare provision benefits and supports the family of the child or young person

Meeting the needs, learning, development and rights of the child activity 7

Class can be divided into groups or completed individually by learners.

This activity should reflect the level the lecturer is teaching.

For National 4, the learners should use the information they have found on investigating childcare provision to create a PowerPoint or a report.

The PowerPoint or report should include:

- ◆ Identify **five** childcare settings
- ◆ Relevant information on each of these settings
 - Sector (public, private or voluntary)
 - Name
 - Address
 - Manager
 - Contact details
 - Facilities provided
 - Opening hours
 - Any other additional information
- ◆ Identify an age range for each of these settings
 - 0–3 years
 - 3–5 years
 - 5–8 years
 - 8–12 years
- ◆ Identify **one** setting that provides more in-depth information:
 - Describe how the setting meets the needs of the child.
 - Describe the benefits the setting offers to families with children.

For National 5, the learners should use the information they have found on investigating childcare provision to create a PowerPoint or a report.

The PowerPoint or report should include:

- ◆ Identify **five** childcare settings
- ◆ Relevant information on each of these settings
 - Sector (public, private or voluntary)
 - Name
 - Address
 - Manager
 - Contact details
 - Facilities provided
 - Opening hours

- Any other additional information
- ◆ Identify an age range for each of these settings
 - 0–3 years
 - 3–5 years
 - 5–8 years
 - 8–12 years
- ◆ Identify:
 - One type of provision for a child
 - One type of provision for a young person
 - Explain how these two provisions support the families of the child and young person

After the exercise has been completed the learners should present to the class.

The class should be encouraged to ask questions after each presentation.

Delivery notes topic 4: skills

Skills activity 1

Outcome 2 of this unit at National 4 level has a requirement for learners to investigate the skills and values necessary to work with both children and adults in an early learning and childcare setting. The National 5 level of this unit has a requirement in outcome 2 for learners to investigate skills, knowledge and values necessary to work in an early learning and childcare setting.

Conveying information about skills, knowledge and values is quite complex because of the inter-relationship between the three. The lecturer should introduce this lesson by asking the learners the following question:

What are skills?

Learners should record information on what they think a skill is. At this point you should provide a summary on current thinking on skills and provide examples of skills needed to work with children.

A skill might be considered as **an ability or expertise that can be learned through practice**. A skill is the learned ability to perform an action with determined results with good execution often within a given amount of time, energy, or both. Some examples include:

- ◆ Communication
- ◆ Listening
- ◆ Confidentiality
- ◆ Time keeping
- ◆ Attendance
- ◆ Observing
- ◆ Negotiating
- ◆ Caring
- ◆ Common sense
- ◆ Co-operation
- ◆ Curiosity
- ◆ Effort
- ◆ Flexibility
- ◆ Engaging with children
- ◆ Team working
- ◆ Creativity
- ◆ Organisation
- ◆ Planning
- ◆ Record keeping
- ◆ Consulting
- ◆ Reflection
- ◆ Reflexivity

Skills activity 2

What skills do you have?

Ask learners to list three skills and to provide an example of when they have used each skill.

Learners should record information.

Ask learners to explore their skills further by using the 'My world or work' skills explorer tool.

<https://www.myworldofwork.co.uk/tools/skills/start>

Check that all learners are registered with 'My World of Work'.

Learners should be asked to record the skills they have and to compare with their original list.

Ask learners to feedback on what they have discovered about the skills they have.

Skills activity 3

Why is confidentiality important?

In small groups.

Encourage learners to explore the importance of keeping all information about the setting, the children and the families that use the service confidential.

Ask the learners to refer to classroom books or the internet to investigate confidentiality in childcare settings and to write a definition of confidentiality.

The learners can use the following links:

<https://cpdonline.co.uk/knowledge-base/safeguarding/confidentiality-in-childcare/>
(cpdonline.co.uk)

<https://www.gov.scot/publications/working-children-adults-risk-self-harm-practice-guidance-information-sharing-protection-confidentiality/pages/3/> (Scot.gov)

<https://lawaspect.com/how-important-is-it-to-maintain-confidentiality-in-a-childcare-setting/>
(lawaspect.com)

<https://childcare.extension.org/why-is-confidentiality-so-important-in-child-care-programs/>
(Childcare.extension.org)

Create a poster on Confidentiality in Childcare.

Skills activity 4

Communication

Introduce the skill of communication to the learners.

In our everyday life we communicate — but in what ways do we communicate?

Ask learners to list some examples in a table like this:

Verbal communication	Non-verbal communication

Explain to the learners about the different types of communication:

- ◆ verbal communication
- ◆ non-verbal communication
- ◆ body language

At this point you may provide a summary of theories and current thinking on the different types of communication.

- ◆ Body language is a type of communication in which physical behaviours, as opposed to words, are used to express, or convey the information. Such behaviour includes facial expressions, body posture, gestures, eye movement, touch and the use of space.
- ◆ Verbal communication is the use of words to convey a message. The forms of verbal communication are written and oral communication.
 - Letters
 - Texting
 - Emails
 - Books
 - Face-to-face conversations
 - Speech
 - Interviews
 - Teams/Zoom
- ◆ Nonverbal communication is the use of body to convey a message. It is the conscious and unconscious movements and postures by which attitudes and feelings are communicated.
 - Waving (an indication of 'hello' or 'goodbye' in some cultures)
 - Head nod (an indication of agreement)
 - Finger tapping (impatient or tired of waiting)
 - Arms crossed over chest (a gesture indicating defensiveness or stress)
 - Making eye contact (an indication you're paying attention)

- Handshakes
- Hugs
- Smile
- Sign languages

Skills activity 5

Ask learners to list:

- ◆ Three examples of positive body language
- ◆ Three examples of negative body language

Ask learners to feedback to the class.

The lecturer should use a chart to record.

Skills activity 6

Give each learner a card which has a facial expression or form of body language on it.

Ask learners to identify the expression or body language and explain what the feeling or emotion that is being conveyed.

Learners should record information and feedback to the class.

Skills activity 7

Explain to the learners that when working in early learning and childcare they will be dealing with all different types of people. These include parents and carers of children in your care, other members of staff and, of course, the children.

Ask learners to provide some examples of how your body language may differ when talking to a child then when talking to an adult?

Skills activity 8

In groups.

Ask each group to choose a leader.

Give the group leader a riddle or tongue twister, an example could be 'She sells, sea shells on the sea floor'.

The group leader should read the riddle or tongue twister and then whisper it to the person sitting next to them. This should be repeated until all group members have heard the riddle or tongue twister. The last learner should repeat what they have heard out loud.

The learners should then be asked to compare this to the actual riddle or tongue twister to see if they have been listening and have heard correctly.

At this point you may want to explain the importance of conveying the correct information. You may want to refer to examples of how this can be could impact on the health, wellbeing of a child in a nursery. For example:

A parent may confide in a childcare practitioner that their child has a food allergy. If this information is not communicated properly to those who should be aware, then this could endanger the child.

Skills activity 9

In small groups.

Ask the learners to investigate communication.

Why is communication so important when working with children and adults in a childcare setting?

Learners should refer to classroom books or the internet to help them find information on the importance of communication.

You could suggest the following links:

<https://www.earlyyearscares.com/How-to-create-effective-communication-between-home-and-nursery>. (earlyyearscares.com)

<https://londongoverness.com/why-is-verbal-communication-important-in-childcare/>
(Londongoverness.com)

<https://math4childrenplus.com/why-is-communication-important-to-childrens-learning/>
(math4childrenplus.com)

Learners should create a poster on the importance of communication in a childcare setting.

Ask the learners to present their completed posters to the class.

Skills activity 10

What is teamwork?

Ask learners to investigate what teamworking is and to identify the advantages of good teamwork and the disadvantages of bad team working.

Create a poster and describe the main advantages and disadvantages of team working and the potential impact this could have on a childcare setting. An example could include:

Advantages

- ◆ Smooth running of the childcare setting
- ◆ Creates a happy, calm and stimulating environment

Disadvantages

- ◆ May cause staff conflicts
- ◆ Vital information may not be passed on to the right people and could potentially put children's lives at risk.

Learners should present their poster to the class.

Skills activity 11

The lecturer should ask the learners to read the following case studies. These studies have been designed to help support learners to understand the importance of team working in a childcare setting.

In small groups.

Ask learners to identify why they think the case studies are examples of good or bad teamwork.

Learners should record their answers.

Case study 1

Jim has been asked to supervise a new employee. He has been asked to explain the daily routine and rota of chores that staff are expected to do. Jim knows that it is his turn to wash and clean the toilets but decides to tell the new staff member that they can do this.
--

Case study 2

Tracey has been going out a lot at night after work and not getting home until late. She is then sleeping in and arriving late to work.

Case study 3

Julie notices Lucy is taking down the old wall displays and asks if they need any help.

Case study 4

It is Peter's turn to tidy the outdoor area at the end of the day. It has been a sunny day and the children have been outside most of the day. Dave notices there is a lot to be put away and asks Peter if he would like a hand in tidying up.

After the exercise is complete the learners should feedback to the class.

Skills activity 12

In small groups.

What skills are important when working with children and adults in a childcare setting?

Ask learners to list:

- ◆ Skills they think you need to have to work with children
- ◆ Three skills that they think you would need to have to work with children
- ◆ Three skills that they think you would need to have to work with adults in a childcare environment

At this point you could advise learners that the adults could include:

- ◆ Parents/carers
- ◆ Colleagues (childcare practitioners)
- ◆ Professionals from other agencies
 - Educational psychologists
 - Speech and language therapists
 - Health visitors
 - Social workers
 - Police

Learners should refer to the learner notes, classroom books and the internet to help them with this activity.

The following links will also be helpful:

[Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" in Scotland](#) (Scot.gov)

[Scottish Social Services Council Common Core of skills, knowledge and values](#) (PDF from SSSC.uk.com)

[Right values, right people: Recruitment Toolkit](#) (PDF from SSSC.uk.com)

Learners should record information.

Skills activity 13

All about me

Divide the class into small groups.

Explain to the learners that this activity will allow them to explore and identify characteristics they have.

Ask the learners to complete the table on their own.

Once the learners have completed the table ask them to compare their answers with the other group member to see if they match up.

Point out that sometimes the way we see ourselves isn't how others see us. It's worth working on some aspects of how we come across to others, particularly when we are working in groups and especially if we want to achieve a successful outcome.

Characteristics	Yes, no or maybe?
Easy to get on with	
Can explain clearly	
Prepared to share ideas	
Will always co-operate	
Will always do it on time	
Will try to bring people together to help something work	
Prepared to help those who don't understand as well	
Will always do what is meant to be done as well as possible	

Delivery notes topic 5: values

Values activity 1

Introduce this lesson by asking the learners the following question:

What are values?

Learners should record information on what they think values are.

At this point you should provide a summary on current thinking on values and provide examples of the values needed to work with children.

Values are principles or standards of behaviour; one's judgement of what is important in life. They are also viewed as something more inherent, characteristic traits, but which can be nurtured and perhaps developed.

Some examples of values include:

- ◆ to be positive
- ◆ truthful
- ◆ approachable
- ◆ honest
- ◆ open
- ◆ trustworthy
- ◆ patient
- ◆ caring
- ◆ enthusiastic
- ◆ motivated
- ◆ consistent
- ◆ to have a sense of humour
- ◆ to use initiative
- ◆ to show respect and empathy
- ◆ be able to accept criticism and remain calm

Values activity 2

Individual activity.

What values do you have?

Ask the learners to list three values and to provide an example of when they have demonstrated the use of each value, or when they think it would be appropriate to use each value.

Learners should record information.

Values activity 3

The following scenarios are designed to help learners to become more aware of the values needed to work in a childcare setting.

Case study 1 – Childcare practitioner – Key worker to Sophie

Sophie is 2 years old she is feeling unwell and is too young to communicate how she is feeling.

Identify two values that the childcare practitioner would have to use to help Sophie communicate how she is feeling.

Case study 2 – Childcare practitioner – Key worker to Timmy
--

Timmy is 4 years old and has come into nursery, he is not his usual self and recently you have noticed a change in his behaviour.

Identify two values that the childcare practitioner would have to use to help Timmy communicate how she is feeling.

Values activity 4

In small groups.

What values are important when working with children and adults in a childcare setting?

Ask the learners to consider this question and to list:

- ◆ Three values that they think you would need to have to work with children
- ◆ Three values that they think you would need to have to work with adults in a childcare environment

At this point you could advise the learners that the adults could include:

- ◆ Parents/carers
- ◆ Colleagues
- ◆ Professionals from other agencies
 - Educational psychologists
 - Speech and language therapists
 - Health visitors
 - Social workers
 - Police

Learners should refer to the learner notes, classroom books and the internet to help them with this activity. The following links may help:

[Scottish Social Services Council Common Core of skills, knowledge and values](#) (PDF from SSSC.uk.com)

[Right values, right people: Recruitment Toolkit](#) (PDF from SSSC.uk.com)

Learners should record information.

Values activity 5

Whole-class activity.

Ask the learners to read the following case studies. These case studies have been designed to help reinforce the learners' knowledge of skills required to work with children and young people and to support learners to understand the connection between skills and values and how our attitude can impact on these when we are working with children and young people.

Case study 1

Anne has worked with babies for some time. She is very capable of changing nappies and has the necessary skills to do this. When she is changing a baby she makes eye contact, sings to the child, plays 'this little piggy' with the child's toes and laughs as the baby gurgles. Her attitudes are that it is important to communicate well and at the child's level, that the child is important and that she should show empathy towards him. She clearly enjoys what she does and brings an enthusiasm to the task.

The overall result is that the values she brings are sensitivity and empathy, interest and enthusiasm amongst others.

Contrast this with Jean.

Jean has worked with babies for some time. She is very capable of changing nappies and has the necessary skills to do this. However, she believes that when babies cry, they are making a 'fuss over nothing'. She often does the changing in a very matter of fact way, makes no eye contact and doesn't talk to the child during the process. As a result, she doesn't bring any particular values to the task and while the child may have had their physical needs met, none of their emotional, cognitive or social needs have been met. She undoubtedly has skills, namely the skill of changing a nappy, but without the empathy, communication and enthusiasm it becomes a sterile task with no easily recognisable values.

Case study 2

Graham is organised and sets his alarm every morning for 6:30. He is able to get up, get showered, changed and have his breakfast in an hour in time for the 7:30 bus. This gets him into the breakfast club for 8:00 in time to greet the first children at 8:15.

Because he has been able to organise himself, he always manages to greet the children enthusiastically as they come in each day, and the children look forward to seeing him. They often have stories to tell him which he listens to enthusiastically. He will help the children who find it difficult to leave their parents, often finding them a practical activity to do with him while they settle.

Graham has personal skills of organisation and planning. He communicates well and has a positive attitude towards helping the children settle in well each day. His skills and values might be described as punctual, organised, caring and being an excellent communicator.

Jimmy also works in the breakfast club. He has a busy social life outside of work and often stays out late at night.

He never gets up when the alarm goes, and his mother invariably has to shout at him to get him up and out in the morning. He seldom catches the bus he needs to get to work on time and has no time for breakfast. As a result, when he does get in, the other workers have usually had to get his tasks done for him and he stands arms folded looking over the children who are still having their food or standing leaning against a wall while the children play.

He can also be quite short tempered with the children because he is tired and hungry. This makes the children reluctant to go to him. Jimmy was employed because he described his skills as being good at music, playing sport and good at woodwork. The breakfast club thought he would be an asset as people employed there also work in the after-school club in the afternoon.

The lecturer should explain, in this context, that it is difficult to describe the skills and values Jimmy has. He is unreliable, impatient and lacks sensitivity. His skills and values are not obvious because of his attitude.

This illustrates how it is difficult to separate the three features. When you are looking at values it has to be in a context of:

- ◆ What **skills** are you bringing?
- ◆ What **values** do you possess?

Ask learners to think of some examples of where someone's skills are obvious because of the values they bring to their work.

Ask learners to record information and to feedback to the class.

Delivery notes topic 6: knowledge

Knowledge activity 1

The lecturer should introduce this lesson by asking the learners to think about the types of jobs in the early learning and childcare sector that require knowledge. For example, what does a childcare support worker need to know about the children they are working with?

Ask learners to record information and to feedback to the class.

You could suggest the following jobs require knowledge:

- ◆ Childcare support worker
- ◆ Childcare practitioner
- ◆ Childcare lead practitioner
- ◆ Childcare manager
- ◆ Teaching assistant
- ◆ Additional support needs assistant
- ◆ Play worker
- ◆ Primary school teacher
- ◆ Secondary school teacher
- ◆ School nurse
- ◆ Paediatric nurse
- ◆ Health visitor
- ◆ GP
- ◆ Educational psychologist
- ◆ Speech and language therapist
- ◆ Play therapist
- ◆ Social worker

What do we need to know to work in early learning and childcare?

Learners should record information on the types of knowledge a person needs to know or develop when working in early learning and childcare.

Ask learners to feedback their suggestions on types of knowledge a person needs to know or develop when working in early learning and childcare.

Discussion could include:

- ◆ Being able to explain information or choices to children, young people and their families
- ◆ Being aware of confidentiality, ethics and respect and knowing where to find further information and support
- ◆ Being aware of the different stages of child development
- ◆ Being able to record observations and making accurate assessments of children and young people's development and behaviour

- ◆ Being aware of and understanding their role, the wider environment and how to reflect on their practice
- ◆ Being able to recognise potential problems and take suitable action
- ◆ Being able to communicate and record information appropriately, with awareness of when to involve others
- ◆ Understand the policies and procedures related to their childcare setting

Knowledge activity 2 — National 5

At this point you should introduce the learners to the Scottish Social Services Council (SSSC).

In small groups, investigate the SSSC.

What is the Scottish Social Services Council (SSSC)?

Ask learners to refer to learners' notes, classroom books or the internet to help them learn about the SSSC.

You should ask the learners to look at the following website link:

<https://www.sssc.uk.com/>

Learners should record information and feedback to the class.

Explain the role of the SSSC to the learners.

The SSSC is the main organisation in Scotland responsible for registering individuals working in social services and for regulating their training and education. The registration of these individuals ensures that vulnerable groups that are supported by social services are protected by ensuring that individuals who have a criminal record are not able to gain employment in early learning and childcare, and that all workers working in the sector are trained and have the right qualifications.

Some of the roles that require specific qualifications in order to be registered with the SSSC are:

- ◆ Childcare support worker — SVQ Level 2 or NC Early Education and Childcare is required for this role. SSSC registration would be as a support worker
- ◆ Childcare practitioner — SVQ Level 3 or HNC Childhood Practice is required for this role. SSSC registration would be as a practitioner
- ◆ Childcare lead practitioner/manager — SVQ Level 4 or BA Hons in Childhood Practice or PDA Childhood practice is required for this role. SSSC registration would be as a lead practitioner/manager

The SSSC is also involved in workforce development and acts as the sector skills council by ensuring professionals meet the agreed standards of conduct and practice which are laid in the codes of practice for workers and employers. A breach of the codes of practice can

mean being removed from the SSSC register and will affect your ability to have a career in this field again. The standards apply both inside and outside of work.

Ask learners to read the Codes of Practice for Social Service Workers and Employers pdf.

[Codes of Practice for Social Service Workers and Employers - Scottish Social Services Council \(sssc.uk.com\)](https://www.sssc.uk.com/standards/codes-of-practice-for-social-service-workers-and-employers)

Learners should record information on the codes of practice standards.

Ask learners to:

- ◆ Identify four standards that they think would be the most important when working in the early learning and childcare sector — and to say why
- ◆ Identify one standard that surprised the learners that it was included — and to say why

Learners should record information.

Delivery notes topic 7: roles and responsibilities

Provide a recap on what they have learned so far in this unit:

- ◆ The meaning of 'provision' and what provision is available to children and families in the local community
- ◆ Service providers that we have attended in the past
- ◆ The benefits to both the children and families who access provision in our community
- ◆ The definitions of skills, values and knowledge
- ◆ Learners' skills and values and how they relate to careers in early learning and childcare
- ◆ The SSSC, its role and what it means for those working in social services when working with children and young people

Roles and responsibilities activity 1 — National 4

In small groups.

Ask learners to investigate job profiles registered under the SSSC that are specifically related to careers in education and social services and which include working directly with children and young people — for example, childcare or social work.

Advise the learners to go to the 'My world of Work' website and search for careers.

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

Learners can also refer to the information they have learned from the previous activities.

Create a poster.

Learners should include:

- ◆ Four roles found in early learning and childcare
- ◆ The skills required for each role
- ◆ The values required for each role

Roles and responsibilities activity 1 — National 5

Create a leaflet, booklet or PowerPoint.

Learners should include:

- ◆ Four roles found in early learning and childcare
- ◆ The knowledge required for each role
- ◆ The qualifications relevant to each role
- ◆ SSSC registration level
- ◆ Two SSSC codes of practice relevant to the role

Roles and responsibilities activity 2

Career pathways in early learning and childcare

Recap on the previous topic of roles and responsibilities.

Explain to the learners that they are going to be learning about the career pathways in early learning and childcare and identifying their own career pathway in this sector.

What is a SWOT analysis?

Explain to the learners that a SWOT analysis is a strategic planning and strategic management technique used to help a person or organisation identify strengths, weaknesses, opportunities and threats related to business competition or project planning. It can also help individuals become aware of their strengths and weaknesses, or any opportunities or threats, in the context of personal development.

Note: SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

Ask learners to create their own SWOT analysis.

Advise the learners that to make the most of a personal SWOT analysis, they will want to not only list their strengths, weaknesses, opportunities, and threats, but expand upon them. The amount of detail and analysis that they conduct will depend on the individual, but some questions the learners can ask themselves include:

- ◆ Where does this [strength, weakness, opportunity, threat] come from?
- ◆ How does it affect me and my life?
- ◆ What am I going to do about it? What are the next steps?

Ask learners to use the SWOT analysis template. You should advise the learners to use the skills identified in 'My World of Work'.

SWOT analysis template

Strengths	Weaknesses

Opportunities	Threats

Roles and responsibilities activity 3

Ask the learners to look at their SWOT analysis and think about how they could improve their weaknesses.

Weakness	How could I improve this?	Improvement goals

Ask learners to take another look at their SWOT analysis and think about their strengths.

Strength	Where does this strength come from?	An example of my strength in practice

Roles and responsibilities activity 4 — National 5

Advise the learners that it can be quite scary to think about your career beyond school life. This activity will give learners the opportunity to think about their career path and how they would create a plan to progress into their career.

Ask the learners to record information on:

- ◆ What qualifications they have or are working towards
- ◆ What career in early learning and childcare are they interested in

Roles and responsibilities activity 5 — National 5

Ask the learners to use the internet to look for one job vacancy in Scotland in the early learning and childcare sector.

They should download or copy and paste the job vacancy into a Word document.

Learners should feedback to the class about the job vacancy they have found.

Roles and responsibilities activity 6 — National 5

Ask the learners to use this link:

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

to search for the childcare practitioner role and to identify:

- ◆ the qualifications needed for this role

Roles and responsibilities activity 7 — National 5

Ask the learners to create a plan to get them from their current qualifications to the qualifications needed for the career they have chosen – for example if you need a post-graduate diploma in education (PGDE) in primary teaching then how long would this take you to complete? What other qualifications do you need?

Roles and responsibilities activity 8 — National 4 and National 5

Advise the learners that they have reached the final activity for this topic.

Ask them to evaluate the following:

- ◆ Their time in learning about early learning and childcare
- ◆ Their effort while undertaking the early learning and childcare course
- ◆ Their learning experience while taking the Skills for Work Early Learning and Childcare National 4 or National 5 Course.

Learners' evaluations for National 4 should be no more than 300 words and for National 5 no more than 400 words.

Delivery notes topic 8: employability skills

Employability skills activity 1

What are employability skills?

'Employability refers to the attributes of a person that make that person able to gain and maintain employment'.

Employability skills are those generic skills and attitudes that are valued by employers, such as:

- ◆ Understanding of the workplace and the employee's responsibilities, for example, timekeeping, appearance, customer care
- ◆ Self-evaluation skills
- ◆ Positive attitude to learning
- ◆ Flexible approaches to solving problems
- ◆ Adaptability and positive attitude to change
- ◆ Confidence to set goals, reflect and learn from experience

And specific employability skills for early learning and childcare.

What makes you employable?

Having attributes, skills and qualities which stand out from other candidates can always be a bonus. Having skills that are 'transferable' is an asset when trying to gain employment, but what do we mean by 'transferable' skills'?

Transferable skills are **those that you can carry from one job to another**, which is incredibly useful when you are applying for a new job or thinking about a career change.

What are some examples?

- ◆ Dependability
- ◆ Leadership and team management
- ◆ Problem-solving
- ◆ Data analysis
- ◆ Communication
- ◆ Time management
- ◆ Empathy
- ◆ Adaptability

Ask your learners to describe a childcare practitioner — an adult who cares, guides and supports young children during their early years' education.

- ◆ What are their skills?
- ◆ What do they need to know?
- ◆ What values should they hold?

You may wish to make posters or to draw round a picture of a learner to present the information about the 'childcare practitioner'.

Employability skills activity 2

When applying for a job you will be asked to either fill in an application form or submit your CV. Both normally have a personal statement attached.

Ask the learners to write a personal statement that you think would be acceptable to use when applying for a job in ELCC.

Employability skills activity 3

Ask the learners to record their answers to the following questions:

When going for a job interview it is important to be prepared, what sort of preparations would you take in relation to dressing for an interview?

When attending a job interview what kind of preparations might you undertake before your interview?

Employability skills activity 4

Teamwork — straw tower task

Group task.

Provide each group with a pack of straws and a roll of sticky tape.

Give them 20 minutes to make the tallest tower they can from the straws. The tower must be free-standing.

Discuss the skills which they used when working as part of a team to build this tower.

Make a list of these skills and discuss if they would be needed for providing play for children and young people.

As part of the Skills for Work Course, your learners will be working as part of different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help them build the skills they will need if they get a job in the early learning and childcare sector or in any other sector.

From the activities they have already undertaken, discuss the skills they have already used to work as an effective team member:

As a class, make a list of the skills needed to be an effective team member when supporting and facilitating play for children and young people.

Here are some things they may suggest that are needed to be a good team member:

- ◆ Contribute to team discussion
- ◆ Be enthusiastic
- ◆ Share your ideas
- ◆ Acknowledge the ideas of others
- ◆ Be helpful to other team members
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible
- ◆ Be supportive of each other
- ◆ Take responsibility for your own actions

Learner support section

Lecturer notes on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered and used in whatever way suits individual centres and their particular situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 4: Working in Early Learning and Childcare

Outcome 1

Describe provision in the early learning and childcare sector.

Performance criteria

- (a) Identify the types of early learning and childcare provision available.
- (b) Describe how an early learning and childcare setting meets the needs of the child.
- (c) Describe the benefits which this setting offers to families with children.

Outcome 2

Explain the employability skills and values required of professionals who work in early learning and childcare.

Performance criteria

- (a) Explain the employability skills required to work in early learning and childcare.
- (b) Explain the values required to work in early learning and childcare.
- (c) Describe professionals in early learning and childcare who utilise these skills and values.

National 5: Working in Early Learning and Childcare

Outcome 1

Investigate the range of early learning and childcare provision for children and young people.

Performance criteria

- (a) Identify the types of early learning and childcare provision for children and young people.
- (b) Explain how provision meets the needs of children and young people.
- (c) Explain how provision supports families with children and young people.

Outcome 2

Explain the skills, knowledge and values required to work in early learning and childcare.

Performance criteria

- (a) Describe the skills, knowledge and values required to work in the early learning and childcare sector.
- (b) Explain why the skills, knowledge and values described are important.

Outcome 3

Investigate career options within the early learning and childcare sector.

Performance criteria

- (a) Identify a range of professional roles in the early learning and childcare sector.
- (b) Describe the roles early learning and childcare professionals in the sector.
- (c) Identify the qualifications required to fulfil the roles.
- (d) Identify the route for progression in a chosen career.

Learner notes topic 1: early learning and childcare sector

Background

The early learning and childcare sector is part of the overall social services sector in Scotland.

Following the *Regulation of Care Act (Scotland) 2001*, two regulatory bodies were established in Scotland: The Scottish Commission for the Regulation of Care (Care Commission) became the independent regulator of all care services in Scotland. The Scottish Social Services Council (SSSC) became the main organisation responsible for registering individuals who work in social services and regulating the education and training of these individuals. The people working in the sector, who are not already registered by another regulatory body (for example teachers already registered with the General Teaching Council for Scotland (GTCS)), have been subject to registration by the Scottish Social Services Council (SSSC) since 2006.

The *Public Services Reform (Scotland) Act 2010* made changes to the organisation of public services by simplifying and making them more accountable. This new Act brought other changes such as the replacement of the Care Commission by the Social Care and Social Work Inspectorate Scotland (Care Inspectorate). This new regulatory body took over the functions of the Care Commission.

In effect this means is that the actual settings (nurseries, playgroups, out-of-school care services etc), are inspected annually by the Care Inspectorate. This inspection requires providers of the services to ensure they are complying with a range of requirements that consider the provisions of the *Freedom of Information (Scotland) Act 2002* and the *Data Protection Act 2018*. This compliance ranges from ensuring the premises are fit for purpose to confirming the workers are 'fit persons' to be undertaking work with children. Additionally, providers must have up to date policies and procedures that apply to protecting information about service users and how this information is communicated and stored.

The name early learning and childcare (ELC) is considered to be an all-purpose term used to cover the full range of early learning and childcare available in Scotland today. This current description of the sector replaced earlier terms such as early education and childcare and nursery work.

Originally, work in this sector was described as 'nursery work' but the term was later deemed too narrow. Nursery work describes the type of activity that goes on with the age group of three to five and occasionally birth to five, however much of the work that goes on in this sector spans the birth to 12 age range and in some cases goes up to 16.

There is currently an equally strong drive to bring services in out-of-school care, where the emphasis is on play and care, into the mainstream of early learning and childcare. Practitioners in this sector often do not feel entirely easy about the references to 'education', preferring 'play' as the focus.

However, it is important to remember that in the ages three to five part of this sector there are strong links with the early years' curriculum and the ways in which a play-based, planned, curriculum can support children.

In 2005, additional guidance was issued on ways of supporting the development of children with *Birth to Three* (LTS 2005). Subsequent guidance has since been released. Since 2013 the Scottish Government has focused on working towards realising the ambition for Scotland to be the best place for children to grow up in and learn. These changes were paved by the implementation of the Children and Young People (Scotland) Act 2014, which has resulted in our youngest children, particularly those from birth to starting school, being at the heart of significant new developments.

To support these changes, and to facilitate the expansion of the early learning and childcare sector, the original *Building the Ambition* practice guidance was revised to incorporate and update relevant aspects of the *Pre-Birth to Three* guidance and further extending this to span across the child's learning journey into the early years of primary school.

This new guidance, *Realising the Ambition: Being Me*, reflects the original principles and philosophy of *Building the Ambition* and complements the current policy direction of ELC and early primary education. It aspires to support practitioners in delivering what babies and young children need most and how we can most effectively deliver this in Scotland to give children the best start in life. (*Realising the Ambition: Being Me* 2020).

The integration of children with additional support needs and the need for service provision that takes account of the diversity of their needs is also an important factor in this area of work.

The terminology may be unfamiliar, but it is one which is increasingly used to describe a range of services, in a variety of contexts and with a range of ages. Although as a learner you do not necessarily need to know this level of detail, it does however build your depth of knowledge knowing a little about the background to the expansion of this sector.

The funding for services in early learning and childcare has increased over the last 20 years, which has brought about an increase in the range of job opportunities and of what is expected of workers. It is important that you learn to use terminology that is up to date and so the term early learning and childcare will be used throughout these notes to describe the whole range of work that falls into this category.

How are services in the early learning and childcare sector run?

Local authority

There are 32 local authorities in Scotland all of which come under the public or statutory sector. Each authority runs a range of services for children and young people. Services are usually distributed throughout the local authority area often in schools or classes — though in the case of children and families' services and other play schemes they may be in a variety of locations. The larger the authority the more services they are likely to have. They will all have a manager and staff who are paid by and are answerable to the local authority. Quite often the manager is a head teacher where it is a school or class. Funding comes directly from the government or as part of the money paid by citizens through their council tax. Services are quality assured by the local authority and inspected by the Care Inspectorate. They may also be inspected by Education Scotland. Education Scotland is responsible for inspecting all schools and early learning and childcare (ELC) establishments

in Scotland. Education Scotland uses the 'how good is our school?' (HGIOS) framework to inspect settings.

This sector does not make any extra money from running their services.

Private sector

The private sector is one where there is an owner or a company who is running a business. The aim of the business is to provide a range of services for children and young people and their parents or carers. Private childcare provision such as nurseries are to be found in different types of premises and in a range of different locations in Scotland. There tends to be more and larger nurseries in cities, but they are also to be found in small and rural settings. They will take children as young as 12 weeks and usually as old as five years though some also offer out-of-school care which extends the age range to between 12 to 16 years.

Private childcare settings often operate from 7:30am in the morning until 6:30pm at night and so the service is often favoured by working parents and carers who find it difficult to arrange their working day around the 'school hours' that local authority settings tend to run. The services are also quality assured by the Care Inspectorate.

Parents and carers pay fees for this service. However, the Scottish Government has in the last 20 years steadily increased the number of hours of funded provision. These hours were originally introduced to help support working families to access affordable high quality, flexible ELC. In 2014, funded provision rose to 600 hours for 3- and 4-year-olds and some 2-year-olds and was extended to include those children from disadvantaged backgrounds. In 2020, the number of funded hours increased to 1,140 hours (30 hours per week during school term times). The expansion seeks to not only extend funded places, but to also improve the quality of our ELC provision across Scotland. Research into early childhood has found that the earliest years of life are crucial for every child. Evidence indicates that in order to enable children to fulfil their potential and contribute to closing the poverty-related gap in children's outcomes, the care that they require has to be of the highest quality.

Voluntary sector

Voluntary sector services can often trace their roots back to when there were very few services for children and young people, and when parents decided to take matters into their own hands. Traditionally, parents helped out in these services but now it is usually paid employees who run them, though they can be managed by a voluntary committee, all of whom are likely to be parents or carers.

The voluntary sector also includes organisations such as charities (for example Barnardo's, Save the Children, Enable Scotland, Sense Scotland) that are large providers of services, often to children who have some additional support needs. In these circumstances they are not run by voluntary committees but by the organisations.

For more information on the work of these organisations please refer to the websites below:

<http://www.barnardos.org.uk/>

<http://www.savethechildren.org.uk>

<https://www.sensescotland.org.uk/what-we-do/support/>

<https://www.enable.org.uk/>

Some voluntary clubs get money from sources like the National Lottery Community Fund:

<https://www.tnlcommunityfund.org.uk/>

Others get grants from the local authority or from the government but also charge fees to parents and carers to make up the difference between money they receive and money they need to run. Traditionally, the premises these clubs operated in were varied, for example using church halls, scout halls. Now some voluntary organisations are partner providers with the local authority.

Voluntary organisations can cover a variety of childcare sources and a variety of age ranges. Some only operate for part of the year as in the case of summer holiday schemes for children with additional support needs.

Sole providers

Sole providers tend to be childminders, most of whom are self-employed and who run a business from their own home. A few are funded by the local authority to provide day care services for children who need some extra support. Mostly, fees are charged to the parent but the funded provision of 30 hours a week during term time can now also be used to pay for childminding services.

For further information on childminding please refer to the website link below:

<http://www.childminding.org/>

Learner notes topic 2: early learning and childcare provision

The provision of early learning and childcare ranges from providers with a few services to those with a much larger range of services — which may depend on the geographical location, for example:

- ◆ Mother and baby groups
- ◆ Parent and toddler groups
- ◆ Play groups
- ◆ Private nurseries
- ◆ Pre-school units
- ◆ Childminders
- ◆ Wrap around care
- ◆ Respite
- ◆ Additional support needs groups
- ◆ Breakfast clubs
- ◆ After school clubs
- ◆ Crèches
- ◆ Summer play schemes
- ◆ Children and family centres
- ◆ Outdoor/nature nurseries

Details of the different types of provision can be found through local authorities, private and voluntary sectors, and sole providers. There are organisations that represent the interests of the private and voluntary sector and for sole providers of childcare.

A list of partnership providers may be found in local libraries, from the local authority, in doctor's surgeries and health clinics. Private nurseries will be listed in the local telephone directory.

You can also access information on early learning and childcare providers for your geographical area on your local authority website or alternatively via the following organisations:

Parent club

<https://www.parentclub.scot/topics/play-learn/early-years-childcare>

Parenting across Scotland

<https://www.parentingacrossscotland.org/>

Care Inspectorate

<https://www.careinspectorate.com/index.php/inspection-reports>

Learner notes topic 3: meeting the needs, learning, development and the rights of the child

Needs of children

Depending on the level of the course you are undertaking this unit deals with the age range birth to 12 or birth to 16, and means that the needs of children will be diverse. This diversity will also be dealt with in other units such as *Child Development* or *Development and Wellbeing of Children and Young People*, *Play in Early Learning and Childcare*, *Contemporary Families and Care of Children* and *Care and Feeding of Children and Young People*. So, these notes are intended to supplement the already broad understanding you will have of the needs of children.

- ◆ baby (birth to 18 months)
- ◆ toddler (18 months to 36 months)
- ◆ young child (3–5 years)
- ◆ child (primary school age)
- ◆ older primary children and young people (8–12 years)
- ◆ adolescents (12–16 years) (National 5)

Development

Learning and development of children begins at conception and is continuous throughout childhood and into early adulthood; one which a new-born baby does instinctively from birth and continues for each individual at their own rate and pace.

You should consider the following principles when working with children and young people:

- ◆ All children develop at different rates, but developmental milestones usually follow the same sequence.
- ◆ The development of the child is integrated and although aspects of development are studied separately it is important to recognise that children develop in an integrated holistic way.
- ◆ The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development and ensuring that the professionals working with children and young people provide meaningful experiences that meet and challenge their developmental stage. You should be aware that this may also have a negative side — those children who fall outwith the norm might be labelled as different.
- ◆ Development is determined partly by heredity and partly by the environment.
- ◆ Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills, they will also be developing language and cognitive, social and emotional skills.

Aspects of development

The aspects of development are:

- ◆ Physical development relates to the development of the body. Milestones relate to the development of growth, gross motor and fine motor skills and changes in the body at puberty.
- ◆ Social and emotional development is learning about feelings and relating with other people in socially appropriate ways. Milestones relate to expressions of emotion, awareness of other people and appropriate reactions to them.
- ◆ Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory.
- ◆ Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view.

One of the main factors that should be remembered is that the *Regulation of Care Act (Scotland) 2001* and subsequent regulations are concerned with children's care.

As an early learning and childcare worker, there is a required duty of care towards children. One of the basic needs of the child is to be cared for but, in the UK, we do not always agree that the purpose of some of the three to five services is a caring one. That is because it is often felt the main purpose is to educate and because there are ambiguities about what we mean by 'care'. (See Brannen and Moss 2003: 63.)

Scotland's Ministers have a vision that Scotland should be the best place in the world for children to grow up in. All children should be **safe, healthy, achieving, nurtured, active, respected, responsible and included** — and those working with children should make sure that this becomes a reality for them.

There are many different ways in which those working with children and young people can make the vision a reality. This includes making sure that services provide ways in which children and young people can be supported to achieve their full potential. That might include integrating services where appropriate.

It is important to remember that all children progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler or a slightly older child.

Children's rights

There is also a growing awareness of children's rights in the UK and the needs of children must be seen in the context of what are the rights of children. (See Cohen et al 2004: 142-143).

After the Second World War, the United Nations followed the Universal Declaration of Human Rights with the Declaration on the Rights of the Child (1959). In 1989 the UN General Assembly passed the Convention on the Rights of the Child. The Convention is legally binding to countries who ratify the convention by making it part of the laws of their country. To date, over 196 countries have ratified the convention, promising to ensure that

children in their country have these rights protected and promoted. The UK signed up to the UNCRC in 1989.

The UNCRC treaty is a legally binding agreement which consists of 54 articles that set out the **civil, political, economic, social and cultural rights** of children and how governments should work together to make these rights available to all children.

Children and young people have the same human rights as adults. They also have specific children's rights under the UNCRC that recognise their special needs so that they can develop to reach their full potential. These rights are a set of universal entitlements for every child and young person below the age of 18 and apply to children of every background and encompass what all children need in order to survive.

- ◆ Children are vulnerable
- ◆ Children need protection
- ◆ Children are a distinct group with different needs and rights from adults

Children have specific rights as part of their human rights, and it is important that adults who provide services for children and young people understand what these rights are and what they mean for professional practice.

Protection rights ensure that children and young people are kept safe from violence and harm and are given proper care by those looking after them.

Developmental rights mean that children have a right to be able to play and take part in leisure and cultural activities such as the right to be free to express their religion and beliefs. This also means that children and young people have a right to meet and socialise with other children as well as being provided with an appropriate education.

Survival rights ensure that children are provided with a good and healthy life, and that they are provided with adequate living standards.

Participation rights ensure that the child is able to voice their own opinion and have access to information so that they are able to make informed choices and decisions. Children also have a right to express a view about the things that affect them. The *Children Scotland Act (1995)* and the *Children and Young people (Scotland) Act 2014* include the right to be heard and listened to on major issues as part of their principles.

Provision rights ensure that the child is entitled to a free education and that regardless of ability or background children and young people should be provided with the opportunity to access further and higher education.

It is important that adults who provide services for children and young people are aware of these rights and what they mean. However, it is not sufficient to only be aware of these rights — it is our professional role and responsibility to ensure that they are enforced and implemented. Embedding legislation and codes of practice within children's services ensures that children's rights are met, and that their voices and opinions are heard.

The UNCRC Articles

Article no	Name	Definition
1	Definition of the child	Everyone under the age of 18 has all the rights in the Convention.
2	Non-discrimination	The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, or any other status, whatever they think or say, whatever their family background.
3	Best interests of the child	The best interests of the child must be a top priority in all decisions and actions that affect children.
4	Implementation of the Convention	Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
5	Parental guidance and a child's evolving capacities	Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognise the child's increasing capacity to make their own choices.
6	Life, survival, and development	Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.
7	Birth registration, name, nationality, care	Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.
8	Protection and preservation of identity	Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality, or family relationships from being changed unlawfully.
9	Separation from parents	Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents unless this could cause them harm.
10	Family reunification	Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.
11	Abduction and non-return of children	Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives or being prevented from returning home.
12	Respect for the views of the child	Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article no	Name	Definition
13	Freedom of expression	Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
14	Freedom of thought, belief and religion	Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
15	Freedom of association	Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
16	Right to privacy	Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
17	Access to information from the media	Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
18	Parental responsibilities and state assistance	Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help, they need to raise their children.
19	Protection from violence, abuse, and neglect	Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.
20	Children unable to live with their family	If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language, and religion
21	Adoption	Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.
22	Refugee children	If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.
23	Children with a disability	A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must

Article no	Name	Definition
		do all they can to support disabled children and their families.
24	Health and health services	Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and wellbeing so that children can stay healthy. Richer countries must help poorer countries achieve this.
25	Review of treatment in care	If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.
26	Social security	Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.
27	Adequate standard of living	Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.
28	Right to education	Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
29	Goals of education	Education must develop every child's personality, talents, and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
30	Children from minority or indigenous groups	Every child has the right to learn and use the language, customs, and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
31	Leisure, play and culture	Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
32	Child labour	Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development, or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.
33	Drug abuse	Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.
34	Sexual exploitation	Governments must protect children from all forms of sexual abuse and exploitation.

Article no	Name	Definition
35	Abduction, sale and trafficking	Governments must protect children from being abducted, sold, or moved illegally to a different place in or outside their country for the purpose of exploitation.
36	Other forms of exploitation	Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.
37	Inhumane treatment and detention	Children must not be tortured, sentenced to the death penalty, or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained, or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care and be able to keep in contact with their family. Children must not be put in prison with adults.
38	War and armed conflicts	Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.
39	Recovery from trauma and reintegration	Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect, and social life.
40	Juvenile justice	A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.
41	Respect for higher national standards	If a country has laws and standards that go further than the present Convention, then the country must keep these laws.
42	Knowledge of rights	Governments must actively work to make sure children and adults know about the Convention.

Supporting the needs of children

What do different types of provisions provide children and young people within their settings?

Nurseries, pre-5 units, playgroups and after school clubs will normally provide activities to assist, develop and observe the children in their care. The activities and experiences they provide assist in the development for the children's physical, emotional, social, language and cognitive skills. The settings provide a stimulating environment for children and young people and give them a social environment where staff, children and young people are from different households, have different life experiences and from different cultures and religions, this assists greatly in giving the children and young people a diverse and social environment to build social skills and make relationships.

Provisions can include settings such as after school clubs, social clubs and school. When children attend these the services and benefits for the children are considerable. For example:

An afterschool football club can:

- ◆ provide an outlet for energy
- ◆ can provide opportunities for extended learning
- ◆ can provide new social groups
- ◆ encourages being outdoors
- ◆ encourages positive sportsmanship
- ◆ encourages rule following and discipline
- ◆ promotes rest and sleep

Some settings also provide meals. These meals are normally nutritious and encourage a long-lasting positive relationship with healthy eating. This is also beneficial to the parent to know their child or young person are receiving nutritious and varied meals when at the setting.

Supporting the needs of families

Families are all different and all have different needs. One thing they have at the heart is the desire to do what is best for their child or young person.

Some families find this a bit more difficult than others, but it doesn't make them any less caring.

Other families have a need to go out to work and to earn enough money to pay for the care of their children and young people amongst other things. Again, this doesn't make them less caring.

When you are working with families you need to be aware that often parents or carers feel quite guilty about leaving their children or young people in the care of others. There is often a real dilemma about needing the childcare and wishing you didn't need it. Often this means that parents ask lots of questions about their children and young people's day or give you a

lot of information about their child or young person's care needs. You have to be able to respond appropriately to this.

You are the professional contact between the parent/carer and the child or young person. The child or young person has to see that you aren't irritated by their parent/carer and that you take what they say seriously. There are certain health needs and eating needs those parents and carers will be expecting you to be aware of. If this information is given you must be clear to write it down straight away and to convey it to other members of staff. This can have potentially fatal consequences if ignored. An example of this was a case highlighted in the press about a child whose mother informed the nursery of a milk allergy. This information wasn't passed on sufficiently well and the child was given the wrong type of milk by a nursery nurse. It unfortunately resulted in the child dying.

There will also be care needs that the parent/carer will inform you of:

- ◆ a favourite book or toy
- ◆ times they like to nap
- ◆ ways they like to be woken up
- ◆ certain foods that they like/dislike
- ◆ things that they like to do

They will also tell you about day-to-day information. Some of this might be sensitive:

- ◆ parents or carers who are separating or divorcing
- ◆ news of family members who are ill
- ◆ news about parents/carers who are undergoing stressful times

All of this has to be dealt with sensitively, passed on as appropriate and understood to be confidential. Any information that is received in an early learning and childcare setting is not gossip to be spread around. This would result in a member of staff being disciplined and possibly dismissed and is a serious issue. Parents and carers expect complete discretion and confidentiality from staff members.

Finally, sometimes children and young people will tell you things that are happening to them. You need to be clear about how you are going to deal with this. Usually, if you are working as a support worker the best course of action is to let the person who is supervising you know. In the case of child protection everything has to be recorded straight away, dated and signed. Don't sit on information of a sensitive nature. You have a responsibility to the child to stick to the correct procedures.

Learner notes topic 4: skills

If you are taking this unit at National 4 level, outcome 2 has a requirement for learners to investigate the skills and values necessary to work with both children and adults in an early learning and childcare setting.

The National 5 level of this unit has a requirement in outcome 2 for learners to investigate skills, knowledge and values necessary to work in an early learning and childcare setting.

Conveying information about skills, knowledge and values is quite complex because of the inter-relationship between the three.

Skills

In identifying the different jobs in the sector, it is important to realise that there are certain specific skills required for these jobs and there are many that are general across the sector.

It is also vital to reiterate that many of the skills and competences required in this sector are high-level skills that are often difficult to explain. So, it isn't always only what the worker is doing that is important — it is often how they are doing it and the level of intellectual understanding that accompanies this.

A skill might be considered as an **ability or expertise that can be learned through practice**. A skill is the learned ability to perform an action with determined results with good execution often within a given amount of time, energy, or both.

There are many skills you will need to work with children and young people and their families. You need to be able to observe a situation and assess what is happening. You need to understand how people think and behave — and you need to enjoy what you do and work with others as part of a team.

The list below provides a few examples of the skills that you need to work with children and young people:

- ◆ Communication
- ◆ Listening
- ◆ Confidentiality
- ◆ Time keeping
- ◆ Attendance
- ◆ Observing
- ◆ Negotiating
- ◆ Caring
- ◆ Common sense
- ◆ Cooperation
- ◆ Curiosity
- ◆ Effort
- ◆ Flexibility
- ◆ Engaging with children

- ◆ Team working
- ◆ Creativity
- ◆ Organisation
- ◆ Planning
- ◆ Record keeping
- ◆ Consulting
- ◆ Reflection
- ◆ Reflexivity

Of these skills, the following are **essential**: being able to communicate effectively, work as part of a team, use reflection and reflexivity effectively to help inform practice.

Communication

Communication is more than simply the transmission of information. It requires an individual to impart information clearly and succinctly, regardless of whether the information is about facts, ideas, or emotions.

An example of communication is asking for clarification. One of the reasons we fail to do well, whether with a piece of work or in the workplace, is because we think we understand what a person has said but then realise we didn't after all. If this happens it is important to go back and ask for clarification. However, a better way of going about this is to develop the skill of checking what a person has said before we leave a situation. This is just as effective with children and young people.

An example of this in action is:

Anne has been asked by her manager to go and collect some paper from the paper store. She is asked to get a variety of colours. This is how the manager asked her.

'Go to the store Anne and see if you can get some paper. It doesn't really matter but it would be good if the children got different colours because they really like that. I know they usually only have white, but I think they should be using other colours and there's just not enough variety you know.'

So, a relatively simple instruction now seems more complicated. As Anne, this is what you might want to do to clarify the situation.

'Can I just check that what you want me to do is bring back some paper. And you want that paper to be in a range of different colours. Could you clarify how much paper you want me to bring?'

By clarifying you have shown you were listening and made sure you didn't make any mistakes.

Good communication also means that you share information appropriately with others. This will mean that sometimes you will be required to write down information so that it can be conveyed correctly.

We communicate in a variety of ways depending on whether we are communicating with children, young people or adults. For example, when a worker is communicating with a child, they have to be aware of the child's language developmental stage and adapt their use of language accordingly.

Communication can also take different forms such as body language, verbal and non-verbal communication and sign language.

Body language

Body language is a type of communication in which physical behaviours, as opposed to words, are used to express, or convey the information. Such behaviour includes facial expressions, body posture, gestures, eye movement, touch and the use of space.

Some examples include:

- ◆ If you don't like someone very much, sometimes you talk to them sitting side on and keeping your head turned away from them so that you are putting up an invisible 'shield'.
- ◆ Sometimes you raise your eyes upwards when someone is saying something as if in exasperation. Again, this isn't subtle and nor is raising your voice to be heard or if you disagree with someone.
- ◆ Standing with your arms folded or tapping your fingers impatiently can seem aggressive and off-putting to workmates.

We may think these are subtle cues but in fact children and young people often pick them up and guess that we don't get on with our workmates.

Verbal and non-verbal communication

Communication is a means of conveying a message to another person. The message might be a verbal one or a non-verbal one. Verbal communication is a type of communication using speech and language. In the workplace we use verbal communication to interact, to ask questions and to give instructions.

When you communicate by speech you need to make sure that you are clear in what you are saying. This means making good eye contact with the person you are talking to, making sure you speak appropriately and that you have been understood.

Good verbal communication is about having a voice that can be heard, that is not too soft, but one that should never be heard over others. The tone of voice is important in conveying our message. If it is too loud it appears to be shouting, if it is too quiet, we can't hear properly. The words that are used are also important.

The forms of verbal communication are written and oral communication.

- ◆ Letters
- ◆ Texting
- ◆ Emails
- ◆ Books

- ◆ Face-to-face conversations
- ◆ Speech
- ◆ Interviews
- ◆ Teams/Zoom

Communication is also about the non-verbal cues we give. Non-verbal communication is the use of the body to convey a message. It is the conscious and unconscious movements and postures by which attitudes and feelings are communicated. This type of communication is through the use of body language. These include: hand gestures that can convey impatience or that can suggest we are putting up barriers, turning our backs on children and colleagues as they are speaking, yawning as someone is talking, whispering to a workmate when another teammate is talking. It is also about the way we stand. Could we be seen as being aggressive by staring, or by standing with our arms folded? Do we convey impatience by tapping a foot while a colleague is saying something to us?

All of these mannerisms and many others are just as important as what we say.

Non-verbal communication can be either positive or negative.

Positive cues:

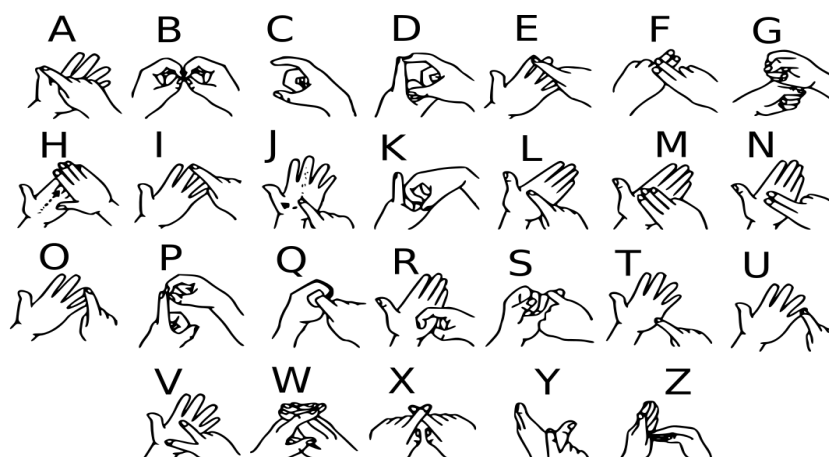
- ◆ Smiling
- ◆ Clapping hands
- ◆ Making eye contact (an indication you're paying attention)
- ◆ Handshakes
- ◆ Waving (an indication of 'hello' or 'goodbye' in some cultures)
- ◆ Head nod (an indication of agreement)
- ◆ Hugs

Negative cues:

- ◆ Not making eye contact
- ◆ Looking around when a person is talking to you directly
- ◆ Tapping feet or fingers (impatient or tired of waiting)
- ◆ Having arms crossed
- ◆ Not smiling
- ◆ Arms crossed over chest (a gesture indicating defensiveness or stress)

Sign language is a form of non-verbal communication which uses visual gestures and signs. This type of language is used by the deaf community and people who are unable to speak.

British Sign Language Alphabet



Teamwork

Teamwork is the **process of working collaboratively with a group of people in order to achieve a goal**. Teamwork forms a crucial part of the role of the early learning and childcare worker, as it is often necessary for colleagues to work well together, trying their best in any circumstance to ensure the smooth running of the setting. Good teamworking is dependent on communication, listening, co-operation, attendance, time keeping etc.

Teamwork in an early learning and childcare setting is crucial to the ways in which children and parents and carers see the service.

Good teamwork doesn't just happen. Teams work because of the people in them.

Each person has a responsibility for the other team members and a good team should use the skills that are available.

This means that a team shouldn't have lots of people who all have the same skill. It is useful to have a mix of skills. Everyone has skills, but sometimes it is difficult to see a person's qualities. This may have something to do with the way in which they go about showing these skills or it may be because other factors mask the skills they have.

So, someone who can speak a second language, but isn't prepared to share that skill in the nursery, even if asked, would not be bringing the value of co-operation to the team.

It is important in team working to remember that the level and tone of your voice says much about you. There is nothing worse than going into a room and hearing one loud voice dominating.

Skills need to be balanced with attitudes

Good teams need to work in a way that shows the balance of skills and values. Each person needs to be aware of how they are affecting other team members as well.

You can be a very able person who has lots of excellent skills but if you don't easily work with other people or take the view that it isn't your job to do particular things that might use your skills, then the team may fail.

Here is an example.

Jackie is very neat and well organised. She is very capable on the computer and is expert at making labels for use in the nursery. She knows that Yvonne is not very confident on the computer. Yvonne also needs to make labels for her group of children. She works with Yvonne during their lunchtime, showing her a quick way of running the program.

Jackie has skills in technology and has organisational skills. She shows a positive, caring approach to Yvonne's situation. Amongst her qualities are helpfulness and willingness.

There are a number of things to bear in mind if you are going to work successfully as part of a team in an early learning and childcare setting.

The examples of skills below outline some of the very important factors that define good team workers. You may want to add more to these.

Skills of listening

If you are to work successfully with others, it is important to listen to what is being said. This may seem obvious but very often people only half listen.

When you are working with children it's really important you listen to what they tell you. It is also important to listen to any instructions you are being given. Get into the habit of repeating back. This means checking by saying 'so what you are saying is...'

Another good way of remembering is to write down what has been said to you so that you have an accurate record.

Listening is important.

Working co-operatively

It is important to learn to work well with others, particularly if you are negotiating how to go about a piece of work because these are the types of skills you will need when you are working in an early learning and childcare setting.

Often teams don't work because people don't do what they say they are going to do. Being co-operative means working with other team members and being willing to discuss, share and take turns. It means that sometimes you have to be prepared to do tasks that you don't always like doing. Working co-operatively also needs good planning and organisation so that activities don't get duplicated unnecessarily because team members don't know what each person is doing.

If there is co-operation in teams then the centre is likely to run smoothly for the children.

Planning

Planning involves everyone knowing what they need to do, when they need to do it and when it has to be completed.

Planning might mean doing a project plan. There are very complicated computer systems for project planning, but you can also do some very simple ones of your own, either using the computer or using a chart similar to the one below. Remember the most effective way to plan is to break everything down into small pieces.

Imagine you are planning a journey by sea.

You don't start by getting on a boat and saying, 'Take me there'. You need to break the process down into very small steps that might include:

Doing your research:

- ◆ Deciding how you will make the journey
- ◆ Deciding why you will make the journey
- ◆ Deciding where you will make the journey to
- ◆ Deciding when you will make your journey
- ◆ Deciding what you need to take with you
- ◆ Deciding who will come with you
- ◆ Being clear about how you will make decisions

But your planning sheet can be as simple as:

Who	Where	What	When	Why	How

Punctuality

Being sensitive to others is another important factor in team working. Workers who are late lack the ability to see how their actions impact on others. If you are late, this means that someone else has to pick up your work. The children still need to be looked after and if you are not in on time someone else has to do this.

There is an expectation that those working in an early learning and childcare setting will be honest, reliable, and trustworthy.

These are important values. Children and co-workers depend on you doing what you say you will do and not letting them down.

Reliability

Reliability is about being honest about what you can manage to do and then doing it how and when you say you can.

An early learning and childcare setting is a diverse workplace. This means that you are likely to be working with adults and children who come from a variety of different backgrounds and

with a range of needs. You need to practise patience and tolerance and develop an understanding of the needs of the individuals you are working with.

Reviewing

Reflection will involve looking back at what has been done and considering how it was done, if it could have been improved, if it was successful or if it failed to meet the planning need or goal that was set.

Reflexivity is about considering how you impacted on the children. Whether what you did and how you did it was appropriate or whether it had a negative impact on the child. An example of this might be the extent to which adults sometimes ‘take over’ and answer for children.

When you have done an activity, it is important to review it. This helps you find out if the audience have understood what you wanted them to, if they felt it was well presented or if they felt unclear about it.

It is also a way of checking how well you worked as a group. Sometimes when groups get together, they haven’t been clear about who does what and the end-product is quite muddled.

Learner notes topic 5: values

When working in the early learning and childcare sector, workers are expected to be committed to upholding the values that are required to work with children and young people.

A value is defined as 'that which is worthy of esteem for its own sake, that which has intrinsic worth' (Oxford English Dictionary).

Values are principles or standards of behaviour; one's judgement of what is important in life. It is also viewed as something more inherent, a characteristic trait, but which can be nurtured and perhaps developed.

The values you need to have to work with children and young people and their families are:

- ◆ To be positive
- ◆ Truthful
- ◆ Approachable
- ◆ Honest
- ◆ Open
- ◆ Trustworthy
- ◆ Patient
- ◆ Caring
- ◆ Enthusiastic
- ◆ Motivated
- ◆ Consistent
- ◆ To have a sense of humour
- ◆ To use initiative
- ◆ To show respect and empathy
- ◆ Be able to accept criticism
- ◆ Remain calm

Learner notes topic 6: knowledge — National 5

What kinds of things should we know about when working in early learning and childcare?

- ◆ Being able to explain information or choices to children, young people and their families
- ◆ Being aware of confidentiality, ethics and respect and knowing where to find further information and support
- ◆ Being aware of the different stages of child development
- ◆ Being able to record observations and making accurate assessments of children and young people's development and behaviour
- ◆ Being aware of and understanding their role, the wider environment and how to reflect on their practice
- ◆ Being able to recognise potential problems and take suitable action
- ◆ Being able to communicate and record information appropriately, with awareness of when to involve others
- ◆ Understand the policies and procedures related to a childcare setting

Well-run childcare settings can only happen if the setting has in place up-to-date procedures and practices, and where all staff are qualified and adhere to best practice. The following links will also be helpful:

[Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" in Scotland](#) (Scot.gov)

<https://www.sssc.uk.com/entity/annotation/ada86bbc-0022-d02a-9ac0-de36c5845f1e> (SSSC.uk.com)

<https://learn.sssc.uk.com/rvrp/rvrp3.pdf> (SSSC.uk.com)

Principles of care

When working in the early learning and childcare sector, workers are expected to be committed to upholding the principles of care.

A principle is defined as 'a rule of conduct, especially good conduct' (Oxford English Dictionary).

The underlying principles of care originated from two core values: respect for the dignity of every individual and promoting the wellbeing of every individual.

The principles of care are:

- ◆ dignity and respect
- ◆ compassion
- ◆ be included
- ◆ responsive care and support
- ◆ wellbeing

These guiding principles are outlined in Scotland's Health and Social Care Standards: my support, my life (Scottish Government 2017) and the Code of Practice for Social Services Workers (SSSC 2016). They underpin personalisation and a person-centred, relationship-based approach to care practice.

Codes of practice for social services workers

As well as a requirement to become qualified, all social services workers need to comply with the SSSC Codes of Practice. The Codes set out clearly the type of behaviour that is expected from social services workers and from employers of social services workers. They are about good, ethical practice and emphasise the need for workers to be continuously improving their practice through continuing professional development and keeping evidence of this.

The main standards of practice and behaviour for social service workers are:

- ◆ I must protect and promote the rights and interests of people who use the services and carers.
- ◆ I must create and maintain the trust and confidence of people who use services and carers.
- ◆ I must promote the independence of people who use services while protecting them, as far as possible, from danger and harm.
- ◆ I must respect the rights of people who use services, while striving to make sure that their behaviour does not harm themselves or other people.
- ◆ I must uphold public trust and confidence in social services.
- ◆ I am accountable for the quality of my work and will take responsibility for maintaining and improving my knowledge and skills (Miller 2019: 367).

Full details of the SSSC Codes of Practice for Employers and Employees are available at: www.sssc.uk.com

Health and Social Care Standards: my support, my life

These standards were introduced in 2018 and replaced the National Care Standards. They came about as a result of changes made to the *Public Services Reform (Scotland) Act 2010* and the *National Health Service (Scotland) Act 1978*.

The standards set out what service users should expect and what social service providers should be doing. They should provide the basis for inspection by the Care Inspectorate. These standards differ from the SSSC Codes of Practice which only sets out what social service workers should achieve in their professional roles.

The main outcomes are:

- ◆ I experience high-quality care and support that is right for me.
- ◆ I am fully involved in all decisions about my care and support.
- ◆ I have confidence in the people who support and care for me.
- ◆ I have confidence in the organisation providing my care and support.
- ◆ I experience a high-quality environment if the organisation provides the premises.

Building the Ambition: Being Me

Building the Ambition provides practice guidance to support workers and practitioners in providing high quality early learning and childcare. It provides support for putting theory into practice.

The aims of the guidance are:

- ◆ Build confidence and capability of those who work with children and families from pre-birth to starting school and beyond.
- ◆ Make links between practice, theory and policy guidance to reinforce aspects of high quality provision and the critical role practitioners play.
- ◆ Clarify some aspects of current practice and provide a reference which practitioners can easily use.
- ◆ Support improvement and quality by encouraging discussion, self- reflection and questioning about relevant practice in a childcare setting
- ◆ Provide advice on achieving the highest quality of early learning and childcare and early primary provision that will enable young children to experience and to play their own part.

<https://education.gov.scot/improvement/practice-exemplars/a-summary-of- elc-resources/>

The following information gives a brief overview of what it means for any learner who hopes to work with children.

Registration with the SSSC

The SSSC has a statutory requirement to register workers who are employed in services, regulated by the Care Inspectorate as providing ‘Day Care Services for Children’. The Care Inspectorate has a requirement to ensure workers in services are ‘fit people’. So, employers need to make sure that they are complying with the *Protection of Vulnerable Groups (Scotland) Act 2007* (PVG). This Act requires individuals working with children and young people or with protected adults, whether in a paid or an unpaid capacity, to hold PVG registration. The onus is on employers to carry out PVG checks before any person can commence work in this sector.

PVG registration of all persons is carried out by Disclosure Scotland. These checks confirm there are no reasons why the worker should not work with children. Disclosure Scotland is also responsible for the maintenance of a list of people who are barred from working with children, young people, and protected adults.

The Care Inspectorate also requires workers to ‘be registered with a relevant regulatory body’ where one exists. In the case of early learning and childcare the relevant regulatory body is the SSSC.

The SSSC register is a qualifications-based register. This means that all workers need to have a qualification that meets the registration requirement for the part of the register for which they are applying, and which is based on the type of work they will be doing. For example, an individual may have a higher-level qualification but be doing work that fits into a

support worker category. The register is based on job functions. You register according to what you do, and you need to get the appropriate qualification for that.

There are three different parts of the Early Learning and Childcare register:

- ◆ Support workers in early learning and childcare
- ◆ Practitioners in early learning and childcare
- ◆ Lead practitioner/manager in early learning and childcare

Learners can view the qualifications required at each category by logging on to www.sssc.uk.com and following the link to qualifications criteria.

The registration categories with their functions are:

- ◆ **Support workers in learning, education and childcare** — these workers provide care and support to children.
- ◆ **Practitioners in early learning and childcare** — these workers identify and meet the care, support and learning needs of children and contribute to the development and quality assurance of informal learning activities/and or curriculum. They may also be responsible for the supervision of other workers.
- ◆ **Lead practitioners/managers in early learning and childcare** — these workers hold responsibilities for the overall development, management and quality assurance of service provision including the supervision of staff and management of resources.

Learner notes topic 7: roles and responsibilities

Some of the jobs you might find in the sector are as follows:

- ◆ Support worker
- ◆ Nursery assistant
- ◆ Crèche worker
- ◆ Playgroup assistant
- ◆ Additional support needs assistant
- ◆ Play worker
- ◆ Early years practitioner
- ◆ Nursery nurse
- ◆ Early years worker
- ◆ Childcare and education worker
- ◆ Lead practitioner/ manager
- ◆ Nursery manager
- ◆ Officer in charge
- ◆ Project officer
- ◆ Play leader
- ◆ Play manager

Each job will have its own job description that outlines what duties the worker is expected to fulfil. The job description will also indicate the skills required of the worker.

Support worker

The **support worker** provides care and support to children.

This might involve the worker welcoming children into the nursery each day, helping them to get coats off and helping to settle the children into the nursery comfortably.

The support worker might also comfort a child who is upset, sit with a child and read a story to them and prepare a snack or sit and eat with the children at lunchtime. They might provide care to babies by undertaking tasks such as changing and feeding, putting a child down for a sleep, helping the child at mealtimes and helping with day-to-day tasks in the nursery.

A support worker will work under the direction of a practitioner who may ask the support worker to prepare an area with a group of children or for a group of children under his or her direction or to provide resources for activities. They will accompany groups of children on outings to the local park or to shops providing there is a practitioner or manager with them. A support worker will engage with all the activities that go on in the nursery but will never have sole responsibility for them. Support workers in independent schools and classes would undertake a similar set of job roles. They always work under supervision.

Support worker jobs in the local authority

Traditionally, the only support worker posts for early learning and childcare in local authorities in Scotland have been support for learning assistant roles in nursery or primary/secondary schools since most posts in local authority schools and classes are for childcare and education workers (practitioners).

The **additional support needs (ASN) assistant**, as they are called in some areas, supports the needs of children and young people who have a disability or who have additional support needs. They will provide the care and support for these children and young people as required by their particular need. So, there may be elements of physical care required, or they may need to support a child or young person's behaviour, or provide support for a particular programme the child or young person has for speech or language. The ASN assistant has to be very clear about what the child or young person's planned needs are and to work under the direction of either the teacher or an educational psychologist. The type of work they do will be varied and will be very specifically targeted at the child or young person they are supporting.

Support workers in the voluntary sector

Support workers in the voluntary sector, such as in out-of-school care, provide full care for children and young people to go to and from the out-of-school care centre — including picking them up from school. They provide snacks that adhere to the promotion of healthy eating. These workers will also prepare the facility for the day's activities and arrange resources as required and at the end of the day will make sure the play area is tidied. In line with other support workers these workers undertake tasks that are delegated to them by other workers.

You will see from this description that the work of the support worker may have slight variations according to the particular sector they are in but generally the activities they do are similar. Two of the main features of the support worker is the care and support they provide and the fact that they are not in charge. All responsibility they have is delegated to them by other workers.

It is likely that the majority of workers will be in the middle category — the practitioner category.

Practitioner posts in early learning and childcare

This type of worker will be required to have an HNC Childhood Practice or an SVQ3 in Social Services for Children and Young People or similar type of qualification.

Practitioners identify and meet the care, support and learning needs of children and contribute to the development and quality assurance of informal learning activities and/or curriculum. They may also be responsible for the supervision of other workers.

Practitioner posts in all sectors: private, voluntary, or local authority, will have similar features, as described above. The range of activities they might be involved in could be:

- ◆ Planning
- ◆ Observing

- ◆ Reporting
- ◆ Recording
- ◆ Organising resources
- ◆ Ordering resources
- ◆ Leading teams
- ◆ Working directly or indirectly with parents
- ◆ Progressing policies
- ◆ Providing individual support to children (supporting reading, play etc)
- ◆ Supervising other workers

Lead practitioner posts

These workers hold responsibilities for the overall development, management and quality assurance of service provision including the supervision of staff and management of resources.

This is the manager post. They will not be found in primary schools where it is likely they will be teachers. The same is true in independent schools. Many local authority nurseries will have teachers as managers, however there are growing numbers where this is not the case and where a separate manager role is required.

These learners' notes do not go into too much detail about the different type of jobs available in each of the sectors since this is wide ranging.

Where are these jobs found?

Most **private sector employment** is in private nurseries though there are some employment opportunities in the **out-of-school care** sector that are privately run.

There is also the **independent school sector**, which is privately run, and which provides job opportunities, usually for childcare and education workers or early years practitioners as they are now called. The vast majority of these posts are at practitioner level. Independent providers are usually all-age schools — schools that may have a nursery, primary and secondary school attached. They may also have a boarding house where children are looked after if, for example, the parents are abroad working. The normal level of qualification is practitioner. Privately run special schools and residential special schools also provide employment opportunities. In reality, however, the qualifications required to work in this sector are generally higher than the support worker level and may require specialist training in addition to basic training.

Private sector employers may also offer specialist provision. An example of this would be schools and nurseries that follow a particular philosophy such as Steiner or Montessori. Any worker hoping to gain employment in these nurseries would need to expect to undertake additional training to help them understand these philosophies.

Jobs in the **local authority** tend to be practitioner level posts. Local authority posts will also include those in the children and family centres.

These posts used to be run as part of the social work services in a locality and had a range of different job titles. The service they provided was often a blend of early learning and childcare and social care, including family work. Those services will also be subject to regulation and registration by the SSSC so the job titles will now reflect the three registration categories.

Most personnel in a children or family centre will hold qualifications for practitioners and it is unlikely there will be support worker posts there. Special schools or specialist units will also be provided by local authorities.

One exception where it is possible to find support worker posts in a local authority, is in the case of additional support needs assistant jobs.

These workers will be found in nurseries where there are children with additional support needs and in primary and secondary schools where there is also that requirement. Other posts in primary schools include classroom assistant jobs where the post holders need to have a high level of literacy and numeracy skills as they are supporting the children's work in the classroom.

Finally, the **voluntary sector** has a range of different jobs available and with a variety of job titles.

Voluntary sector jobs in out-of-school care and playgroups will have the same range of opportunities as in a private nursery, so there will be support worker, practitioner and manager posts.

Charities like Barnardo's will have a range of different posts to offer at different levels, but the majority of those in projects with children and young people will be at the support worker, practitioner and lead practitioner level, unless they are engaged in residential childcare work.

Learner notes topic 8: employability skills

Working as part of a team

As part of your Skills for Work Course you will be working in different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help you build the skills you will need if you get a job in the early learning and childcare sector or in any other sector.

Most people who work in early learning and childcare carry out their role as part of a team. In some settings, like small playgroups, the teams can be small but in other settings, like large private nurseries, the teams can be large with 20 or more members sometimes split into smaller teams. Even people who seem to work on their own, like nannies, work with the parents/carers as part of a team providing care for the child.

If everyone is to benefit in the team, each member has to do their bit to ensure the team works well.

As teams are made up of people, and every person is different, it is not possible that you will share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and weaknesses, and this is what makes a balanced team.

Here are some of the things you need to do to become a good team member:

- ◆ Contribute to team discussion and meetings
- ◆ Follow instructions carefully
- ◆ Ask for help
- ◆ Be enthusiastic
- ◆ Share your ideas
- ◆ Acknowledge the ideas of others
- ◆ Look for ways of helping other team members
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible

In a team everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and weaknesses.

You will need to consider your role in the team because your behaviour can help to make the team work. Working with others is fun but you need to take your role seriously if you wish to succeed.

Key employability skills in the early learning and childcare sector

Workers in this sector have to be of good character and key to this is the requirement to successfully complete a PVG check. This process checks for any criminal convictions that might prevent you working with children. In addition, the process of being a registered

worker with the SSSC means that you need to be clear that your behaviour in and out of work is not going to compromise your profession.

Key employability skills also include thinking about appearance, manner, behaviour and willingness, as well as skills of literacy, problem solving and working with others. You need to be numerate and to have IT skills as well.

Why do appearances matter?

When you are working with children and young people and their families it is important to be aware of how you present yourself. You should look smart but not be overdressed since this is likely to be a messy job. Many nurseries have uniforms for this reason.

You will be a role model for children and young people so you need to be aware of how you are dressed and the message it can give. You should not wear items of jewellery like dangling earrings, particularly if you are working with babies. These can easily be pulled off.

When you are handling food, you will need to wear disposable gloves. If you have a hand full of rings this can cause them to tear. Keep jewellery to a minimum.

First impressions do matter!

The manner in which you conduct yourself is really important as well. You shouldn't go into work chewing gum or yawning in people's faces when they speak to you. The type of manner you should be trying to put across is that you are interested in what people are saying to you, that you are willing, that you are prepared to take the work you are doing seriously. This doesn't mean you can't have a laugh with colleagues or with the children and young people but remember — laugh with them and not about them.

Your behaviour in work is important. You should always show respect for your fellow workers, even if they have annoyed you. You can be assertive and state calmly 'I didn't like it when you spoke to me like that' if someone says something that hurts or upsets you. You shouldn't engage in slanging matches with them. This can be upsetting for children and young people, off-putting for parents, and give a very unprofessional impression. If you think you are hot-headed or lose your temper easily you will need to work on ways to manage and regulate your emotions. An easy thing to do is to count in your head to 20 before you say anything. This often stops you blurting something out that you later regret.

Bullying at work is also unacceptable. You need to be as aware of this in work as in a school. If you think you are being bullied or that a colleague is being bullied the issue needs to be tackled. Remember bullying can be:

- ◆ verbal abuse
- ◆ constantly picking on someone
- ◆ always laughing at them

Make sure you aren't the bully.

The type of employability skills that are required are:

- ◆ good communication skills
- ◆ the ability to be flexible
- ◆ workers who are prepared to be adaptable and take on additional roles if colleagues are away

You need to be punctual have a pleasant manner, have a sense of humour and be able to keep everything in perspective.

People working with children and families need to be particularly good listeners, they need to be non-judgemental and to have a range of specialist skills where necessary. This might be playing a musical instrument, being proficient in sign language, or being able to sing!

Employers need to know that if you say you will do something it will get done, so dependability is important. They also need you to be on time and not to be clock watching at the end of the day. Approachability is important when you are working with parents who can be vulnerable. Finally, and importantly, confidentiality is a must.

Learner activities

Learner activities topic 1: early learning and childcare sector

Early learning and childcare sector activity 1

Your lecturer will ask you to look at the list below.

What do you think happens in each of the following settings?

- ◆ Nursery class
- ◆ Nursery school
- ◆ Pre-school unit
- ◆ Private nursery
- ◆ Play group
- ◆ Parent and toddler club
- ◆ Mother and baby group
- ◆ Breakfast club
- ◆ Wraparound care service
- ◆ Summer play scheme
- ◆ Crèche
- ◆ Children and family centre
- ◆ Play scheme for children with additional support needs
- ◆ Family support service
- ◆ Respite care service
- ◆ Day carer service
- ◆ Outdoor/nature nursery

Think back to memories of going to one of these settings and answer the following questions.

Have you attended any of these settings?

Make notes in the space below.

Do you have any memories of being at one of these settings?

Make notes in the space below.

Do you know anyone that works at any of these settings?

Make notes in the space below.

Why do you think there are so many different childcare settings?

Make notes in the space below.

When you have completed this exercise, you will be asked to share the information you have recorded with the class.

Your lecturer will ask you to feedback to the class.

Learner activities topic 2: early learning and childcare provision

Early learning and childcare provision activity 1

Work in small groups.

To develop your knowledge and understanding of the layout of a childcare setting, create a playroom in a childcare setting.

Consider the following before you create your plan:

Would you change the layout? Why?

Make notes in the space below.

Would you include or exclude certain areas? Why?

Use the internet to find information and images of items that you would like to place in your playroom.

Use the space below to make notes on the cost or price of items that you would like to place in your playroom.

Early learning and childcare provision activity 2

In this activity you will be looking at ways in which services are delivered locally and who runs the services. A service might be run by a voluntary organisation or by the local authority or by a private provider or a sole provider.

Work in small groups.

Look at the list of childcare settings in the table below and indicate the sectors that provide support in each instance:

Provision	Local authority	Private provider	Voluntary provider	Sole provider
Nursery class				
Nursery school				
Pre-school unit				
Private nursery				
Play group				
Parent and toddler club				
Mother and baby group				
Breakfast club				
Wraparound care service				
Summer play scheme				
Crèche				
Children and family centre				
Play scheme for children with additional support needs				
Family support service				
Respite care service				
Childminding				
Day carer service				

Your lecturer will provide you with a handout that you can use to check your answers.

Share your reasons for your choices with the rest of the class.

Early learning and childcare provision activity 3

Why do you think there is such a variety of childcare provision?

Record information in the space below.

Discussion

Feedback your answers to the lecturer.

Early learning and childcare provision activity 4

What type of childcare may you need?

In pairs or groups, consider the following scenarios in relation to the class discussion:

Identify the childcare provision for **each** of the five scenarios.

Scenario 1

You work full time as a nurse in a busy hospital, and you have a one-year-old child and another child aged three years. You work shifts which means your start and end time varies. You do not drive and so have to rely on getting public transport to get to and from work.

Write your answer in the space below.

--

Scenario 2

You are a parent who has a parttime job in the afternoon working from 12 to 4pm. Your child finishes school at 3pm and you work five miles away from the school.

Write your answer in the space below.

--

Scenario 3

You and your family have recently moved to a new town away from family and friends. You have three children aged two, six and 10. The children's father works fulltime, and you have started a part-time job. Both of you drive but you only have one car.

Write your answer in the space below.

--

Scenario 4

You are a single parent, who does not have a job, but you have started voluntary work to help get you some experience to allow you to re-enter the world of work. You have two children aged two and three. Your voluntary work is three days a week from 9am to 12(noon). You are currently in receipt of government benefits.

Write your answer in the space below.

Scenario 5

You are a working parent who works part-time, you have a child with additional support needs.

Write your answer in the space below.

Groups should feedback their suggestions to the class.

Early learning and childcare provision activity 5

Work in groups of two.

Using your answer from the previous activity, choose **one** scenario and think of questions that the parent might have about the childcare setting.

Record your questions below.

Find information on the internet to answer the parent's questions.

You can use the following links to information and advice offered to parents.

Parent club

<https://www.parentclub.scot/topics/play-learn/early-years-childcare>

Parenting across Scotland

<https://www.parentingacrossscotland.org/>

Care Inspectorate

<https://www.careinspectorate.com/index.php/inspection-reports>

Use the space below for notes.

Groups can feedback to the class.

Early learning and childcare provision activity 6

Work in small groups.

Investigate **five** local childcare settings: for example, play groups, parent and toddler groups, nurseries, pre-school units, after-school clubs.

Use the table below to record the name of setting, opening hours, term time or open all year, cost, age catered for and activities provided.

Use the internet to look up local settings or contact the settings by either emailing, phoning or visiting to find out information.

Name of provision	Address, contact details and age of children/young people	Extra information

Your lecturer may ask you to report back to the class on the childcare provision you have found to illustrate the range of services available.

Learner activities topic 3: meeting the needs, learning, development and rights of the child

Meeting the needs, learning, development and rights of the child activity 1

Work in small groups.

Discussion

Consider the following questions and record your answers in the spaces below.

What can ELC practitioners do to ensure children and young people are supported to develop and learn if they fall outwith the normal developmental milestones?

How can the environment of a setting help support a child's development?

How can ELC practitioners ensure that their care of the children and young people is holistic?

Groups should feedback their answers to the lecturer.

Meeting the needs, learning, development and rights of the child activity 2

What do different types of provision give children and young people within their settings?

Think about the provision for children in childcare settings. Use the space below for notes.

Your lecturer may ask you to feed back to the class.

Next, think about the question below.

What other things can you think of that a setting provides for children in their care?

Use the space below for your notes.

Meeting the needs, learning, development and rights of the child activity 3 — National 4 and National 5

Watch the video clip Rights of the Child Segment 1 – What are Children’s Rights?

<https://youtu.be/COjVi9czgrY>

Take notes in the space below.

Think about the following questions:

What is a right?

What are children's rights?

Why do children have rights?

The lecturer will ask you to feedback your suggestions to the class.

Meeting the needs, learning, development and rights of the child activity 4

What are children's rights in relation to working in early learning and childcare?

You should download following summaries of children's rights:

UNCRC summary

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

Convention rights

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Identify children's rights that relate to working in early learning and childcare and list them in the table below. Indicate why each right is relevant.

Child right	Relevance to working in early learning and childcare	UN Article

The lecturer will ask you to feedback to the class on the articles that you have selected and to explain why you think these rights are relevant to working in early learning and childcare.

Meeting the needs, learning, development and rights of the child activity 5

The needs of children and the benefits of early education and childcare to families — National 4

Read the two case studies and think about the needs of the child and the needs of the parents or families.

Case study one — Joel

Joel is 11 months old and lives with his mother. His mother is supported by her parents and her ex-partner's parents in caring for Joel. Joel attends a private nursery as his mother works full time, though she has some flexibility in this and sometimes finishes at 3pm or 5pm.

Joel is a healthy alert baby who is well cared for and who has achieved all the developmental milestones for a baby of 11 months. He is extremely vocal and points to objects which he then explores with his mouth and his hands. He claps his hands vigorously and sways about when there is music on, he plays 'peek a boo' and laughs heartily. He is starting to be quite steady on his feet and likes to cruise around the nursery room. Joel's mother doesn't like him to be in a 'baby walker' as she considers this slows down Joel's natural ability to learn to walk unaided.

Joel's mother prefers him to have fruit and unsweetened juices at snack times and to have organic food for his lunch. She usually provides sandwiches or a packed lunch for him to eat. Joel is sometimes a little upset when he comes into the nursery at 8 am in the morning and when he wakens from his nap, but the nursery operates a key worker system and he is immediately looked after by his named worker. Joel likes to have a sleep at around 11am then to eat when he wakes.

Joel is always happy to be with other children and to see his mum or grandparents when they return at 4pm to collect him.

Joel's needs

Joel is 11 months old. He has physical, cognitive, emotional, social and language needs. He is a thriving happy healthy child. The nursery staff need to be aware of what Joel's current stage of development is and provide opportunities for Joel to build these. An example would be ensuring Joel has as much one-to-one time with a known adult as possible. During his one-to-one time Joel's carer should sing with him, play finger rhymes so that he can hear repetitive and rhythmic words, and encourage him to use his voice by acknowledging his efforts. Joel should hear stories read to him that are appropriate to his age. He should be given a range of activities that encourage his senses (see the Play Unit for details) but examples would include finger painting, playing with instruments, blowing windmills, using 'rain pipes'. Joel also needs opportunities to weight-bear and have some opportunities to be on his feet, with assistance from his practitioner. They should make sure the areas that are being used for this are safe and free from hazards.

At mealtimes the practitioners need to respect the wishes of Joel's mother and ensure he has food that has been prepared by her and at snack time give him foods that are appropriate to her requests. As far as possible, Joel needs to have the routine that his mother has established, and the staff should do some winding down, quiet activities with

Case study one — Joel

him at around sleep time. They need to ensure it is his key worker who picks him up after his sleep since that is a time when he may well be upset and looking for his mother.

The staff need to ensure that Joel is changed regularly and that he isn't uncomfortable. This will provide another opportunity for singing or playing finger rhymes and other games.

Joel needs to have the opportunity to play with other children, but he would not be expected to share activities at this stage of development. He is more likely to play alone or to play alongside others and this is developmentally appropriate.

Joel needs to see that there is a good, warm and trusting relationship between his mother and the rest of the staff.

Record information on the needs of the child and the needs of mother.

Case study two — Sui Lin

Sui Lin Wong is four and a half years old. She has attended the local nursery school for the last six months and is due to go to primary school after the summer holidays. She has an older brother who attends the school and a baby sister who is looked after at home by her mother. There is some temporary family help at home from visiting grandparents but usually Mrs Wong is at home all day caring for her new baby Sui Lin and her brother.

The family live very close to the school and it is a very convenient location since mum doesn't drive.

Sui Lin is a quiet girl who has two special friends. She doesn't find it easy to play with other children if those friends are off. They will be going to another school after the summer holidays and Sui Lin's mother is concerned that she has been tearful about going to nursery. Mrs. Wong feels she doesn't have a wide enough circle of friends to help Sui Linn make friends out of school with other children who may be going on to the same class as her.

At nursery, Sui Lin is starting to develop an interest in the printed word and likes to 'read stories' to her friends. If her friends aren't there, she will do this activity with dolls in the home corner. Sui Lin seldom uses the paints or the craft area because she finds some of the children too boisterous.

Sui Lin has found it difficult to come into the nursery since the baby was born and often cries for the first half hour of the day. For the rest of the time, she asks if it is 'going home time'.

Sui Lin is at nursery from 9:00 to 11:30 each day.

Sui Lin's needs

Sui Lin needs to feel secure in the nursery and is feeling less so since the new baby arrived. Nursery staff could speak to Sui Lin's mother asking her if it is possible for the grandparents to look after the baby and for her to spend a morning in the nursery. This might help Sui Lin feel she is getting some of the attention she may feel she is missing since the baby was born. Mrs. Wong might also be prepared to bring the baby in one day and to feed and bath the baby in the nursery. This might make Sui Lin feel special.

Sui Linn needs to be greeted each day by a member of staff who can take her to an area of the nursery that she is familiar with and enjoys. Reading a story with Sui Linn would be a good way to encourage a one-to-one relationship that this child needs at present. It will also help her to consolidate some of the early literacy skills she is building up. Sui Lin might want to make up her own books as a way of further developing this skill. This could include 'decorating' or illustrating them using paints.

To achieve this, nursery staff might set up a painting table with a restricted choice of colours next to a favourite book and discuss how the book is illustrated. With encouragement Sui Linn might make her own illustration for her own book.

If Sui Lin likes playing with dolls in the home corner, nursery workers can set up a washing bowl there and encourage Sui Lin and other children to help wash the doll's clothes. They could set up an area in the nursery with the 'baby' dolls. They should work alongside Sui Linn at activities while encouraging other children to join in. Tabletop games or small world equipment such as the doll's house would be a possible way of doing this.

The nursery and school share a site, and arrangements will be made by the nursery and the school staff to encourage visits to the nursery by the Primary One teacher and by the children to the Primary One. Where possible Mrs. Wong should be encouraged to accompany Sui Lin but if this isn't possible Sui Lin's brother could accompany her. Talking about these visits afterwards will be important to help Sui Lin become more familiar with the transition.

Record information on the needs of the child and the needs of mother.

The needs of children and the benefits of early education and childcare to families — National 5

Read the three case studies and think about the needs of the child and the needs of the parents or families.

Case study one — Dean

Dean is 13 months old and has two working parents. Both work in the health service and work unsociable hours. They can usually work out Dean's care between them, but they need to have a nursery that offers a flexible approach to their needs. Dean's mum feels very torn between wanting to resume her career and looking after Dean full time. She is often quite upset at leaving Dean in the nursery.

Dean is a healthy alert baby who is well cared for and who has achieved all the developmental milestones for a baby of 13 months. He has started to walk unaided, but unfortunately, he took his first steps when he was in the nursery. Mum was particularly upset that day. He is extremely vocal and points to objects which he then explores with his mouth and his hands. He claps his hands, loves 'dancing' to music and is very inquisitive.

Dean's mum and dad don't like him to have any artificially sweetened foods. She usually provides sandwiches or a packed lunch for him to eat.

Dean is always happy to be with other children, can sometimes be distressed when he comes into the nursery and is very happy to see his mum or dad when they pick him up though he has been known to cry then as well.

Dean's needs

Dean is 13 months old. He has physical, cognitive, emotional and social needs.

He is a thriving, happy, healthy child. The nursery staff need to be aware of what Dean's current stage of development is and provide opportunities for him to build on this. An example would be ensuring he has as much one-to-one time with a known adult as possible. During his one-to-one time his carer should sing and talk with him, play finger rhymes so that he can hear repetitive and rhythmic words, tell stories that include his name in them and encourage any of the speech Dean is vocalising. The carer needs to be very encouraging of any efforts he is making and make sure his environment is always safe.

Dean should be told and read stories that are appropriate to his age. He should be given a range of activities that encourage his senses (see the *Play Unit* for details) but examples would be finger painting, playing with instruments, blowing windmills, using 'rain pipes'. Dean also needs opportunities to walk safely so his environment should be safe and clear of clutter. The carer should make sure the areas that are being used for this are safe and free from hazards.

At mealtimes the carers need to respect the wishes of Dean's family and ensure he has food that has been prepared by them, and at snack time give him foods that are appropriate to their requests.

Dean needs to have the opportunity to play with other children, but he would not be expected to share activities at this stage of development. He is more likely to play alone or to play alongside others. This is developmentally appropriate.

He needs to see there is a good, warm and trusting relationship between his parents and the rest of the staff.

Record information on the needs of the child and the needs of the parents.

Case study two — Ramal

The Rashid family have a four-year-old child, Ramal, who has some developmental delay and a six-year-old, Meera, who attends the local primary school. This school has a nursery attached and they are keen for the younger child to attend.

Before Mrs Rashid leaves Ramal there she would like to feel that they can provide him with the same level of physical help he gets at home, but they will be able to offer some specialist support and opportunities for socialisation that are currently not possible for her to achieve as she has a large extended family to care for at home. She is also anxious that Ramal should attend a mainstream school and that the transition from nursery to school will not be a painful process for him.

Ramal is delighted to be going to 'real school' and is particularly happy because he knows his sister also goes there. Ramal has quite repetitive behaviour and tends to play with the same things. He is very happy to be with other children and loves dressing up. Sometimes his physical capabilities mean he needs help to put on clothes.

Mrs Rashid would like to be able to spend some time with Ramal the first week he is in nursery as she fears it might be overwhelming.

Ramal's needs

Ramal needs to feel secure in the nursery and the staff need to be able to work with Mrs Rashid to ensure she can be there for him. They should communicate with her to see if there are any particular skills or activities she would be happy to do as a way of involving Ramal with other children while having the security of mum there.

Ramal needs to have some consistency in having the same person greet him when he comes into the nursery and the staff need to plan to extend the type of activities Ramal currently goes to. This should be done in a gradual way. Reading a story with him would be a good way to encourage a one-to-one relationship with Ramal and to build up his confidence with new people. Ramal will need some physical help getting into the dressing-up clothes, but staff should see if there is a way of ensuring the fastenings are as easy as possible to encourage Ramal's independence.

The nursery team should introduce new experiences to Ramal gradually and try to follow his interests. They should encourage as much collaboration with other children as possible to help Ramal get to know other children and to ease transition into Primary One. The nursery and school share a site, and arrangements will be made by the nursery and the school staff to encourage visits to the nursery by the Primary One teacher and by the children to the Primary One classroom. Where possible, Mrs Rashid should be encouraged to accompany Ramal but if this isn't possible Ramal's sister could accompany him. Talking about these visits afterwards will be important to help Ramal become more familiar with the transition.

Record information on the needs of the child and the needs of the family.

Case study three — Alec and Jodie

Alec and Jodie Smith are twins. They are nine and go to the local primary school. Their father drops them off at the school gates every day at 07:55. Both children live with him, and he is reliant on help from his parents to look after them as well. Mr Smith is a divorced, long-distance lorry driver and works erratic hours so needs to have some help before and after school for the children.

His mother picks them up from the after-school club at 18:00 and looks after them either overnight if dad is away or until he arrives home at 19:00. The after-school club is located in a school that is two miles from their primary school so the children are collected from school and accompanied there by staff from the out-of-school care club.

The twins' mother has no access to the children and, in the past, there have been incidents of her trying to persuade them to go home with her. Both children found this distressing and Mr Smith is clear that only his mother or himself may pick the children up now. He has told staff that the only exception to this will be if he gives them written permission.

Both children love football, and their dad takes them to matches on a Saturday and to the local club for football training on a Friday night. They also go swimming on Sundays at the

local pool. Mr Smith feels guilty that he doesn't have more time to help the children with their homework after school saying he is too tired when he gets in from work. In reality he feels he doesn't have the skills to help them with their reading or number work.

He is very anxious that they have as broad an after-school experience as possible since he knows that they have a limited amount of money to buy some of the more expensive toys and games.

He does his best to provide the children with a well-balanced diet that always contains fruit and occasionally vegetables. He tries to limit the number of sweets and fizzy drinks they have.

He is aware that each twin could become very dependent on the other and likes to think that each child is looked at individually. He is particularly aware that Jodie needs to have a younger female role model. He is always very willing to help out at fundraising events and is on the committee of the after-school club.

Jodie loves drama and any art-related activities. Alec prefers to play computer games but also enjoys any outdoor activities.

Record information on the needs of the children and the needs of their father.

After you have completed this exercise, your lecturer will discuss the settings illustrated within the case studies.

Takes notes during the discussion.

Meeting the needs, learning, development and rights of the child activity 6

For this activity you should revisit your investigation of childcare provision and draw on your prior learning of child development, play and meeting the needs of children and young people. to answer the following questions:

Explain how the childcare provision will benefit the child or young person.

Explain how the childcare provision meets the needs of the child or young person.

Explain how the childcare provision benefits and supports the family of the child or young person.

Meeting the needs, learning, development and rights of the child activity 7

Class will be divided into groups.

Use the information you have gathered in previous activities to create a PowerPoint presentation or a report. You will need the results from your investigation of childcare provision, the benefits of using the provision, how the provision meet the needs of the child or young person, and the support provided to the family.

National 4

The PowerPoint or report should:

- ◆ Identify **five** childcare settings
- ◆ Include following relevant information for each setting:
 - Sector (public, private or voluntary)
 - Name
 - Address
 - Manager
 - Contact details
 - Facilities provided
 - Opening hours
 - Any other additional information
- ◆ Identify an age range for each setting:
 - 0–3 years
 - 3–5 years
 - 5–8 years
 - 8–12 years
- ◆ Identify **one** setting that provides more in-depth information:
 - Describe how the setting meets the needs of the child.
 - Describe the benefits the setting offers to families with children.

You may be asked to present to the class.

National 5

The PowerPoint or report should:

- ◆ Identify **five** childcare settings
- ◆ Include the following relevant information for each setting:
 - Sector (public, private or voluntary)
 - Name
 - Address
 - Manager
 - Contact details
 - Facilities provided

- Opening hours
- Any other additional information
- ◆ Identify an age range for each setting:
 - 0–3 years
 - 3–5 years
 - 5–8 years
 - 8–12 years
- ◆ Identify:
 - **one** type of provision for a child
 - **one** type of provision for a young person
 - Explain how these **two** provisions support the families of the child and young person.

Learners will be asked to present to the class.

Learner activities topic 4: skills

Skills activity 1

What are skills?

What do you think a skill is? Use the space below to make notes.

Skills activity 2

What skills do you have?

Identify **three** skills that you have and provide an example of when you have used each skill.

Record your ideas below.

Next use the 'My world or work' skills explorer tool to help see what other skills you have.

<https://www.myworldofwork.co.uk/tools/skills/start>

Record the skills you identified from the 'My world of work' website.

Compare the two lists.

Feedback to the lecturer.

Skills activity 3

Why is confidentiality important? — National 4 and National 5

In a small group, explore the importance of keeping all information confidential in a childcare setting. Think about the setting, the children and the families that use the service.

Refer to classroom books or the internet.

You can use the following links:

<https://cpdonline.co.uk/knowledge-base/safeguarding/confidentiality-in-childcare/>
(cpdonline.co.uk)

<https://www.gov.scot/publications/working-children-adults-risk-self-harm-practice-guidance-information-sharing-protection-confidentiality/pages/3/> (Scot.gov)

<https://lawaspect.com/how-important-is-it-to-maintain-confidentiality-in-a-childcare-setting/>
(lawaspect.com)

<https://childcare.extension.org/why-is-confidentiality-so-important-in-child-care-programs/>
(Childcare.extension.org)

Create a poster on Confidentiality in Childcare.

Skills activity 4

Communication

In our everyday life we communicate — but in what ways do we communicate?

List some examples in the table below:

Verbal communication	Non-verbal communication

Discuss the ways we communicate with the rest of the class.

Skills activity 5

You should list:

- ◆ **Three** examples of positive body language
- ◆ **Three** examples of negative body language

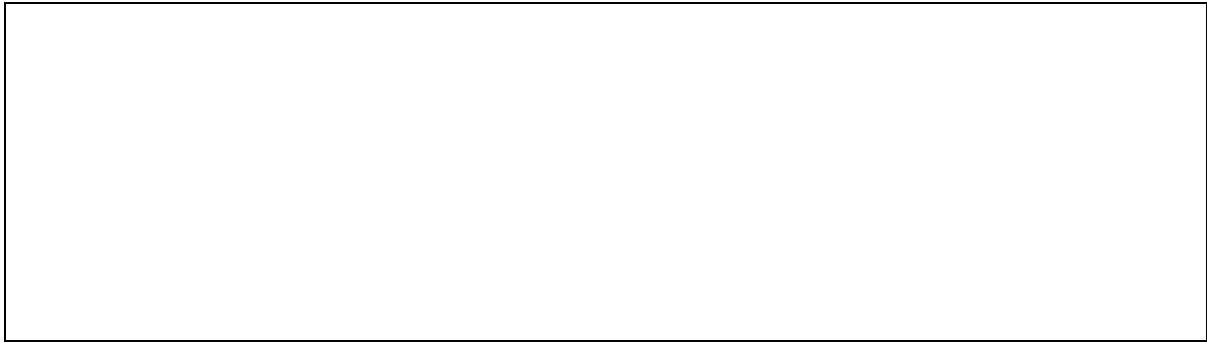
Feedback to the class.

Skills activity 6

Your lecturer will give you a card showing a facial expression or form of body language.

Identify the expression or body language and describe the feeling or emotion that is being conveyed.

Record your answers and feedback to the class.



Skills activity 7

The lecturer will explain to you that when working in early learning and childcare you will be dealing with different types of people, including: parents and carers of children in your care, other members of staff and, of course, the children and young people.

Think of some examples of how our body language may differ when talking to a child compared to when talking to an adult?

Record information below.

Skills activity 8

Work in groups. Each group should choose a leader. The leader of your group will be given a riddle or tongue twister from the lecturer.

The group leader should read the riddle or tongue twister and then whisper it to the person sitting next to them. This should be repeated until all group members have heard the riddle or tongue twister. The last learner should repeat what they have heard out loud.

Compare this to the actual riddle or tongue twister to see if it has been relayed correctly.

Skills activity 9 — National 4 and National 5

In a small group, investigate why communication is so important when working with children and adults in a childcare setting.

Refer to classroom books or the internet to find information on the importance of communication.

Use the following links to help with your investigation:

[Early Years Careers How to create effective communication between home and nursery.](http://earlyyearscareers.com)
(earlyyearscareers.com)

<https://londongoverness.com/why-is-verbal-communication-important-in-childcare/>
(Londongoverness.com)

<https://math4childrenplus.com/why-is-communication-important-to-childrens-learning/>
(math4childrenplus.com)

Create a poster on the importance of communication in a childcare setting.

After the exercise has been completed the lecturer should ask each group to present their poster.

Skills activity 10

What is teamwork?

Investigate what teamworking is. What are the advantages of good teamworking and the disadvantages of bad teamworking?

Create a poster that describes the main advantages and disadvantages and the potential impacts on a childcare setting.

Present your poster to the class.

Skills activity 11 National 4 and National 5

Read the following case studies. These studies have been designed to help support learners to understand the importance of teamworking in a childcare setting.

In small groups, identify whether the case studies are examples of good or bad teamwork and say why you think this. Record your answers in the spaces below.

Case study 1

Jim has been asked to supervise a new employee. He has been asked to explain the daily routine and rota of chores that staff are expected to do. Jim knows that it is his turn to wash and clean the toilets but decides to tell the new staff member that they can do this.

Case study 2

Tracey has been going out a lot at night after work and not getting home until late. She is then sleeping in and arriving late to work.

Case study 3

Julie notices Lucy is taking down the old wall displays and asks if they need any help.

Case study 4

It is Peter's turn to tidy the outdoor area at the end of the day. It has been a sunny day and the children have been outside most of the day. Dave notices there is a lot to be put away and asks Peter if he would like a hand in tidying up.

Learners should feedback to the class.

Skills activity 12

Work in small groups.

What skills are important when working with children and adults in a childcare setting?

You should list:

- ◆ Skills, you think you need to have to work with children
- ◆ **Three** skills that you think you would need to have to work with children
- ◆ **Three** skills that you think you would need to have to work with adults in a childcare environment

Refer to the learner notes, classroom books and the internet to help with this activity.

The following links will also be helpful:

Working in Early Learning and Childcare — National 4 and National 5

<https://www.gov.scot/publications/common-core-skills-knowledge-understanding-values-childrens-workforce-scotland> (Scot.gov)

<https://www.sssc.uk.com/entity/annotation/ada86bbc-0022-d02a-9ac0-de36c5845f1e> (PDF from SSSC.uk.com)

<https://learn.sssc.uk.com/rvrp/rvrp3.pdf> (SSSC.uk.com)

Skills activity 13

All about me

Divide the class into small groups.

The lecturer should explain to the learners that this activity will allow them to explore and identify characteristics they have.

Ask learners to complete the table.

Once learners have completed the table ask them to compare their answers with the other group member to see if they match up.

The lecturer should point out that sometimes the way we see ourselves isn't how others see us. It's worth working on some aspects of how we come across to others, particularly when we are working in groups and especially if we want to achieve a successful outcome.

Easy to get on with	
Can explain clearly	
Prepared to share ideas	
Will always co-operate	
Will always do it on time	
Will try to bring people together to help something work	
Prepared to help those who don't understand as well	
Will always do what is meant to be done as well as possible	

Learners should record information.

--

Learner activities topic 5: values

Values activity 1: What are values?

What do you think values are? Write your thoughts below.

Values activity 2: What values do you have?

List three values and provide an example of when you have demonstrated the use of this value or when you think it would be appropriate to use this value.

Values activity 3

The following scenarios are designed to help you to become more aware of the values needed to work in a childcare setting.

Identify **two** values that the childcare practitioner would have to use to help Sophie communicate how she is feeling.

Refer to your learner notes to help you with this activity.

Case study 1 – Childcare practitioner – Key worker to Sophie

Sophie is 2 years old she is feeling unwell and is too young to communicate how she is feeling.

Record the values in the space below.

Case study 2 – Childcare practitioner – Key worker to Timmy

Timmy is 4 years old and has come into nursery, he is not his usual self and recently you have noticed a change in his behaviour.

Record the values in the space below.

Values activity 4

Work in small groups.

What values are important when working with children and adults in a childcare setting?

List **three** values that you think you would need to have to work with:

- ◆ children
- ◆ adults in a childcare environment

Record your answers below.

Refer to the learner notes, classroom books and the internet to help with this activity.

<https://www.sssc.uk.com/entity/annotation/ada86bbc-0022-d02a-9ac0-de36c5845f1e>
(SSSC.uk.com)

<https://learn.sssc.uk.com/rvrp/rvrp3.pdf> (SSSC.uk.com)

Values activity 5

Whole-class activity.

Read the following case studies. These case studies have been designed to help reinforce your knowledge of skills required to work with children and young people. These skills will also support you to understand the connection between skills and values and how our attitude can impact on these when we are working with children and young people.

Case study 1

Anne has worked with babies for some time. She is very capable of changing nappies and has the necessary skills to do this. When she is changing a baby she makes eye contact, sings to the child, plays 'this little piggy' with the child's toes and laughs as the baby gurgles. Her attitudes are that it is important to communicate well and at the child's level, that the child is important and that she should show empathy towards him. She clearly enjoys what she does and brings an enthusiasm to the task.

The overall result is that the values she brings are sensitivity and empathy, interest and enthusiasm amongst others.

Contrast this with Jean.

Jean has worked with babies for some time. She is very capable of changing nappies and has the necessary skills to do this. However, she believes that when babies cry, they are making a 'fuss over nothing'. She often does the changing in a very matter of fact way, makes no eye contact and doesn't talk to the child during the process. As a result, she doesn't bring any particular values to the task and while the child may have had their physical needs met, none of their emotional, cognitive or social needs have been met. She undoubtedly has skills, namely the skill of changing a nappy, but without the empathy, communication and enthusiasm it becomes a sterile task with no easily recognisable values.

Case study 2

Graham is organised and sets his alarm every morning for 6:30. He is able to get up, get showered, changed and have his breakfast in an hour in time for the 7:30 bus. This gets him into the breakfast club for 8:00 in time to greet the first children at 8:15.

Because he has been able to organise himself, he always manages to greet the children enthusiastically as they come in each day, and the children look forward to seeing him. They often have stories to tell him which he listens to enthusiastically. He will help the children who find it difficult to leave their parents, often finding them a practical activity to do with him while they settle.

Graham has personal skills of organisation and planning. He communicates well and has a positive attitude towards helping the children settle in well each day. His skills and values might be described as punctual, organised, caring and being an excellent communicator.

Jimmy also works in the breakfast club. He has a busy social life outside of work and often stays out late at night.

He never gets up when the alarm goes, and his mother invariably has to shout at him to get him up and out in the morning. He seldom catches the bus he needs to get to work on time and has no time for breakfast. As a result, when he does get in, the other workers have usually had to get his tasks done for him and he stands arms folded looking over the children who are still having their food or standing leaning against a wall while the children play.

He can also be quite short tempered with the children because he is tired and hungry. This makes the children reluctant to go to him. Jimmy was employed because he described his skills as being good at music, playing sport and good at woodwork. The breakfast club thought he would be an asset as people employed there also work in the after-school club in the afternoon.

After reading the case studies answer the following question and discuss it with the class.

Do you think that a person's attitude can inhibit their ability to demonstrate their skills and values?

Make notes here then feed back to the class.

Learner activities topic 6: knowledge

Knowledge activity 1

What types of jobs in the early learning and childcare sector require knowledge?

Record your answers then feedback to the class.

What do we need to know about when working in early learning and childcare?

List the types of knowledge a person needs to have when working in early learning and childcare.

Feedback to the class.

Knowledge activity 2 — National 5

Your lecturer will introduce you to the Scottish Social Services Council (SSSC).

Work in small groups.

What is the SSSC?

Refer to the learners' notes, classroom books or the internet to learn about the SSSC. You can use the following website link:

<https://www.sssc.uk.com/>

Record information and feedback to the class.

SSSC Codes of Practice

Look at the Codes of Practice for Social Service Workers and Employers pdf.

[Codes of Practice for Social Service Workers and Employers - Scottish Social Services Council \(sssc.uk.com\)](https://www.sssc.uk.com/Code-of-Practice-for-Social-Service-Workers-and-Employers.pdf)

- ◆ Identify **four** standards that you think would be the most important when working in the early learning and childcare sector — and say why.
- ◆ Identify **one** standard that surprised you that it was included — and say why.

Record your answers below.

Learner activities topic 7: roles and responsibilities

Roles and responsibilities activity 1 — National 4

Work in small groups.

Investigate job profiles registered under the SSSC that are specifically related to careers in education and social services and which include working directly with children and young people — for example, childcare or social work.

You should use the 'My world of Work' website and search for careers.

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

You can also refer to the information you have learned from the previous activities.

Create a poster.

You should include:

- ◆ **Four** roles
- ◆ The skills required for each role
- ◆ The values required for each role

Roles and responsibilities activity 1 — National 5

Work in small groups.

Investigate job profiles registered under the SSSC that are specifically related to careers in education and social services which include working directly with children and young people for example, childcare or social work.

You should use the 'My world of Work' website and search for careers.

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

You can also refer to the information you have learned from the previous activities.

Create a leaflet, booklet or PowerPoint.

The leaflet, booklet or PowerPoint should include:

- ◆ **Four** roles
- ◆ The knowledge required for **each** role
- ◆ The qualifications relevant to **each** role
- ◆ SSSC registration level
- ◆ **Two** SSSC Codes of Practice relevant to the role

Roles and responsibilities activity 2

Career pathways in early learning and childcare

What is a SWOT analysis?

Create your own SWOT analysis using the template below.

To make the most of a personal SWOT analysis, you will want to not only list your strengths, weaknesses, opportunities, and threats, but expand upon them. The amount of detail and analysis that you conduct will depend on you, but some questions you can ask yourself include:

- ◆ Where does this [strength, weakness, opportunity, threat] come from?
- ◆ How does it affect me and my life?
- ◆ What am I going to do about it? What are the next steps?

You may find it helpful to refer back to the skills you identified in 'My World of Work'.

SWOT analysis template

Strengths	Weaknesses
Opportunities	Threats

Roles and responsibilities activity 3

Look at your SWOT analysis and think about how you could improve your weaknesses.

Weakness	How could I improve this?	Improvement goals

Look at your SWOT analysis and think about your strengths.

Strength	Where does this strength come from?	An example of my strength in practice

Roles and responsibilities activity 4 — National 5

Refer to the previous topic on roles and responsibilities. This activity will give you the opportunity to think about your career path and how you would create a plan to progress in your career.

You should record information on:

What qualifications do you have or are working towards?

What career in early learning and childcare are you interested in?

Roles and responsibilities activity 5 — National 5

Use the internet to look for **one** job vacancy in Scotland in the early learning and childcare sector.

Download or copy and paste **one** job vacancy into a Word document.

Feedback to the class about the job vacancy you have found.

Roles and responsibilities activity 6 — National 5

Use the link below to search for the job vacancy role that you chose in the previous activity.

Identify the qualifications needed for this role.

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

Record information on qualification in the space below.

Roles and responsibilities activity 7 — National 5

Create a plan that gets you from your current qualifications to the qualifications needed for the career you have chosen. For example, if you need a PGDE in primary teaching then how long would this take you to complete? What other qualifications do you need?

Record your findings below.

Roles and responsibilities activity 8 — National 4 and National 5

Evaluate the following:

- ◆ your time in learning about early learning and childcare
- ◆ your effort while undertaking the early learning and childcare course
- ◆ your learning experience while taking the Skills for Work Early Learning and Childcare National 4 or National 5 course.

For National 4 your evaluation should be no more than 300 words and for National 5 no more than 400 words.

Learner activities topic 8: employability skills

Employability skills activity 1

What are employability skills?

Describe a childcare practitioner — an adult who cares, guides and supports children during their early year's education.

- ◆ What are their skills?
- ◆ What do they need to know?

- ◆ What values should they hold?

You may wish to make a poster or to draw round a picture of a learner to present the information about the 'childcare practitioner'.



Employability skills activity 2

When applying for a job you will be asked to either fill in an application form or submit your CV. Both normally have a personal statement attached.

Write a personal statement below that you think would be acceptable to use when applying for a job in ELCC.

A large, empty rectangular box with a thin black border, intended for the learner to write their personal statement. The box is positioned centrally on the page below the instructions.

Employability skills activity 3

Answer the following questions:

When going for a job interview it is important to be prepared, what sort of preparations would you take in relation to dressing for an interview?

When attending a job interview what kind of preparations might you undertake before your interview?

Employability skills activity 4

Teamwork — straw tower task

This is a group task.

Each group will be provided with a pack of straws and a roll of sticky tape.

You have 20 minutes to make the tallest tower you can from the straws. The tower must be free-standing.

Discuss the skills that you used when working as part of a team to build this tower.

Make a list of these skills and discuss if they would be needed for working with children and young people.

Your lecturer will ask you to feedback to the class.

Reflect on the activities you have already undertaken.

Make notes in the space below.

Discuss the skills you have already used to work as an effective team member:

As a class, make a list of the skills needed to be an effective team member when supporting and facilitating play for children and young people.

Glossary

Local authority — an administrative body in local government

Private sector — This relates to part of a country's economy that consists of companies, businesses etc.

Voluntary sector — This relates to organisations whose main purpose is to create social impact rather than profit.

Treaty — A formally concluded and ratified agreement between countries.

Child — A person under the age of puberty.

Young person — A person under the age of 18 years old.

Provision — The action of providing or supplying something for use.

Legislation — The process of making or enacting laws.

Framework — A system of rules, ideas, or beliefs that is used to plan or decide something.

Government — The group of people with the authority to govern a country or state, a particular ministry in office.

Skills — The ability to do something well or to train to do a particular task or job

Values — The principles or standards of behaviour or one's judgement of what is important in life

Knowledge — This is facts, information and skills that are acquired through experience, education or training.

Resources

Resources required for workshop/practical sessions

Materials/equipment	Source/supplier
Paper, card (white and coloured)	
Felt tip pens	
Coloured pencils/crayons	
Stencils	

Useful texts, journals, videos, and websites

Texts

Miller, M., (2019). *Care in Practice*. 4th Ed. Hodder Gibson. Glasgow

Journals

Videos

<https://youtu.be/COjVj9czgrY>

Websites

<http://www.barnardos.org.uk/>

<http://www.savethechildren.org.uk>

<https://www.sensescotland.org.uk/what-we-do/support/>

<https://www.enable.org.uk/>

<https://www.tnlcommunityfund.org.uk/>

<http://www.childminding.org/>

<https://roundme.com/tour/663989/view/2104307>

<https://earlyyearsscotland.org/Media/Docs/membership-info-14-single-page.pdf>

<https://www.parentclub.scot/topics/play-learn/early-years-childcare>

<https://www.parentingacrossscotland.org/>

<https://www.careinspectorate.com/index.php/inspection-reports>

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary.pdf

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

<https://www.myworldofwork.co.uk/tools/skills/start>

<https://www.myworldofwork.co.uk/my-career-options/job-categories>

<https://www.earlyyears-careers.com/eyc/latest-news/sector-news/effective-communication/#:~:text=In%20terms%20of%20safeguarding%2C%20communication%20between%20the%20setting,where%20they%20feel%20confident%20to%20vocalise%20any%20concerns>

<https://londongoverness.com/why-is-verbal-communication-important-in-childcare/>

<https://math4childrenplus.com/why-is-communication-important-to-childrens-learning/>

<https://cpdonline.co.uk/knowledge-base/safeguarding/confidentiality-in-childcare/>

<https://www.gov.scot/publications/working-children-adults-risk-self-harm-practice-guidance-information-sharing-protection-confidentiality/pages/3/>

<https://lawaspect.com/how-important-is-it-to-maintain-confidentiality-in-a-childcare-setting/>

<https://childcare.extension.org/why-is-confidentiality-so-important-in-child-care-programs/#:~:text=Child%20care%20programs%20maintain%20confidentiality%20on%20a%20'need,when%20there%20are%20specific%20health%20and%20safety%20concerns>

<https://www.gov.scot/publications/common-core-skills-knowledge-understanding-values-childrens-workforce-scotland/pages/5/#:~:text=%20Common%20Core%20of%20skills%2C%20knowledge%20and%20understanding,to%20share%20it%20and%20with%20whom%20More%20>

https://www.sssc.uk.com/_entity/annotation/ada86bbc-0022-d02a-9ac0-de36c5845f1e

<https://learn.sssc.uk.com/rvrp/rvrp3.pdf>

<https://www.sssc.uk.com/>

[Codes of Practice for Social Service Workers and Employers - Scottish Social Services Council \(sssc.uk.com\)](https://www.sssc.uk.com/codes-of-practice-for-social-service-workers-and-employers)

<https://www.myworldofwork.co.uk/my-career-options/job-categories>