

Knowledge organiser



Child Development & Care

RAYNES
PARK HIGH SCHOOL

Understand the types of settings and local provision for children	Understand how to prepare for placement	Understand the responsibilities and limits of the early years worker in placements	Understand individual needs and the necessity for fairness and inclusive practice	Know own preferred learning style and develop relevant study skills.
<p>There are different sectors which make up child care provision:</p> <p>Voluntary: these are run and funded by voluntary contributions eg. Toddler groups, playgroups. Parents will often stay with their children in these settings.</p> <p>Private: This is a provision which parents and carers pay for. This is run by providers to make a profit. Examples: private nursery, childminder and Nanny. Parents choose the hours of care needed.</p> <p>Statutory: This is funded by the government. This is usually in the form of schools and children's centres. They will have set</p>	<p>When going on placement you must ensure you consider the following:</p> <ul style="list-style-type: none"> • It is essential to be on time and to have regular attendance. If you are unable to attend you must contact your placement co-ordinator. • Dress code- you must be dressed appropriately eg. trousers, t-shirt/shirt and cardigan. You should be dressed as a professional and consider the activities carried out in the setting. • Behaviour – you must behave as a member of staff and therefore act professionally. 	<p>EYFS workers have the following responsibilities when working with children:</p> <p>Safeguarding: this is keeping children safe. This can be avoiding accidents and incidents. It also includes keeping a child healthy.</p> <p>Wellbeing: keeping children healthy, which includes avoiding accidents. It also refers to keeping children happy.</p> <p>Health and safety – How to keep children safe by following Health and Safety policies covering; fire or emergency evacuation, if a child goes missing, if you notice equipment is broken, you are planning an outing or if there is an accident or incident.</p> <p>Risk assessments form part of health and safety policies and these identify risks and take steps to minimise them.</p> <p>Acting professionally</p> <p>Acting as a role model</p> <p>Confidentiality – this is to do with the use of information about children and their families. Sensitive information must only be passed to those within the setting that need to know.</p> <p>Following policies and procedures – for example: fire evacuation procedure.</p> <p>Managing behaviour of children</p> <p>Understanding equality and diversity –</p> <p>Equality: everyone being equal in terms of their rights and opportunities. Diversity: recognising everyone is unique.</p> <p>The setting needs to ensure that all children are included in the setting and given equal access and opportunity and discrimination removed.</p>	<p>You need to understand how to support children's development and the role of the EYFS worker in meeting children's individual needs: Individual needs need to be known and met by care settings. They need to consider: the child's stage of development. Medical needs, SEN, personality and interests, family and background and current issues. Early years settings need to ensure they know and meet individual needs by; planning, having key workers, effective communication and by following statutory requirements.</p> <p>It is essential that EYFS practitioners get to know the children they work with. They should not make assumptions and they should ensure everyone has equal opportunity to access opportunities.</p> <p>Equality: being equal in terms of rights and opportunities (this is not treating everyone the same)</p> <p>Diversity: Understanding that each person is different and unique whilst recognising their individual differences</p> <p>Inclusive practice/ inclusion: making sure all children are included the setting through giving equal access</p>	<p>Know the 3 main theories on learning styles: Visual Learners learn by looking and seeing, Auditory learners learn by hearing, Kinaesthetic/ tactile learners learn by touching and doing things.</p> <p>Learners also need to know what motivates them to learn, this is called metacognitive skills, examples of these are: Setting goals and planning learning by setting small goals or targets towards what you want to achieve, so they break learning down into manageable chunks. Monitoring learning and using strategies by initiating your learning and being in control by doing a little each day, so that that it does not build up, self-reflect and ask yourself questions, use strategies and mnemonics to aid learning and check over your work. Finally, you should evaluate your own learning.</p> <p>Study skills that can aid learning:</p> <ul style="list-style-type: none"> • Manage your time • Find information • Make and take notes effectively • Plan an assignment

<p>hours and may only run during term time etc.</p>	<ul style="list-style-type: none"> • Positive attitude eg. smiling, offering help, looking out for extra things to do. • Paperwork and DBS (Disclosure barring service) a check to ensure someone is suitable to work with children based on their police record. 	<p>Recognising when to refer to others – eg. referring issues to placement co-ordinator or Designated safeguarding officer.</p> <p>Liaising with parents and key carers. – concerns and updates should be shared with parents/ carers and any other agencies working with the child.</p> <p>Following the EYFS curriculum and EYFS framework:</p> <ul style="list-style-type: none"> • Learning and development requirements • Assessment • Safeguarding and welfare requirement <p>EYFS workers need to ensure a child’s personal hygiene needs are met by; handwashing, skin care, hair and dental care. These reduce infection spreading from one person to another.</p>	<p>and opportunity and removing discrimination.</p> <p>Areas of discrimination: Age, Gender, Race, SEN or disability, Ability.</p>	<ul style="list-style-type: none"> • Reference and bibliography.
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The expected pattern of holistic development	The importance of observation and assessment and how they support development	Factors that may affect children's holistic development	Everyday care, routines & activities to support independence, health, safety and well-being.	How to support children through transitions in their lives.
<p>Holistic development is a child's overall development. It is the physical, intellectual, language, emotional and social development of a child and how each of these impact other areas of development.</p> <p>Physical development: movement, balance and co-ordination.</p> <p>Gross motor skills: large movements that involve moving the large muscles in the body e.g. whole arm or leg.</p> <p>Fine motor skills: small movements made with the small muscles in the body; usually made with the hands e.g. pincer grip etc.</p> <p><i>You will need to be able to give specific examples of these for children aged 0-5 years and give examples of resources and activities to develop fine and gross motor skills such as rattles, jigsaws, activity mats and sit and ride toys and how these benefit a child's development.</i></p> <p>Intellectual and Language</p> <p>Language: how we communicate; talking, listening & understanding, reading and writing. Receptive language: this is the words and sentences babies & children can understand. Expressive language: the sounds, words and sentences they can say.</p> <p><i>Resources and activities that can support the learning of language eg. sharing books (picture, flap, touch and feel books etc) and singing and nursery rhymes including actions.</i></p> <p>Intellectual development; how we think, learn and use information. It helps children to organise, problem solve and remember information.</p> <p><i>Resources and activities that can support intellectual development such as;</i> sand & water play: texture, measuring and volume by filling containers <i>and</i> Jigsaw puzzles: learning about shape and size, problem solving and logic.</p> <p>Social and Emotional Development</p> <p>Social: about our relationships with others.</p> <p>Emotional: our feelings and emotions.</p> <p><i>Resources and activities which can support development such as snack & meal time: children talk and be together and role play/ dressing up: playing together, explore what it's like to be someone else, play out things that have happened to them.</i></p>	<p>Observations are ways of assessing children in early years settings. This is because at the age of 0-5 children learn through play. There are different types of observation; Narrative, Checklist/ tick chart, Time sample, Event sample and Sociogram.</p> <p>Observations are carried out in early years settings to;</p> <ul style="list-style-type: none"> • Check the pattern of children's development • Plan to support development and children's interests • Understand children's behaviour • Sharing information with parents and other professionals 	<p>There are 2 types of factors which will influence a child's development.</p> <p>Personal factors: unique to the child and are either inherited or occurred during pregnancy. Eg. Physical traits, medical conditions, learning difficulties, disabilities, personality and temperament, pregnancy and birth.</p> <p>External factors: events and experiences during childhood. Eg. Love and interaction, stimulation and play, physical conditions, food and drink.</p> <p>These factors can positively or negatively affect development. This could be in one or more areas of development.</p>	<p>Routines meet children's needs by ensuring their basic needs are met eg. Sleep, eat and drink. They also help make children feel secure as they will know what is going to happen eg. Bed time routine means a child will know that its bed time, they will relax and this will help develop their independence eg. by being able to put themselves to sleep without being held.</p>	<p>Transitions are a change to a child's life. Examples of transitions include:</p> <p>Separating from parents: pre-school, nursery or childminder.</p> <p>Change in care and change in family circumstances</p> <p>The impact of transitions / change on a child include: lack of energy, feeding, illness, sleep, may not want to talk, find it hard to listen, become withdrawn, may find it hard to, impact on memory eg. By lack of sleep, clinginess, attention seeking behaviours, defiance and lack of co-operation, anger towards others, lack of interest in others.</p> <p>Children can be supported through transitions by: key person role, preparation, good communication, play opportunities, reassurance.</p>