

Unit 8 Caring for Children

When working with children, the practitioner has a vital role and holds a number of responsibilities, most importantly, the practitioner must provide a high standard of physical, emotional, social and intellectual care for children. (Please see appendices 1, 2 and 3 for evidence of my research)

Practitioners must be qualified and have received relevant training in relation to their post as well as a clear DBS check. During their training, practitioners learn about laws and legislations concerning the care of children- such as The Childcare Act 2006. Practitioners must have a good knowledge of The EYFS and curriculum and, if required, a good knowledge of SEN (special educational needs). All childcare settings have a carefully constructed set of policies and procedure which the practitioner must work in compliance with. It's also a common requirement for practitioners to be Paediatric First Aid trained in order to provide adequate care for children in case of an accident. In all childcare settings, the practitioner will need to plan the care of a child, this requires some practical skills; the practitioner must be competent at record keeping, presentation and planning. The practitioner must also be comfortable working in a team, this requires to practitioner to be able to build and maintain professional relationships, be approachable, sensitive and a good communicator. Communication skills are also essential for building and maintaining relationships with parents and carers, this is important when caring for children as the parent is usually the primary care giver and know about the child's needs. Practitioners must also possess a number of personal traits to make them suitable to work with children including: good personal hygiene, committed, sensitive, imaginative and creative, self-motivated, positive and enthusiastic, and non-bias, non-judgemental and anti-discriminatory.

When working with children I make sure that I set a good example with everything that I do, I ensure that my speech is clear, smiling while I speak to show my emotion and that I'm only saying words that I'd be happy with the children using. I have a positive attitude and show enthusiasm for everything I do. When working with large groups of children, I make sure to include everyone and make every child feel valued without bias against any child due to factors such as their family background, religion, race etc. I work with other practitioners to improve my own work and ensure that the care I'm providing for the children is adequate; often when planning an activity I'll ask a colleague to read through and suggest improvement. I listen to instructions given to me by my supervisor and take on any role given to me even though it may not be directly related to my role as a practitioner. I work hard to complete my work so as not to let down the children under my care. Working well with other adults, such as parents, is important for the children to see and this sets a standard for how they should treat others, I use my manners, show positive body language and engage in structured conversation, not talking over the other person. I use my experience to improve my work buy reflecting on previous activities and deciding what went well and what could be done to improve my work.

Childcare comes in a lot of different forms dependant on the needs of the child; children of different ages and abilities, children with special needs, and family needs require different kinds of care. (Please see appendices 4, 5 and 6 for evidence of my research) Schools are the main providers of care for children from the age of 4, however as parents work longer hour that that of a school they require the use of before and after school clubs, these come in a variety of formats; some schools provide these facilities however other clubs and groups are available. Each type of setting must conform to adult: child ratios and any laws and legislations in force over them. Some clubs, such as breakfast clubs will provide food for the children however other may just provide a snack. Some settings such as Sure Start groups and preschools prepare children for school life and communicate the child's development stage with their new school to allow for an easier transition, a lot of preschool setting include a lot of learning through play and have adequate outside areas. Lambley Day nursery and Pre-school