

## SCDCCLD0206

### Support children's learning through play



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#### Overview

This standard identifies the requirement when you support children's learning through play in a setting where children are cared for or supported. The standard includes participating in activities with children to encourage communication and language as well as physical, drama, imaginative and creative play. The standard also includes encouraging children to explore and investigate. Finally the standard includes how you contribute to the assessment of children's learning through play.

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### Performance criteria

*You must be able to:*

#### **Participate in activities to encourage communication and language through play**

- P1 work in ways that support **active participation** when communicating with children during **play**
- P2 use every opportunity during activities and routines to listen and communicate with children in a way that is child centred and suitable for their needs and abilities
- P3 support the child to ask questions and develop an attitude of open enquiry
- P4 use body language, eye contact, tone of voice and methods of listening that actively encourage the child to communicate
- P5 use **language** to enhance children's communication skills and learning through play
- P6 use all activities and routines to encourage, support and model language and communication
- P7 make sure what you communicate is **child centred** and suitable for the children's needs and abilities

*You must be able to:*

#### **Encourage children's imaginative play**

- P8 support active participation of children when providing a range of materials, equipment and props to support **imaginative play**
- P9 in partnership with children, select equipment and materials for imaginative play, which are inclusive of their own and other cultures
- P10 encourage children to be inclusive of others within their imaginative play
- P11 encourage children to explore the feelings and roles of others through imagination
- P12 support opportunities for children to participate in **unstructured** imaginative play with or without adult intervention
- P13 use unstructured play to support children develop **social and life skills**
- P14 support children to play out roles they see at home and in the world around them and the need for sensitivity in dealing with stereotypes

*You must be able to:*

#### **Encourage children to be creative**

- P15 encourage the child's participation in a range of creative activities
- P16 follow the children's interests and preferences when providing a range of materials, equipment and props to support creativity
- P17 use opportunities for children to learn and discover through use of natural materials including sand and water
- P18 support participation of children to select and display work in ways that supports their self-esteem
- P19 encourage children to spend time outdoors with the opportunity to

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explore natural materials

*You must be able to:*

#### **Support physical play**

- P20 encourage and support all children to participate in **physical play** enabling an appropriate element of risk and challenge within their play, according to their abilities, preferences and needs
- P21 help children to assess risk to themselves and others in their physical play
- P22 encourage children to take part in physical play using their whole bodies by providing interesting and stimulating opportunities
- P23 give children opportunities to develop their **fine motor skills** by providing appropriate activities and experiences
- P24 safely supervise children's physical play without over or under protecting them
- P25 encourage children to take turns and consider others feelings and views

*You must be able to:*

#### **Encourage children to explore and investigate**

- P26 help children to use indoor and outdoor environments to explore and investigate their surroundings
- P27 support children to find out about, explore and investigate community resources
- P28 use activities to model your own interest in exploring and investigating
- P29 help children to use ICT as part of their exploration and investigation
- P30 use activities to engage children's curiosity, making sure that activities are carefully prepared, safe, and that children are supported appropriately
- P31 help children examine, and display objects of interest to enhance their learning
- P32 make sure the environment is safe and organised in ways that are child centred and enable children to explore and investigate freely

*You must be able to:*

#### **Contribute to the assessment of children's learning through play**

- P33 observe children learning through play
- P34 record your observations using agreed recording methods within your work setting
- P35 contribute to assessments of children's progress
- P36 complete required record of observations according to confidentiality agreements, legal requirements and work setting policies, procedures and practices
- P37 use observations made by you and others to contribute to planning for children's learning through play

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

*You need to know and understand:*

#### How you carry out your work

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's' cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

#### Theory for practice

*You need to know and*

- K23 the **factors that may affect the health, wellbeing and development** of children

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*understand:*

- K24 how these affect children in different ways
- K25 factors that promote the health, wellbeing and development of children
- K26 the main stages of child development and learning

*You need to know and understand:*

### **Communication**

- K27 the importance of effective communication in the work setting
- K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K29 ways to support children and young people to express their needs, views and preferences

*You need to know and understand:*

### **Personal and professional development**

- K30 why it is important to reflect on how you do your work
- K31 how to use your reflections to improve the way you work

*You need to know and understand:*

### **Health and Safety**

- K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

*You need to know and understand:*

### **Safeguarding**

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

*You need to know and understand:*

### **Handling information**

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

*You need to know and*

### **Specific to this NOS**

- K42 the **transitions** that children and young people may go through
- K43 the different types of play, such as structured play, unstructured

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*understand:*

- play, imaginative play, creative play and physical play.
- K44 how to support active participation of the child in their play and learning
  - K45 ideas and views on a child's right to play
  - K46 how children may use play to express emotions, fears or anxieties as well as copy behaviour they have observed in **key people** and those around them
  - K47 music, movement, songs and games to encourage communication that are appropriate for the children with whom you work
  - K48 how play assists children's learning about themselves, those around them and the wider environment
  - K49 how play, routines and activities support the development of social and life skills
  - K50 the types of materials and equipment that support play
  - K51 the importance of encouraging creativity and the scope of activities involved
  - K52 the benefits to children of physical play and exercise and the need for sensitivity in dealing with those who find it more difficult to participate

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### Additional Information

#### Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible

**Appropriate language** includes questions that give children or young people opportunities for a range of different responses; modelling correct use of language; use of vocabulary to enhance areas of learning such as mathematical, exploration/investigation or children's or young people's personal development

**Child centred approaches** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

**Fine motor skills** include sewing, threading, use of scissors, small construction, pencil or pen, etc.

**Imaginative play** includes drama, role play i.e. acting the role of another person either alone or in groups and acting out difficult scenarios. Imaginative play can take the place with or without adult support

**Language** can include the use of verbal and non verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton

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**Physical play** focuses on movement of the body and supports the development of gross and fine motor skills

**Play** can be defined as activity involving the child exploring ideas, feelings and relationships whilst applying skills and understand gained from experience. Play provides opportunities for children to learn and discover the world about them. Play may be structured with a particular outcome in mind.

**Social and life skills** support children to communicate effectively and develop coping and self care skills that assist health and well being

**Unstructured play** refers to play activity freely chosen by the child. The child determines the content and intent of unstructured play. A child may play by themselves or with others. There are many views and theories on the nature and purpose of play which may compliment or challenge the above statement



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### Scope/range relating to knowledge and understanding

#### All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse

**Key people** are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include parents, family, friends, carers and others with whom the child or young person has a supportive relationship

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person

### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

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<b>Relevant occupations</b>	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children
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