

Y12 into Y13 CPLD SIL 2025

Please ensure that you have completed the following tasks of research /practice for your Unit 5 coursework ;

Mrs Keens

A. P2 Explain approaches in early years settings for promoting and maintaining children's health and safety

EYP's have a responsibility to keep children safe. There are many skills and practices needed to do this. (P2 Explain each one listed below, M1 give examples of activities it could link to and say why it would be important when trying to keep children safe D1 -consider strengths and weaknesses of each)

Supervision

Supervision

Close supervision

Supervision within sight

Awareness

Keeping registers up to date

Modelling safe behaviour for the children

Observation of the children

Stage of development of child

Recognising and reporting hazards indoors

Water, sand, playdough, paint, toilets, washing hands, doorways, gates, windows, cooking, toys, adults hot drinks etc

Recognising and reporting hazards outdoors

Slides, swings, wheeled objects, fencing, water, plants etc

Recognising and reporting hazards in home settings (e.g childminders)

Pets, kitchens, stairs, gardens etc

Trips outdoors

Traffic, strangers, wandering off, bites and stings, sunburn, travel sickness, toilet accidents, medical conditions

Reporting hazards

Health and safety at work act - must report

Equipment and resources used to minimise hazards

Safety gates, cupboard locks, safety corners, helmets, smoke detectors, fire blankets and extinguishers, reins, window and door locks, car seats

Appropriate resources and equipment

Maintaining accurate and coherent records

Ofsted – you must report serious accidents/incidents within 14 days of it

Recognising and assessing risks to health, safety and welfare

Passing on concerns about the practice of colleagues (whistleblowing)

The importance of child-centred provision

Support children's overall development, cannot totally eliminate risks

Recognising the individual needs of children

Copy and complete the following tables;

Hazards in the indoor environment

Area/piece of equipment	Hazard	Way to minimise	Problems/evaluation
Water	Drowning slipping	Supervision Pour water away after use Wipe up spills	Staffing Seeing the spilt water
Sand/playdough			
Pens, pencils, scissors etc (crafts)			
Dress up clothing			
Toilet/sink areas			
Doors and windows			
Cooking activities/adults with hot drinks			
Toys and objects on the floor			

Challenge: Problems/evaluation

Hazards in the outdoor environment

Area/piece of equipment	Hazard	Way to minimise	Problems/evaluation
Slides/climbing frames/swings			
Toys with wheels			
Fencing/gates			
Water activities			
Sand/mud activities			
Plants			

Challenge: Problems/evaluation

Hazards in the outdoor environment

Danger	Hazard	Way to minimise	Problems/evaluation
Traffic			
Strangers			
Wandering off			
Bites and stings			
Dehydration/sun stroke/sunburn			
Medical conditions/travel sickness			
Toilet accidents			

Challenge: Problems/evaluation

Miss Rajub

P1 Explain responsibilities of early years professionals in keeping children healthy and safe with reference to legislation, regulations and guidance

Intro

United Nations Convention on the Rights of the Child (UNCRC) 1989

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

Health and Safety at Work Act (HASAWA) 1974

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Management of Health and Safety at Work Regulations 1999

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Workplace (Health, Safety and Welfare) Regulations 1992

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Manual Handling Operations Regulations (1992) as amended

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

Health and Safety (First Aid) Regulations 1982 (as amended)

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Regulatory Reform (Fire Safety) Order 2005

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

The Control of Substances Hazardous to Health Regulations 2002

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees

Food hygiene regulations

Explain it

Why is it important/how does it affect the early years setting

Make references to the EYFS – if there are links to the legislation as to how it can affect/impact the setting

How does it impact the employers/employees