



Focusing on Early Years

ADDITIONAL RESOURCES

This video resource looks at various aspects of the Early Years Setting from the basics of Health and Safety to areas of employment within this rewarding industry.

The topics of Preventing Accidents, Controlling Infections, and Types of Early Years Settings are highlighted as well as Career Pathways and the roles of workers in different Early Years Settings.

This video resource has additional support notes with questions and answers for your students and includes interviews with personnel working in the industry which shows a true reflection of life working in the Early Years Sector.

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Short program 1 – Preventing Accidents in Early Years Settings

Activity 1 – Group task – Answer the following:

1. Why are young children more at risk of accidents?

2. What are the accidents that young children are most at risk of?

3. What is the role of adults in preventing accidents involving young children?

Activity 2 – Individual task – Answer the following:

1. What is a risk assessment?

2. Explain the notion of “fall over and feel the pain” as a method of future accident prevention:

3. Why might a setting have a culture that “values risk”?

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Short program 2 – Controlling and Managing Infection

Activity 1 – Group task – Answer the following:

1. Why are children at risk from infections in early years settings?

2. How are infections spread in early years settings?

3. How can adults reduce the risk of infections in early years settings?

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Short program 3 – Personal Attributes for Working in Early Years Settings

Activity 1 – Group task – Answer the following:

What are the personal attributes and qualities required for work in an early years setting?

Activity 2 – Individual task – Answer the following:

Self assess your personal attributes for a career working with children in an early years setting

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Short program 4 – Types of Early Years Settings

Activity 1 – Group task – Answer the following:

What is a nursery? _____

What is a crèche? _____

What is a childminder? _____

What is a breakfast club? _____

What is an after school club? _____

What is a Sure Start Children's Centre? _____

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Short program 5 – Roles and Responsibilities in Early Years Settings

Activity 1 – Group task – Answer the following:

What are the roles and responsibilities of a....?

Nursery Practitioner: _____

Play Worker: _____

Baby Room Leader: _____

Room Manager: _____

Nursery Manager: _____

Who are the external bodies that early years settings professionals may have to liaise with? : _____

Activity 2 – Individual task – Answer the following:

What are the current rates of pay that are associated with each of these roles?

Nursery Practitioner: _____

Play Worker: _____

Baby Room Leader: _____

Room Manager: _____

Nursery Manager: _____

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Short program 6 – Pathways into the Early Years Sector

Activity 1 – Group task – Answer the following:

1. What are some of the pathways into working in early years settings for a school leaver?

2. What are some of the more academic routes into early year settings?

Activity 2 – Individual task – Answer the following:

What are some of the courses in early years settings being offered by local colleges and universities?

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Short program 1 – Preventing Accidents in Early Years Settings

Activity 1 – Group task – Answers

1. Why are young children more at risk of accidents?

Young children are far less experienced in dealing with danger than older ones. They are also more prone to (sometimes) unhelpful advice from adults such as “don’t do that” that can both distract and or tempt them to experiment.

Young children are also still developing their mental and motor skills and therefore, reaction times to imminent danger can be delayed. Consequently this results in more bumps and other minor injuries than older children.

2. What are the accidents that young children are most at risk of?

Accidents younger children are more at risk of include: Falls, trips, bumping into each other, bicycle accidents, fingers in doors, slipping, stairs, falling off equipment in the playground, choking, accidents involving hot surfaces, suffocation, cuts, and abrasions

3. What is the role of adults in preventing accidents involving young children?

Adults can reduce the incidence of accidents by undertaking a range of simple risk management strategies such as the safe storage of any potentially hazardous materials, adequate supervision for all activities and the proper reporting and recording of all accidents so that for example, any patterns in accident occurrence can be identified and rectified.

Activity 2 – Individual task – Answers

4. What is a risk assessment?

Is an assessment of what risks/hazards maybe involved in carrying out a particular activity and the means to prevent them as is humanly possible.

5. Explain the notion of “fall over and feel the pain” as a method of future accident prevention:

Because if children experience pain from doing a particular activity, then they will be less likely to do the same activity that lead to the accident again. By letting children learn to assess their surroundings it makes them think for themselves and develop their own sense of risk assessment.

6. Why might a setting have a culture that “values risk”?

So as to remove as many potential dangers as possible and prevent the likelihood of accidents occurring.

Short program 2 – Controlling and Managing Infection

Activity 1 – Group task – Answers

1. Why are children at risk from infections in early years settings?

Younger children have less developed immunity than older children and may not yet have had their scheduled vaccinations therefore making them more susceptible to picking up infection. Some children may also have a lower immunity level than their peers perhaps if they have a particular special need that requires a higher than usual level of risk management. Children are also often more tactile and less aware of each other’s individual personal space and therefore again, even more at risk of picking up an infection.

2. How are infections spread in early years settings?

Infections can be spread in a number of ways. Airborne, (coughs and sneezes) skin to skin contact (exacerbated by poor personal or setting hygiene practices) or through the exchange of bodily fluids (for example urine or blood). They may also be spread by insects landing on uncovered food before it is eaten.

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3. How can adults reduce the risk of infections in early years settings?

Staff should undergo quality training and understand the importance of upholding health and safety guidelines to reduce the risk of infection spreading. This should include instilling a culture of frequent and proper hand washing in the setting as an effective method of reducing the spread of infection.

Other ways the risk can be reduced is by encouraging children to cover their mouths when coughing, treating cuts promptly and properly by cleaning and covering with an appropriate dressing. Ensuring good ventilation in the setting also helps to reduce the risk of airborne infection as does ensuring the setting is cleaned and disinfected on a regular basis.

Short program 3 – Personal Attributes for Working in Early Years Settings

Activity 1 – Group task – Answers

1. What are the personal attributes and qualities required for work in an early years setting?

There are a range of personal attributes that make a person suitable for working with children in an early years setting. Perhaps the most important are a love of children, a caring attitude and an understanding of their individual needs.

The ability to communicate effectively is also key, both in ways a child can understand as well as with other adults such as family members and other care/education professionals. Professional training and an appreciation of child development, either prior or on-the-job is also highly desirable in ensuring children can properly develop in terms of their physical, emotional, social and intellectual needs whilst in early years settings.

Activity 2 – Individual task – Answers will vary

1. Self assess your personal attributes for a career working with children in an early years setting

Short program 4 – Types of Early Years Settings

Activity 1 – Group task – Answers

1. What is a nursery?

A broad term for any early years setting that involves care and play-based learning for young children typically aged 4 to 5 years old.

2. What is a crèche?

A short term (typically 1 to 2 hours at a time), play-based setting for babies and toddlers used by parents who have a specific task or commitment to complete, for example work, shopping or study.

3. What is a childminder?

A childminder looks after young children (babies through to school age children) in their home – which will have been vetted by Ofsted to ensure its safety and suitability for the number and ages of children attending.

4. What is a breakfast club?

A service provided by a school or early years setting, from approximately 8.00am to give children a healthy start to their day and/or allow parents who have work or other early-start commitments, to drop them before the usual starting time of the setting.

5. What is an after school club?

The additional provision a school or other early years setting provides at the end of the day for children. It typically involves a light meal and the supervised opportunity for play-based learning or for older children the opportunity to complete homework.

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6. What is a Sure Start Children's Centre?

A one stop, government funded centre designed for families to take advantage of play-based learning for their children, whilst parents can access a range of advice services such as employment, education, relationships, money management and health matters.

Short program 5 – Roles and Responsibilities in Early Years Settings

Activity 1 – Group task – Answer the following:

What are the roles and responsibilities of a....?

Nursery Practitioner: is a multi level role that involves the need to be kind, caring and understanding of how young children develop. They also need to be able to plan and implement short term and longer term play-based learning and management of the setting to ensure children are kept safe. The role also involves effective communication with the children and a range of adults including colleagues, family members and other professionals. Another important responsibility of the role is demonstrating "professionalism" when in possession of sensitive child and family information. This means only discussing such information when relevant and only with other professionals.

Play Worker: includes planning, providing and evaluating play-based learning sessions for babies and up to 5 year olds. The play sessions may involve messy play and reading time. Another role of the play worker involves demonstrating for parents what constitutes effective, age appropriate play.

Baby Room Leader: include ensuring a warm and caring environment is created and maintained that follows health and safety guidelines and ensuring the whole team are following good practice in caring for babies. The role will also involve keeping clear records of feeding, nappy changing and nap times and promptly passing on to parents and senior managers (as well as recording) any concerns that may arise during the day.

Room Manager: include planning, working with children and colleagues and reporting to families. Whilst working with the children the Room Leader becomes a role model for other practitioners to look up to and learn from, as well as also allowing the Room Leader to monitor and assess the performance of other team members.

Nursery Manager: This role carries more responsibilities than that of practitioner or room manager. This is the person who generally leads the setting and has ultimate responsibility for the day to day management and long term planning of finance, fees, job descriptions, training and development of staff, liaising with parents, and external bodies. The responsibilities often make the manager "office based", but can be more effective if they continue to be a role model for other staff by finding time to work alongside colleagues with the children. In this way they can lead, inspire, motivate and demonstrate good practice to colleagues.

Who are the external bodies that early years settings professionals may have to liaise with? :

Health practitioners such as health visitors, social workers and psychologists. They may also have contact with other schools and early years settings and periodically, inspectors. There will also be a range of other stakeholders in the setting such as neighbours, suppliers and other local community groups

Activity 2 – Individual task – Answers will vary on region/country

What are the current rates of pay that are associated with each of these roles? Nursery Practitioner, Play Worker, Baby Room Leader, Room Manager, Nursery Manager.

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Short program 6 – Pathways into the Early Years Sector

Activity 1 – Group task – Answer the following:

1. What are some of the pathways into working in early years settings for a school leaver?

For a school leaver, one option is to get on an apprenticeship in child care which could lead to opportunities to working as a nursery nurse, nursery manager, crèche manager or baby room leader. This route may follow a successful work experience in working in an early years setting that prompts an applicant to seek out specific and appropriate level courses for them to begin a career in the early years sector

2. What are some of the more academic routes into early year settings?

There is significant potential for career development and advancement in the early years sector such as head teacher, managing a chain of nurseries or leading a large children’s centre and coordinating its service provision. For some roles a degree will be required, such as early years practitioner and early years teacher and to get onto a degree course, GCSEs in Maths English and Science will usually be a prerequisite. Once these qualifications have been achieved further post graduate studies including Masters and PhDs that can be undertaken in a very wide range of fields such as special educational needs, child psychology, pedagogy or child development, to mention only a few.

Activity 2 – Individual task – Answers will vary on region/country

What are some of the courses in early years settings being offered by local colleges and universities?