

# Unit 7: Promote the Health, Safety and Well-being of Children in Early Years Settings

**Unit reference number:** F/506/1237

**QCF level:** 3

**Credit value:** 4

**Guided learning hours:** 20

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## Unit aim

This unit looks at how to create safe environments that still allow children to explore and take risks. The unit also looks at recognising hazards and undertaking risk assessments in the work setting

## Essential resources

There are no special resources needed for this unit.

## Unit assessment requirements/evidence requirements

### 4.1 Role of practitioners in relation to:

- ensuring there is adequate supervision
- keeping up-to-date registers
- role-modelling safe behaviour
- selecting resources and equipment appropriate to children's age/stage of development
- understanding the principles of first aid in response to an accident
- knowing how to carry out an emergency evacuation
- knowing how and when to call for emergency help in medical and fire emergencies
- staying calm and reassuring children.

### 6.1 **Prevention and control of infection including:**

- hand washing
- food hygiene
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment
- knowledge of common childhood illnesses and immunisation
- exclusion periods for infectious diseases

### 7.1 **The risk assessment process**, including:

- identifying hazards
- deciding who may be harmed and how
- evaluating the risk
- deciding on precautions
- recording findings and implementing them
- reviewing assessment and updating

### 7.3 **Infection and safety risks** including:

- in indoor and outdoor play and learning experiences
- in personal care routines
- in provision of food
- in cleaning and maintaining the environment, equipment and toys
- when taking children on outings from the setting

### 8.2 **Records and reports** include:

- medication requirements
- special dietary needs
- planning
- observation and assessment
- health, safety and security
- accidents
- daily registers

This unit must be assessed in accordance with the Early Years Educator Qualifications Assessment Principles.

## Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	Unit amplification
1	Understand health and safety legislation and regulations	1.1 Explain how health and safety legislation and regulations are implemented in own work setting	<ul style="list-style-type: none"> <li>Legislation: Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health 2002; European Standard for fixed play equipment; duty of care; agreed ways of working; Children Act 1989 amended 2004; the Childcare Act 2006; the Regulatory Reform (Fire Safety) Order 2005; the Data Protection Act 1998; Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012; Health and Social Care Act 2012: Code of Practice on the prevention and control of infections</li> <li>How the legislation is implemented: Roles and responsibilities; maintenance/provision of equipment; incident reporting; risk assessment review; training; dissemination of findings; dealing with accidents, injuries and emergency situations; administering basic first aid if trained to do so; moving and handling procedures; food handling and preparation; procedures for disposing of clinical waste</li> <li>Regulations: The Management of Health and Safety at Work Regulations 1999; The Manual Handling Operations Regulations 1992 (as amended in 2002), the Lifting Operations and Lifting Equipment Regulations 1998; Workplace (Health, Safety and Welfare) Regulations 1992; Personal Protective Equipment at Work Regulations 1992; Health and Safety (First Aid) Regulations 1981; the Health and Safety Information for Employees Regulations 1989; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 (as amended); Control of Substances Hazardous to Health Regulations 2002 (COSHH); Motor Vehicles (Wearing of Seat Belts) (Amendment) Regulations 2006; Smoking Ban (From 01/07/2007) EYFS legal requirement; Food Hygiene Legislation 2006 (European Directives); Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
		<ul style="list-style-type: none"> <li>How the regulations are implemented: guidance; control measures; training; supervision; operating, reporting and recording procedures; first-aid situations; hygiene procedures; working conditions and the working environment; use of equipment; regulations for using mechanical or electrical equipment; health care procedures; procedures for administering personal care; food hygiene regulations; infection control and dealing with hazardous substances; security and personal safety; procedures for personal security and safeguarding personal property</li> </ul>
1.2	Identify sources of current guidance for planning healthy and safe environments	<ul style="list-style-type: none"> <li>Work-based training; Health and Safety Executive; British Safety Council; European Commission; Department of Health; Ofsted; Public Health England</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
<p>2 Understand how to carry out physical care routines</p>	2.1	<ul style="list-style-type: none"> <li>• Nappy changing routines; supporting children in the use of the toilet; hand-washing; skin care; hair care; use of toiletries; sun safety; development and care of teeth; application of prescribed creams; administration of medication; dressing and undressing</li> </ul>
	2.2	<ul style="list-style-type: none"> <li>• Consistency in children's development; consistent routines for children; choice; assessment of needs; care plan; review; participation; use of personal protective equipment; privacy; dignity; consent; reporting; recording changes</li> <li>• Suitable: support required; level of personal care; use of toileting facilities appropriate to age, cultural and ethnic needs, stage and needs; encouraging face/hand washing; awareness of routines/timings of activities; independence with teeth/hair/skin care</li> </ul>
	2.3	<ul style="list-style-type: none"> <li>• Rights: dignity; preferences; confidentiality; safety; guidance; risk assessment; safeguarding; privacy</li> <li>• Choices: Not wanting to wash hands/face/teeth; choosing play with risk attached; play/actions leading to injury from burns, choking, falling</li> <li>• Dilemmas: Using risk assessment procedures, regulations and relevant health and safety legislation to justify compliance for specific procedures or actions; encouraging hand washing to minimise the spread of infection but child chooses not to carry this out; acceptable and unacceptable risk; child chooses to use their freedom and choice and to take actions with risk involved</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
3	3.1	Analyse the importance of health and well-being for babies and children	<ul style="list-style-type: none"> <li>• Healthy development; progression; self-esteem; self-actualisation; socialisation; interaction; independence; mobility; learning; co-ordination; achievement</li> <li>• Ill health: slow/poor achievement and development; risk; lack of independence; reliance on others; practitioner/specialist intervention; impact on mobility/socialisation</li> </ul>
	3.2	Describe ways of promoting healthy lifestyles for babies and children	<ul style="list-style-type: none"> <li>• Implementing policies and procedures; safe ways of working; role modelling; active participation; play; creativity; planning; assessment; use of resources; partnership working; healthy options; promotion of breast feeding of babies</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
4 Understand how to keep children safe and secure in early years settings	4.1	Analyse the <b>role of practitioners</b> in keeping children safe and secure
	4.2	Identify own responsibilities in relation to health and safety
	4.3	Explain how health and safety is monitored and maintained
	4.4	Describe how people in own work setting are made aware of risks and hazards and encouraged to work safely
<ul style="list-style-type: none"> <li>Security of information; balancing protection/safety/risk/challenge; risk assessment; safe working practices; reporting; recording; safeguarding; role modelling; encourage children to keep themselves safe; supervision; support; safety awareness; training; monitoring; observing; confidentiality; security of setting; policies and procedures; safe ways of working; duty of care; whistle blowing; reporting; recording; reassurance; roles and responsibilities; boundaries</li> <li>The individual duty to take care of own health and safety and that of others; understanding and applying relevant legislation and agreed ways of working; responsibility to undertake relevant training and updating as required; cooperating with others on health and safety; use of protective clothing; use of equipment and specialised equipment; certain tasks should not be carried out without special training; first aid responsibilities; administering medication; health care procedures; food handling and preparation; duty of care; reporting; recording</li> <li>Monitored: Procedures; codes of practice; policies; roles/responsibilities; observation</li> <li>Maintained: feedback; review; evaluation; reporting; inspection; training</li> <li>Awareness of risks and hazards: training; supervision; monitoring; reporting; recording; policies; procedures; codes of practice</li> <li>Working safely: Training; supervision; feedback; codes of practice; role modelling; observation; responsibility; shadowing; mentoring</li> </ul>		

Learning outcomes		Assessment criteria	Unit amplification
5	Understand how to respond to accidents and emergency situations	5.1 Identify accidents and emergency situations which may occur in an early years setting	<ul style="list-style-type: none"> <li>Accidents: trips; falls; injuries; choking; burns</li> <li>Emergency situations: missing child; intruder; fire; flood; gas leak; illness; terror alert</li> </ul>
		5.2 Explain how to respond to accidents and emergency situations	<ul style="list-style-type: none"> <li>Immediately: Clearing the area; remaining calm; sending for help; calling emergency services; assessing the individual for injuries; administer basic first aid if necessary and if trained; stay with the person until help arrives; observe and note any changes in condition; provide a full verbal report; implementing policies, procedures; agreed ways of working; knowing when to ask for assistance</li> <li>After the incident: Complete written report; relevant documentation; identifying intruder; partnership working; informing parents/carers</li> </ul>
		5.3 Explain how to avoid injuries in early years settings	<ul style="list-style-type: none"> <li>Safe ways of working; risk assessment; maintenance; use of safe resources; harm reduction training; roles and responsibilities</li> </ul>
		5.4 Describe the procedures for recording and reporting accidents and other emergencies in own setting	<ul style="list-style-type: none"> <li>Correct forms; Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) guidelines; date and time of the incident; nature of the event; who was affected; what action was taken; if it was reported to the police; parents/carers informed; follow up action</li> </ul>



Learning outcomes	Assessment criteria	Unit amplification
6 Understand prevention and control of infection in early years settings	6.1 Explain how to <b>prevent the spread of infection</b> in early years settings	<ul style="list-style-type: none"> <li>• Hand washing; food hygiene; dealing with spillages safely; safe disposal of waste; using correct personal protective equipment; knowledge of common childhood illnesses and immunisation; exclusion periods for infectious diseases</li> </ul>
	6.2 Identify childhood infections	<ul style="list-style-type: none"> <li>• Measles; chicken pox; flu; pneumonia; ear infection; urine infection; cold; cold sores; fungal infection; mumps; sore throat; whooping cough</li> </ul>
	6.3 Describe how infection may be spread in early years settings	<ul style="list-style-type: none"> <li>• Poor hygiene; child/others are infectious; direct contact; the environment; unsafe practice; poor food handling; lack of reporting; incorrect disposal of waste; droplet spread direct contact; faecal route; blood/body fluid transmission</li> </ul>
	6.4 Describe legislation, regulations and guidance that apply to infection prevention and control in early years settings	<ul style="list-style-type: none"> <li>• Legislation: Health and Safety At Work etc Act 1974; Health and Social Care Act 2008; Control of Substances Hazardous to Health (COSHH); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)</li> <li>• Regulations: Food Hygiene (England) Regulations 2005; Health Protection (Local Authority Powers) Regulations 2010</li> <li>• Guidance: Public Health England; National Day Nurseries Association guidance; Ofsted standards; Infection Prevention Society; Department of Health; Health and Social Care Act 2012 Code of Practice on the prevention and control of infections</li> </ul>
	6.5 Explain the immunisation programme for children and its role in infection control	<ul style="list-style-type: none"> <li>• Public Health England immunisation programme; the NHS vaccination schedule; harm reduction; safety; good practice; surveillance; monitoring</li> </ul>

Learning outcomes	Assessment criteria		Unit amplification
7 Understand how to assess health and safety risks in early years settings	7.1	Explain <b>the risk assessment process</b>	<ul style="list-style-type: none"> <li>Identify the hazards; decide who might be harmed and how; evaluate the risks and decide on precaution; record findings and implement them; review the assessment and update as necessary</li> </ul>
	7.2	Describe how to carry out a risk assessment and risk management in line with policies and procedures	<ul style="list-style-type: none"> <li>Roles/responsibilities; policies and procedures of own setting; competence; identify the hazard; decide who might be harmed; evaluate the risk from the hazards and decide what should be done to control the risk; record findings; disseminate findings; review the assessment and revise it if necessary</li> </ul>
	7.3	Explain how to assess <b>infection and safety risks</b>	<ul style="list-style-type: none"> <li>Infection and safety risks to include: <ul style="list-style-type: none"> <li>in indoor and outdoor play and learning experiences</li> <li>in personal care routines</li> <li>in provision of food</li> <li>in cleaning and maintaining the environment, equipment and toys</li> <li>when taking children on outings from the setting</li> </ul> </li> <li>Hazard; risk; who will be affected; severity; harm reduction; impact; harm reduction measures; review procedures; practice; practitioner competence; resources</li> </ul>

Learning outcomes	Assessment criteria	Unit amplification
8 Understand how to maintain records and reports	8.1 Explain the importance of maintaining accurate and coherent records and reports	<ul style="list-style-type: none"> <li>Contact details; medical information; personal information; legal documents; necessary safeguards and appropriate uses of personal information; issues relating to human rights; duty of care; accuracy; retention; availability and disposal of information</li> </ul>
	8.2 Explain how to maintain <b>records and reports</b>	<ul style="list-style-type: none"> <li>Recording; encoding; legibility; currency; signed/dated; safe storage; complete and up-to-date; accurate recording and passing on information about needs and preferences; reporting accurate and sufficient information to the appropriate people; share information with individuals to enable understanding of what has been reported and recorded and why; ensure the security of access to records and reports according to legal and organisational procedures; ethical codes; professional standards</li> </ul>
	8.3 Explain the importance of maintaining the confidentiality of records	<ul style="list-style-type: none"> <li>Safety of information; accessibility; safeguarding; confidence in service; trust; barrier to access of information; protection; harm reduction; anonymity; privacy; legal right; ethical; good practice; duty of care; issues relating to secure recording of information; systems of manual recording, security of electronic recording; issues relating to secure storage of information</li> </ul>

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)

## Information for tutors

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### Delivery

This unit should be delivered in a way that develops learner knowledge and understanding of health and safety in early years settings. It is suggested that learners will benefit from focusing on the overall requirements of each learning outcome, rather than focusing on each assessment criteria individually. Learners will develop knowledge and understanding of the importance of health and safety on the effective delivery of services in early years settings, as well as the effect that safe working practice can have on service provision.

Learners should be encouraged to engage with employers and other employees to gain knowledge and understanding of the provision for personal development in their organisation.

It is suggested that the unit is delivered in sequential order, from learning outcome 1 to learning outcome 8.

Learning outcome 1 could include a taught session on health and safety legislation and regulations. This could contain input on how health and safety legislation and regulations are implemented in early years settings; identifying where learners can get guidance when planning healthy and safe environments.

Learning outcome 2 could consist of group work where learners research how to carry out physical care routines. Learners should also explore how they would plan and carry out identified physical care routines suitable to the age, stage and needs of the child.

Linked to this is the requirement to explain the dilemmas learners may encounter between the rights and choices of children and health and safety requirements. Case studies could be provided for learners to work through in their groups.

Learning outcome 3 could be delivered by a guest speaker talking about the importance of health and well-being for babies and children. This could include how learners can promote healthy lifestyles for babies and children.

Learning outcome 4 could include a taught session relating to approaches to keeping children safe and secure in early years settings. In their groups learners should carry out an analysis of the role of practitioners in keeping children safe and secure, identifying their own specific responsibilities in relation to this.

The taught session should include how health and safety is monitored and maintained in early years settings and approaches to making people aware of risks and hazards and how people are encouraged to work safely.

Learning outcome 5 could be presented by a guest speaker on how to respond to accidents and emergency situations in the early years setting, exploring the procedures for recording and reporting accidents and other emergencies. Learners could be asked to use group work to state how injuries can be avoided in the setting.

Learning outcome 6 could comprise of case study material to enable learners to understand the importance of and approaches to the prevention and control of infection in early years settings. Learners could be asked to identify childhood infections and to describe how infection may be spread in early years settings.

In their groups learners should be asked to explore the legislation, regulations and guidance that apply to infection prevention and control in early years settings.

Finally in this learning outcome learners explore the immunisation programme for children and its role in infection control.

Learning outcome 7 asks learners to understand how to assess health and safety risks in early years settings, explaining the risk assessment process. Risk assessment pro-formas could be used in group work to deliver this learning outcome. Learners are also required to describe the risk assessment and risk management process in line with policies and procedures. Learners are also asked to explain the process of assessing infection and safety risks and could show this through the completion of the risk assessment forms provided.

Learning outcome 8 could be delivered through a taught session using prepared exemplar material to enable learners to explore how records and reports are maintained. The session should also highlight the importance of confidentiality and the significance of maintaining accurate and coherent records and reports.

## Assessment

The centre will devise and mark the assessment for this unit. Learners must meet all assessment criteria to pass the unit.

Witness testimony, questioning, professional discussion and written evidence are all sources of evidence which can be used.

Evidence for this unit could be presented in a variety of ways.

Learning outcome 1: using notes from the taught session, evidence could be presented in the form of an information sheet detailing the relevant health and safety legislation and regulations and how they are implemented in the early years setting. Learners should include where information and guidance can be accessed when planning healthy and safe environments.

Learning outcome 2: evidence could be presented in a PowerPoint presentation to deliver to new staff at the setting explaining how to plan and carry out physical care routines suitable to the age, stage and needs of the child. Notes from group work could be used to support this.

The presentation should include information and an activity relating to dilemmas a practitioner could be faced with in relation to the rights and choices of children and health and safety requirements.

Learning outcome 3: using materials from the guest speaker's presentation, evidence could be provided in the form of a report analysing the importance of health and well-being for babies and children. The report should include methods of promoting healthy lifestyles for babies and children.

Learning outcome 4: evidence could be in the form of an article for the setting's newsletter explaining a practitioners' role and responsibilities in keeping children safe and secure. The article should also include approaches used to monitor and maintain health and safety and how people in the setting are informed of risks and hazards and encouraged to work safely at all times.

Learning outcome 5: following on from the presentation, evidence could be in the form of learner responses to a case study involving accidents and emergencies and a flowchart showing how to respond to accidents and emergency situations and the procedures for recording and reporting accidents and emergencies. Learners could also prepare a presentation explaining how injuries can be avoided in the early years setting.

Learning outcome 6: using the outcomes of the case study activity, evidence could be in the form of a booklet for new members of staff starting with an overview of legislation, regulations and guidance that apply to infection prevention and control in early years settings and leading on to the importance of infection prevention and control. The booklet should include what childhood infections are and how infection is spread in the setting. Finally there should be an explanation of immunisation programmes and the role they play in infection control for children.

Learning outcome 7: using the outcomes of the group work activity, evidence could be in the form of case study produced detailing key issues and approaches used to assess health and safety risks in early years settings, explaining the risk assessment and management process for infection and safety risks. Exemplar risk assessment forms could be produced for learners to complete using a range of scenarios.

Learning outcome 8: using their findings from the taught session evidence could be in the form of a training session to deliver to staff, which explains the systems and structures in place to support the maintenance of records and reports. The session should include the importance of maintaining accurate and coherent records and reports.

## **Suggested resource**

### **Textbooks**

Lindon, J-*Safeguarding and Child Protection: 0-8 Years: Linking Theory and Practice* (Hodder Education, 2012) ISBN 9781444145489

Parker, L- *The Early Years Health and Safety Handbook* (Routledge) ISBN 9780415675321

Rushforth, C- *Safeguarding and Child Protection in the Early Years (Early Childhood Essentials)* (Practical Pre-School Books 2012) ISBN 9781907241277

Tovey H-*Playing Outdoors: Spaces and Places, Risks and Challenge (Debating Play)* (Open University Press 2007) ISBN 9780335216413

### **Journals and/or magazines**

Early Years Educator [www.earlyyearseducator.co.uk/](http://www.earlyyearseducator.co.uk/)

Nursery World [www.nurseryworld.co.uk/](http://www.nurseryworld.co.uk/)

Play Right [www.ipaworld.org](http://www.ipaworld.org)

## Websites

[www.4children.org.uk](http://www.4children.org.uk) - 4 Children work with children, young people and their families to ensure access to locally based, joined up support from birth to 19.

[www.barnardos.org.uk](http://www.barnardos.org.uk) - Barnardo's works to transform the lives of vulnerable children and young people

[www.kids.org.uk](http://www.kids.org.uk) - KIDS provides opportunities and support to disabled children, young people and their families

[www.ncb.org.uk](http://www.ncb.org.uk) - The National Children's Bureau works closely with national and local government to improve public policy and government legislation affecting children and young people.

[www.nspcc.org.uk](http://www.nspcc.org.uk) - The NSPCC's vision is to end cruelty to children in the UK.NSPCC

[www.hse.gov.uk](http://www.hse.gov.uk) - The Health and Safety Executive is the national independent watchdog for work-related health, safety and illness.

[www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx](http://www.playengland.org.uk/resources/managing-risk-in-play-provision-implementation-guide.aspx) - Play England - Managing Risk in Play Provision

[www.playengland.org.uk/charter](http://www.playengland.org.uk/charter) - Play England Charter for Children's Play