

## O4:9 Working with Babies 0-18 Months (Y/508/2871)

**Unit aim:** To develop the knowledge, understanding and skills to care for babies 0-18 months.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand development from birth to 18 months	1.1	Describe the expected pattern of development of babies aged birth to 18 months. Include: <ul style="list-style-type: none"><li>• Physical development</li><li>• Communication development</li><li>• Social, emotional and behavioural development</li></ul>
		1.2	Explain the rest and sleep needs of babies aged: <ul style="list-style-type: none"><li>• 6 weeks</li><li>• 6 months</li><li>• 12 months</li><li>• 18 months</li></ul>
		1.3	Research and describe the current theories on early brain development
2	Understand feeding and care of skin and teeth of babies 0-18 months	2.1	Describe how to prepare and store formula milk and breast milk
		2.2	Using current government guidance, identify the nutritional needs of babies until they are fully weaned
		2.3	Explain how to care for the teeth and gums of babies up to 18 months
		2.4	Describe how to help prevent nappy rash and how to care for babies if they develop nappy rash
3	Understand illness and common ailments of babies 0-18 months	3.1	Identify: <ul style="list-style-type: none"><li>• The reasons for immunisation</li><li>• The immunisation schedule</li></ul>
		3.2	Summarise the causes, signs and symptoms of illness and common ailments in babies. Include: <ul style="list-style-type: none"><li>• Croup</li><li>• Colic</li><li>• Diarrhoea</li><li>• Cradle cap</li><li>• Eczema</li><li>• Meningitis</li></ul>
		3.3	Describe Sudden Infant Death Syndrome and the current advice on minimising this

Learning Objectives – the learner will:		Assessment Criteria – the learner can:
4	Be able to lead and support play opportunities for babies 0-18 months	4.1 Plan activities that encourage: <ul style="list-style-type: none"> <li>• Physical play and development</li> <li>• Sensory play and development</li> <li>• Communication play and development</li> </ul> 4.2 Lead a planned play opportunity in the work setting           4.3 Evaluate a planned play opportunity           Include: <ul style="list-style-type: none"> <li>• How it meets the play, learning and development needs of babies</li> <li>• How it relates to current frameworks</li> </ul>
5	Be able to work with parents/carers encouraging them to take an active role in their baby’s learning and development	5.1 Describe the benefits of working in partnership with parents / carers           5.2 Encourage parents / carers to take an active role in their baby’s play, learning and development           5.3 Evaluate how effective the partnership with parents and carers is at their work setting. Include any recommendations for future partnership working.

## Assessment

There must be valid, authentic and sufficient for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## O4:10 Play for Out of School/Holiday Provision (D/508/2872)

**Unit aim:** To develop the knowledge, understanding and skills to care for children and young people in out of school and holiday provision.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the role and value of play	1.1	Explain what is meant by the terms ‘freely chosen’ ‘self-directed’ and ‘intrinsically motivated’ with regards to play
		1.2	Explain the need for children and young people to participate in self-motivated, freely chosen, self-directed play
		1.3	Evaluate the benefits of play for children and young people. Consider short and long term benefits
2	Understand and plan for different types of play	2.1	Describe the following different types of play: <ul style="list-style-type: none"> <li>• Communication play</li> <li>• Creative play</li> <li>• Dramatic play</li> <li>• Deep play</li> <li>• Exploratory play</li> <li>• Fantasy and Imaginative play</li> <li>• Locomotor play</li> <li>• Mastery play</li> <li>• Object play</li> <li>• Recapitulative play</li> <li>• Role play</li> <li>• Rough and tumble play</li> <li>• Social play</li> <li>• Socio-dramatic play</li> <li>• Symbolic play</li> </ul>
		2.2	Explain the theory behind <b>Loose Parts Play</b> and <b>Risky Play</b>
		2.3	Create three plan/strategies of how to support three different types of play including Loose Parts and risky play
		2.4	Implement the plans/strategies
		2.5	Evaluate the plans/strategies and make recommendations for future play
3	Understand the importance of online safety	3.1	Explain the risks and possible consequences of being online and of using a mobile phone
		3.2	Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> <li>• Social networking</li> <li>• Internet use</li> <li>• Buying online</li> <li>• Using a mobile phone</li> </ul>

<b>Learning Objectives – the learner will:</b>		<b>Assessment Criteria – the learner can:</b>	
4	Understand types of bullying, effects of bullying and support available	4.1	Explain the different types of bullying and the potential effects on children and young people
		4.2	Describe the policies and procedures at their work setting to be followed in response to concerns of evidence of bullying
		4.3	Explain reasons why policies and procedures are in place and how their work setting policies and procedures compare to local and national guidance
		4.4	Explain how to support a child or young person and their family/carers when bullying is suspected or alleged
5	Be able to support communication and develop relationships	5.1	Demonstrate ways to encourage children and young people to express their feelings, views, hopes and wishes
		5.2	Identify and evaluate the range of communication methods, their purpose and use at their work setting

## Assessment

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## O4:11 Care of Two Year Olds (H/508/2873)

**Unit aim:** To develop the knowledge, understanding and skills to care for two year olds.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand 2 year funding criteria and the application process	1.1	Explain the 'Closing the Gap' strategy
		1.2	List the eligibility criteria for free early year's education/childcare for 2 year olds
		1.3	Describe what a 2 year old is entitled to if eligible for funding. Include: <ul style="list-style-type: none"><li>• Hours per week</li><li>• Weeks per year</li><li>• Start and end of eligibility period</li></ul>
		1.4	Explain how funding is applied for and when it can start if eligible for it
2	Be able to carry out a 2 year old assessment check	2.1	Complete a 2 year old assessment check in line with requirements and frameworks
3	Understand the developing 2 year old	3.1	Describe the common skills and milestones of a developing 2 year old. Include: <ul style="list-style-type: none"><li>• Language and communication development</li><li>• Cognitive development</li><li>• Movement/physical development</li><li>• Social and emotional development</li></ul>
		3.2	Explain Erikson's psychosocial stage theory focusing on stage 2 early childhood
4	Be able to provide quality care for 2 year olds	4.1	Using the acronym 'PRICELESS' describe the needs of a 2 year old and how these needs are being met through their practice

## Assessment

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## O4:12 Carrying Out a Research Project (K/508/2874)

**Unit aim:** To develop the knowledge and skills required to undertake a research project.

Learning Objectives – the learner will:		Assessment Criteria – the learner can:	
1	Understand the elements to be used in a research project	1.1	Compare different types of research
		1.2	Describe and give advantages and disadvantages of using: <ul style="list-style-type: none"><li>• Primary research methods</li><li>• Secondary research</li></ul>
		1.3	Identify different methods to analyse and present evidence
		1.4	Explain the importance of validity and reliability of any data used within research
2	Be able to choose a topic for research	2.1	Identify a research topic and produce aims and objectives for a research project
		2.2	Identify any ethical considerations related to the chosen research topic
		2.3	Complete a literature review of the chosen research topic
3	Be able to complete a research project	3.1	Formulate a plan for the research project including research methods
		3.2	Conduct the research using identified research methods and use of research questions
		3.3	Record and collate data
		3.4	Using data analysis methods evaluate information and draw conclusions and findings
		3.5	Reflect on findings and how they corroborate the literature review
		3.6	Make recommendations related to the research

## Assessment

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