Unit 24: Work with Babies and Young Children to Promote Their Development and Learning

Unit code: CYPOP 1
Unit reference number: A/601/0121
QCF level: 3
Credit value: 6
Guided learning hours: 45

Unit summary

The unit is designed to assess competence in work with babies and young children to support their learning and development. This would normally cover children from birth to their 3rd birthday.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development’s QCF Assessment principles. Assessment of learning outcomes 2, 4 and 5 must take place in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.
Unit content

1 Understand the development and learning of babies and young children

*Pattern of development in the first three years of life and the skills typically acquired at each stage:* significant milestones in each area of development; areas of development namely physical, social, emotional, intellectual, language and communication

*How development and learning are interconnected:* delays in expected patterns and rates of development can have negative impact on learning eg emotional or social difficulties may cause negative disposition towards learning, health problems may make certain aspects of learning very challenging for the child

*Learning takes place in different ways:* importance of early recognition of different learning styles and providing multi-sensory opportunity for learning eg visual, tactile, auditory, kinaesthetic; informal, spontaneous and formal, planned opportunities; recognising individual learning and development needs of the child and making plans and provision accordingly

*Importance of play in learning and development:* eg provides enabling, positive and enjoyable environment for learning, facilitates learning and development in all key areas (physical, emotional, social, intellectual, language and communication), provides development of social skills and relationships, bond with primary and other carers

*Explain effects on development:* eg maternal health and diet prior to conception, maternal health and diet during pregnancy, illness, stress, maternal drug or alcohol abuse during pregnancy, genetics and birth complications, maternal post-natal depression, poor diet

*Impact of current research into the development and learning of babies and young children:* eg the importance of high-quality day care, stable attachments, supporting involvement of parents and careers, supporting transitions; change in practice, policy and procedures based on outcomes of research

2 Be able to promote the development and learning of babies and young children

*Carry out assessments of babies’ or young children’s development and learning needs:* the use of observations to assess babies’ and young children’s development and learning; the use of observations to inform planning, consultation with parents; the use of baseline assessments

*Demonstrate how the indoor and outdoor environment is used to support babies’ and young children’s learning needs:* how each area of learning is accessed in both the indoor and outdoor environment; how activities and experiences are adapted to meet individual learning and developmental needs.
Plan appropriate play-based activities: eg activities that are planned on basis of assessments, observation, children’s current needs, interests and particular likes

Demonstrate the provision of play-based activities: activities and experiences that are both age appropriate and developmentally appropriate; show how activities have been adapted for the individual needs and/or interests of child

3 Understand the attachment needs of babies and young children

Benefits of the key worker/person system in early years settings: John Bowlby’s attachment theory; the development of positive relationships with child and family; emotional security; development of healthy self-esteem

How babies and young children learn and develop best from a basis of a strong positive relationship with their key worker/person: emotionally secure; positive dispositions to learning; development of confidence

Possible effects of poor-quality attachments: poor quality attachments can affect babies’ and young children’s confidence, emotional stability and their ability to learn

4 Be able to engage with babies and young children and be sensitive to their needs

Engaging with babies and young children: eg sensitive, caring interactions, anticipating their needs, listening to babies and young children, providing opportunities for them to respond to interactions

Engage in playful activity: provide and engage in play activities that encourage babies’ and young children’s development and stimulate learning; participate enthusiastically in playful activities

How babies express their emotions, preferences and needs: how babies communicate with their carers, how to interpret babies’ expressions and body language, recognising babies’ needs and preferences, show how to respond in a way sensitive and appropriate to babies

Why it is important to manage transitions for babies and young children: identify range of transitions experienced by babies and young children; consider emotional impact of transitions; identify range of strategies for supporting babies and young children during transitions; how and why it is important to communicate with parents in order to support transitions; meeting individual needs and modifying approaches to meet different needs; identify the possible effect of poorly managed transitions on babies or young children and their parents

When and why babies and young children require rest and sleep: regular rest and sleep required for healthy growth and development, rest and sleep routines, health and safety requirements of sleep routines for babies, managing individual sleep patterns and routines in the setting
5 **Be able to work in partnership with carers in order to promote the learning and development of babies and young children**

*Importance of parents and carers in the lives of babies and young children:* parents and carers should be recognised as the child’s primary educator; parent and carer contributions should be sought, valued and respected; the impact that positive relationships with parents and carers have on babies and young children

*How to exchange information with carers:* identify range of ways to communicate with carers eg the use of email, phone, letters, noticeboards, newsletters, one-to-one communication; consider inclusive communication; how to ensure all carers can access information and communicate with the setting; confidentiality; professionalism

*Ways of working in partnership with carers:* consider the effectiveness of working with parents and the impact on babies and young children in the setting