



Skills for Work
Maintenance of a Safe Environment for
Children

National 4: HX1T 74
Support material

Updated September 2024



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Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

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Introduction

These notes are provided to support teachers and lecturers presenting the National 4 unit Maintenance of a Safe Environment for Children (HX1T 74)

Further information regarding this course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The *Maintenance of a Safe Environment for Children* is an optional unit in the *Skills for Work Early Learning and Childcare* courses. However, it is also designed for learners who wish to study the unit on its own. It is suitable for learners who may be considering employment in the childcare and education sector or who wish to progress to further Early Learning and Childcare qualifications.

This National 4 unit enables the learner to develop an awareness of the key aspects of current health and safety legislation related to an Early Learning and Childcare environment. It gives learners the opportunity to identify potential risks within settings and to demonstrate possible strategies for dealing with these. These strategies should give learners an awareness of their own responsibilities and the employer's responsibilities in maintaining a safe environment.

This pack is intended as a guide and an aid to delivery of the unit. It aims to provide centres with a flexible set of materials and activities that can be selected, adapted, and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The pack is divided into the following sections:

Introduction

- ◆ National 4 – Learning Outcomes 1, 2 and 3
- ◆ Evidence requirements

Delivery support section

- ◆ Advice on delivery and generating evidence
- ◆ Experiential learning
- ◆ Employability skills
- ◆ Suggested scheme of work — covering course topics
- ◆ Delivery notes

Learner support section

- ◆ Learner activities
- ◆ Learner notes

Introduction

National 4: Maintenance of a Safe Environment for Children

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Demonstrate an awareness of current health and safety legislation that relates to working in an Early Learning and Childcare environment.
- 2 Explain potential risks in an Early Learning and Childcare environment for children.
- 3 Explain the benefits of strategies for minimising risks in an Early Learning and Childcare environment.

Evidence requirements

National 4: Maintenance of a Safe Environment for Children

Outcomes 1, 2 and 3

Outcome 1

Learners should be able to demonstrate an understanding of the key aspects of current health and safety legislation in relation to employer/employee responsibilities.

Outcomes 2 and 3

A minimum of **two** potential risks for both indoor and outdoor Early Learning and Childcare environments should be identified.

A minimum of **two** strategies and benefits for minimising risks in **both** indoor and outdoor Early Learning and Childcare environments should be identified with an explanation of the benefits of each.

Delivery support section

Advice on delivery and generating evidence

The National 4 unit enables learner's to develop introductory knowledge of the value and importance of well-maintained and safe environments for the developing child. Learners need to be able to demonstrate their knowledge and understanding to meet the assessment criterion. In their evidence learner's need to demonstrate clear links between their understanding and theory taught.

Experiential learning

As the first step in developing the understanding of safety, risks and appropriate maintenance needed in the role of the adult and early learning and childcare practitioner, to best meet the needs of children; it may support the learner to have practical activities built into teaching and delivery of this unit; to provide appropriate opportunities to observe demonstrations, participate in their own application of key skills all of which will support confidence and greater understanding of the importance of the key themes of this unit. It is a good approach to support learners in paired practical experiences, creating a safe and supportive space where they can learn the process/steps in make mistakes in ways which promote discussion and reflection. This will enrich the theory and law and legislation and support learners to develop clearer links between the theory and their own practice and that of their peers.

Employability skills

In these units, learners will have the opportunity to develop skills:

- ◆ Communication skills
- ◆ Working with others
- ◆ Working independently
- ◆ Organisation and planning skills
- ◆ Problem solving skills
- ◆ Time management skills

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ◆ Their role and responsibilities in the provision of risk and safety practice and management.
- ◆ The roles and responsibilities of others in the provision of risk and safety practices and management.
- ◆ The importance of understanding the legislative requirements of maintaining a safe environment for children.

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Topic	Content	Unit
Topic 1	Health and Safety Awareness in an Early Learning and Childcare Environment: What is meant by health and safety? Current legislation in relation to health and safety – general	N4 N4
Topic 2	Current Health and Safety Requirements in an Early Learning and Childcare Environment: Health and Safety at Work Control of Substances Hazardous to Health The Reporting of Injuries, Disease and Dangerous Occurrences Food Safety	N4 N4 N4 N4
Topic 3	Maintaining a Safe and Healthy Environment in an Early Learning and Childcare Environment: Employer responsibilities Employee responsibilities	N4 N4
Topic 4	Exploring Risks in an Early Learning and Childcare Environment: What are risks – how can these be measured? Possible risks in an indoor Early Learning and Childcare environment. Possible risks in an outdoor Early Learning and Childcare environment	N4 N4 N4
Topic 5	Risk Management in an Early Learning and Childcare Environment: Exploring the benefits of strategies for minimising risks to health and safety in both an indoor and outdoor Early Learning and Childcare environment. Revision Tools	N4 N4

Delivery notes

Delivery notes topic 1: Health and safety awareness in an early learning and childcare environment

What is meant by health and safety? Activity 1

In this activity teachers/lecturers should support learners to gain an understanding of what is meant by health and safety. Discussing this with the whole class group to ensure, they can explore the term fully.

Focused Discussion

Discussion Questions to explore the meaning of health and safety:

- ◆ When you were a child what was your favourite game or activity?
- ◆ Did you play outside?
- ◆ Did you climb trees?
- ◆ Did you engage in 'risky play'?
- ◆ Did you ever do something you were told not to?
- ◆ Were you ever stung by a bee?
- ◆ Did you ever get stuck somewhere you shouldn't have been?

Think about what you did and played as a child, and consider whether any of the things you did were always safe.

Read over with the class group

Defining health and safety is important for those who need to ensure that risks are measured and preventions are imbedded within the practices people make, and understand it is part of their roles and responsibilities.

Some ways to describe or consider health and safety include:

The state of being safe and protected from danger or harm

The state of not being dangerous

The regulations and procedures intended to prevent accident or injury in workplaces or public environments (from Oxford Dictionaries 2022)

Step 1: Support learners to work as a group, to discuss the term 'Health and Safety' — create a combined definition that everyone agrees on.

Step 2: Continuing in their groups, they should brainstorm why 'Health and Safety' is needed and has its place in Scottish society.

The groups should be supported to feed their work back and share it, which should inform a class discussion. Support learners to retain their notes.

Current legislation in relation to health and safety: Activity 2

In this activity learners are supported as they are introduced to and investigate guidance and legislation on health and safety. They are to be encouraged to develop an understanding of the importance of applying health and safety in an early learning and childcare setting.

Read over with the class group:

When working within an early learning and childcare setting, it is important to always follow the policies and procedures of the setting; these are written by the employer to demonstrate that they are applying a range of required legislation and guidance within their settings. These policies and procedures are often underpinned by national guidance and legislation (law). One of these pieces of legislation is the Health and Safety at Work Act (1974); it is important that you develop an understanding of the importance of applying the Health and Safety Act in an early learning and childcare setting.

It is important to understand what Health and Safety guidance you have to follow and implement. This is to ensure that all legislation is implemented correctly. The consideration here is — is all the guidance appropriate for all settings, or do some parts apply in some places and not others?

Step 1: Encourage learners to research and record information about the current Scottish/National guidance on Health and Safety within the following settings:

- ◆ private nursery
- ◆ local authority nursery
- ◆ primary school
- ◆ secondary school
- ◆ after school club
- ◆ childminder
- ◆ playgroup
- ◆ PEEP session

Investigate: What is legally required to be in place in an early learning and childcare setting linked to health and safety? Find a range of ways that health and safety is to be followed.

Learners can work individually or in pairs and the settings can be shared out across the class group. Support learners to find as much information as possible for their setting.

Feedback to the class group — reflect on any similarities and differences that have been found and discuss this altogether.

Control of hazardous substances activity 3

Support learners to investigate and research and then to add their responses under the headings below.

Step 1

Working individually, research the following headings and add your information found underneath each heading.

What is the difference between 'hazardous and non-hazardous' waste disposal?

Give examples of hazardous items in an early learning and childcare setting that need careful disposal.

Give examples of non-hazardous items in an early learning and childcare setting that need careful disposal.

Feedback to the whole class group and share your responses.

Step 2: Using the information you have found, create an informative flyer using the headings above, to raise awareness to adults working in an early learning and childcare setting.

Delivery notes Topic 2: Current health and safety requirements in an early learning and childcare environment

Health and safety at work activity 1

Teachers/lecturers in this activity to support learners to continue to develop their awareness and understanding.

In places of work across the nation employers and employees are required by law to follow the Health and Safety at Work Act 1974. (<https://www.legislation.gov.uk/ukpga/1974/37>)
[Health Safety Executive Easy Read Law](#)

The Act sets out the roles and responsibilities of employers, who employ people to work in their settings, and of the employees who carry out the jobs they are employed for. This legislation sets out to protect the health and safety of all stakeholders in a work setting. This includes those who use the service that is being provided. It sets out the requirements to control infection spread, maintain settings to avoid harm, hazard or accidents happening to people in the setting. The legislation considers the broad range of potential risks and hazards that can harm or endanger.

Step 1:

Support learners to look over the Health and Safety at Work Act 1974 and pick out key themes. Look out for aspects that could be applied in an early learning and childcare setting.

Encourage learners to take notes and keep these.

Control of Substances Hazardous to Health: activity 2

The aim in this activity is to continue to build learner's basic understanding of legislative requirements that they would be expected to apply in an early learning and childcare setting.

Support learners to work together to investigate, research and record information about the Control of Substances Hazardous to Health (COSHH) and add it to the table below.

Time to discover all about COSHH.

Step 1:

In pairs or groups, research COSHH. Find a range of key information and add it to the group information table (below). (www.hse.gov.uk)

Question	Answer
What does COSHH stand for?	
What piece of legislation is COSHH linked to?	
What types of substances are covered by COSHH?	
Who is responsible for following the law and applying COSHH in ELC settings?	
Other information found linked to COSHH.	

Feedback to the whole class group and discuss

Step 2:

Support learners to consider the role of the adult in following the Control of Substances Hazardous to Health rules, when caring for children. Encourage them to brainstorm the different types of chemicals or substances that might be found in an early learning and childcare setting and then consider where and how they should each be stored and why.

Feedback to the whole class group and discuss.

Control of Substances Hazardous to Health: activity 3

Teachers/lecturers should support learners to use the information they have already gathered in previous activities to demonstrate their understanding of COSHH.

Step 1:

Using the information already collated – create a short presentation/or information flyer or video to explain the following:

- ◆ What COSHH stands for.
- ◆ What does COSHH cover by law in Scotland?
- ◆ What is the employer of an early learning and childcare setting responsible for in ensuring COSHH is implemented?
- ◆ What is the employee of an early learning and childcare setting responsible for in following and upholding COSHH in the workplace?
- ◆ Give some examples of what COSHH items may be found in the ELC setting?
- ◆ Explain how these items must be stored and why.
- ◆ What are the consequences if these COSHH is not followed accurately?

Encourage learners to present their work to the class.

Control of Substances Hazardous to Health: activity 4

The aim in this activity is to continue to secure basic understanding of COSHH for the learners.

Step 1:

Read the scenario below and then complete the task.

In the Happy Day Happy Life nursery, the team are working together to create an up to date COSHH register. This is where all the chemicals used and stored in the nursery are logged. This register will support any Health and Safety visits which may happen at any time, and enable the employer to demonstrate that COSHH is being followed in the setting to protect adults and children. It is important that all necessary substances are accurately recorded and recorded where they are being stored in the setting.

Support learners to explore and identify those chemicals and substances that 'would be found' in an Early Learning and Childcare setting.

Next, read the labels carefully and record the key information into the following categories.

Take time to read over and listen to learners responses to ensure they have an accurate understanding.

Substance/Chemical Name	Substance/Chemical Type	Potential Harmful/Hazardous Effects/& Risk Level (Low/Medium/High)	Storage Location & Amount Stored	Disposal of Empty Containers

Control of Substances Hazardous to Health: activity 5

Aim here to continue to consolidate learners understanding of COSHH and where to look at the different COSHH symbols. Discuss with them where they may find these and what influence these should have on their practice when using them.

Step 1: Look at the following COSHH pictograms and record the correct title to the correct image. Select from the word bank below. Write the title next to each correct pictogram.

Gas under pressure (Symbol: gas cylinder) Serious health hazard (Symbol: health hazard)

Acute toxicity (Symbol: skull and crossbones) Hazardous to the environment (Symbol: environment)

Corrosive (Symbol: corrosion) Health hazard/Hazardous to the ozone layer (Symbol: exclamation mark)

Explosive (Symbol: exploding bomb) Oxidising (Symbol: flame over circle)

Flammable (Symbol: flame)





Step 2:

Practical: Be a COSHH inspecting team. Carry out a COSHH inspection of your setting or centre to discover how COSHH is implemented.

Can you find:

- ◆ COSHH Policy and Procedures
- ◆ Substances/chemicals are used on the site
- ◆ Substances/chemicals storage location
- ◆ Interview the responsible person for COSHH in your setting – find out what their roles and responsibilities are. Find out what the roles and responsibilities of the employees in your setting are linked to COSHH.

Teacher/Lecturer Hints: This activity could be applied in the centre and learners encouraged to safely investigate. There may be a requirement to complete a risk assessment for this task and learners should be encouraged to participate in this as a whole class group. Doing so will raise further awareness of the importance of assessing risk. Learners could create their own check list and have pre-prepared questions to ask centre personnel.

The Reporting of Injuries, Disease and Dangerous Occurrences: activity 6

In this activity learners are to be encouraged to begin to develop their basic understanding of Reporting of Injuries, Disease and Dangerous Occurrences (RIDDOR). Encourage learners to investigate and then feedback to the class group to ensure accurate responses. Support learners to retain their notes.

Step 1:

In pairs or groups, research RIDDOR. Find a range of key information and add it to the group information table (below). (www.hse.gov.uk)

Question	Answer
What does RIDDOR stand for?	
What piece of legislation is RIDDOR linked to?	
What types of substances are covered by RIDDOR?	
Who is responsible for following the law and applying RIDDOR in ELC settings?	
Other information found linked to RIDDOR.	

The Reporting of Injuries, Disease and Dangerous Occurrences activity 7

Support learners in this task. Read over the scenarios with them and discuss. Support learners to take notes and retain these.

Read over the scenarios below and then decide which of these accidents would need to be reported as part of RIDDOR. Be mindful that reporting accidents via RIDDOR is where accidents have been a direct result of negligence in supervision, or provision of faulty equipment or resources, or for instances where poor practice was the direct cause of the accident.

Choose two accidents that are commonly found in an early learning and childcare situation and, using the Accident Record Template, fill out a form for each.

Accident record template

Name of the injured party:

Age:

Date & Time of Incident:

Name of Person Who Managed the Accident:

Location where the accident took place:

Type of Accident:

Description of the accident:

Action that was taken:

Witness signature & date of the accident & after care:

Setting manager signature & date:

Parents/Guardian/Carer signature & date

Any other notes (including any further actions for the setting):

Accident scenarios in an early learning and childcare setting

Scenario 1

A group of children aged 3–5 years were on a summer outing for the whole day, and had been transported to the nearest wildlife park via coach. The wildlife park was over forty miles away from the nursery setting and the children were very excited about the trip. Unfortunately, one child fell from almost the top of a wooden climbing frame at the play park whilst having a picnic lunch and play. He suffered a broken arm and collar bone and had to be taken to the nearby hospital for treatment. Some of the children told the supervising adults that some of the wooden rungs were loose and hanging off.

Scenario 2

In the garden of the out-of-school care, two ten-year-old children were playing tug of war with the parachute, each trying to help pack the parachute away after a fun session. As they struggled with the parachute, one let go and the other fell backwards and banged their head on the ground. A lump appeared on their head and first aid was needed.

Scenario 3

A three-year-old child trapped their fingers between the door of the playroom and the door frame whilst their friend was on the other side tickling their fingers through the gap. Two fingers were swollen and grazed.

Scenario 4

When running around and having fun outside, playing chases, a child fell on the concrete, cutting their knee. There was a deep cut, flowing blood and some dirt on the wound.

Scenario 5

Some children in a primary one class were spending time at the craft table, making pictures with dried peas, beans, lentils and rice. One child had been using glue and had some lentils stuck on their hand, they wiped their runny nose along their hand and mistakenly sniffed some lentils up their nostril.

Scenario 6

In the playroom, the supervising staff member put on some background music as the children played. The music CD played and the cable stretched across the floor to save moving lots of other resources to make room at the other side of the area. Two children collided with each other due to tripping over the CD player cable, bashing heads and faces. One child badly bit their lip and suffered a knock to the head; the other lost a front tooth, had a lump on the cheek and a bruised eye socket.

After two RIDDOR forms have been completed, support learners to share their records with the class group and discuss the outcomes.

Collate all the accident forms together to create a class/group accident record book.

Health and safety including prevention of infection activity

In this activity, support learners to develop and demonstrate their broad knowledge and understanding of health and safety, including prevention of infection in an early learning and childcare setting. Read over the questions to ensure they understand.

Answer the following questions.

- 1 Identify different ways that infection can be spread.
- 2 Give examples of ways that infection might be spread in an early learning and childcare setting.
- 3 Identify and give examples of ways you might reduce/stop infection being spread in an early learning and childcare setting.
- 4 One of the best methods of reducing the risk of infection is regular hand washing. List the occasions when **early learning and childcare practitioners** and **children** should wash their hands.

Practitioner	Children

- 5 Identify three other main areas that are potential hygiene risks in an out of school care.
- 6 Give five examples of what would promote good food hygiene.
- 7 Why is there an increased need to be vigilant in nursery bathroom/toilets?
- 8 Give eight examples of how to ensure that toilets in an early learning and childcare setting are kept to a high standard.
- 9 Why should adults and children have short nails when working or playing in the play area?
- 10 What are the differences between disposing of 'hazardous' and 'non-hazardous' waste?
- 11 Give examples of hazardous items in an early learning and childcare setting that need careful disposal.
- 12 Give examples of non-hazardous items in an early learning and childcare setting that need careful disposal.
- 13 Consider when personal protective equipment (PPE) needs to be used in an early learning and childcare setting? Add in as many situations where you think you need to use PPE; consider the types of jobs you may be doing at different times of the day.

PPE Should Be Worn When ...

14 Why is it important to understand how infection spreads?

Teacher/Lecturer Hints: These questions could be set out as above. Alternatively, they could be set as a quiz or challenge, with points for each answer given — most points wins. These questions could be used to create an online quiz such as a Kahoot.

Health and safety including prevention of infection — food safety activity

In this activity learners are being introduced to basic food safety and the links with the current and up-to-date legislation. They are being encouraged to understand what the Food Standards Agency Scotland is and its function. Support them to investigate and apply found information.

Step 1

In pairs or groups, research Food Standards Agency Scotland. Find a range of key information and add it to the group information table (below). (www.foodstandardscot.gov.uk)

Question	Answer
What does the Food Standards Agency Scotland do?	
What piece of legislation is Food Safety linked to?	
What types of food safety steps does the agency recommend?	
Add in some links of research you have carried out about the Foods Standards Agency.	
Other information found linked to Food Safety/Standards Agency.	

Feedback to the whole class group, and contribute to a discussion about what you have found out.

Step 2

Research and record current and accurate information to the following:

- ◆ Explain BEST BEFORE date on food items
- ◆ Explain USE BY date on food items
- ◆ Explain the possible consequences of not following the guidance on, USE BY and BEST BEFORE dates.

Feedback to the whole class group, and contribute to a discussion about what you have found out.

Health and safety including prevention of infection — food safety activity

The aim in this activity is to continue to build the basic knowledge and understanding of the different elements in food safety. In this practical, support learners to work together to discover a wide range of food and drink items that are suitable for babies, children and young people, applying a keen eye on the USE BY and BEST BEFORE labelling.

Step 1

Practical. Visit the local supermarket and carry out a scavenger hunt, marking a range of USE BY and BEST BEFORE dates for different food and drink items. Learners could complete the worksheet with their found items or alternatively create one of their own.

Download worksheet: [Food Standards Labels Worksheet Template](#)

Support learners to make comparisons between what they have discovered. What types/categories of food items are mostly BEST BEFORE and which are mostly USE BY? What does this mean for the early learning and childcare practitioner in an early learning and childcare setting? Including food purchasing; food storage; food rotation and so on.

Alternatively, provide the group with a range of items of food and drinks and ask them to set up all items into categories for storage, such as all items for dry storage, items for the fridge and so on. Then record the USE BY and BEST BEFORE dates on their worksheet.

Teacher/Lecturer Hints

- ◆ Aim to develop a good relationship with the local supermarket/shop in the area, as this can be beneficial for a range of other activities in this unit and across the Skills for Work Course, including Care of Children, Care and Feeding and Contemporary Families units.
- ◆ To extend this activity further, discuss with the class what considerations they would need to make in the role of the practitioner, when ordering food and drink items for the early learning and childcare setting; particularly in terms of food safety and USE BY BEST BEFORE dates and so on. Learners could prepare a checklist of their own to use on the outing.
- ◆ As a further extension from this activity, the [Food Standards Scotland website](#) has a range of good engaging resources, including interactive tasks, to further support knowledge and understanding of food safety. Learners could have time exploring a range of interactive games and taking screen shots of their completed tasks, which could be added as evidence to their folios. They could also consider how these resources could be used with children and young people to promote their understanding of food safety and hygiene practices.

<https://www.foodstandards.gov.scot/education-resources>

Health and safety including prevention of infection — food safety activity

In this activity learners are able to test their developing knowledge and understanding and once they have completed the quiz, discuss their responses and ensure that they have accurate responses.

How much do you know? Complete the quiz – Circle your answers.

1 What does food with a use-by date on it mean?

- ◆ After this date food is not safe to eat
- ◆ You are only allowed to eat the food on this date
- ◆ After this date the food will be safe to eat but probably not as good
- ◆ Stores cannot sell food after this date

2 What temperature should a freezer be kept at?

- ◆ At 0°C
- ◆ Below -18°C
- ◆ Between -5°C and 0°C
- ◆ Around -50°C

3 Which TWO of these meats should be cooked all the way through to be safe to eat?

- ◆ Lamb
- ◆ Beef
- ◆ Turkey
- ◆ Chicken

4 Why should you store meat on the bottom shelf of refrigerators?

- ◆ Because that is the coldest part of the fridge
- ◆ Because it won't drip onto other food
- ◆ Because it should be easy to take in and out of the fridge regularly
- ◆ So you can store plenty of ready-to-eat foods next to it

5 Why shouldn't you wash chicken?

- ◆ Because it affects how well it cooks in the oven
- ◆ Because it makes it taste bad
- ◆ Because it causes it to spoil quicker
- ◆ Because it may cause campylobacter bacteria to spread around the sink

6 What is the best way to dry your hands after washing them?

- ◆ Wiping them on your clothes

- ◆ Using a hand towel that other people have used
- ◆ Using a disposable paper towel
- ◆ Blowing on them

7 Why should raw and cooked foods always be separated?

- ◆ Because they won't taste nice together
- ◆ Because they make each other go bad quicker
- ◆ Because raw food makes cooked food cold
- ◆ Because bacteria from the raw food might get on the cooked food

8 What temperature should the fridge be at?

- ◆ Between 2-4°C
- ◆ Below 0°C
- ◆ At 10°C
- ◆ Above 6°C

9 When is it most important to wash your hands? (Choose two answers)

- ◆ After touching raw meat
- ◆ After using the toilet
- ◆ After you've finished eating
- ◆ After touching cooked food

10 Which of these foods are NOT high-risk?

- ◆ Crisps
- ◆ Jam sandwich
- ◆ Meats
- ◆ Cooked rice

11 Which two of these foods must be kept in the fridge?

- ◆ Bananas
- ◆ Uncooked rice
- ◆ Mayonnaise
- ◆ Raw bacon

12 Why is it important to be extra careful to not touch other food without washing your hands when handling peanuts?

- ◆ Because some people think peanuts are too salty
- ◆ Because some people are allergic to peanuts
- ◆ Because bacteria grow rapidly in peanuts

- ◆ Because peanuts make food go bad quickly

13 What temperature must food be cooked at to kill food-poisoning bacteria?

- ◆ At 30°C
- ◆ Between 50-55°C
- ◆ Above 63°C
- ◆ At 49°C

14 Explain why using two separate chopping boards for meat and vegetables is important.

Alternatively, this could be used to create a Kahoot quiz or as a team challenge.

Delivery notes topic 3: Maintaining a safe and healthy environment in an early learning and childcare environment

Employers' and employees' responsibilities activity 1

In this activity encourage learners to label around the image, the different ways that this early learning and childcare practitioner should positively demonstrate good personal hygiene in an early learning and childcare setting. Support the learners to discuss and debate and once complete to feedback their responses to the rest of the class.

These are the new employees in the local early learning and childcare setting. Identify the ways that they can role model personal hygiene.

Good Personal Hygiene

A: Identify which of these is something that those who care for children SHOULD do to promote good personal hygiene. (Circle what they should do)

B: Identify which of these that those who care for children SHOULD NOT DO (Draw a line under what they should not do)

Use deodorant/antiperspirant

Dirty fingernails

Have a daily shower

Wear long dangly earrings

Wash hands after using the toilet

Uniform doesn't need ironing

Cover cuts/blisters – using brown/white plasters
Long pointed nails

Wash hands regularly

Clean teeth at least twice a day

Change underwear every second or third day

Cover cuts/blisters – using blue plaster

Brush hair & have it neat & tie back if long

Hand over mouth & nose when sneezing & wash hands directly
Ironed and clean, washed uniform

Wear a disposable apron when changing nappies

Wear clean socks – changed daily

Wash hair regularly – address dandruff/dry scalp conditions

Little make-up

Nail extensions

Smell good

There are two new employees in 'The Happy Corner' Early Learning Child Care Centre. Discuss and record what they need to know about Health and Safety before they start working with children.

Now record what the new employee's MUST NOT DO when caring for children in the setting. Reflect on ways they SHOULD NOT breach Health and Safety.

Finally, now note what both of these employees MUST DO as part of their roles & responsibilities in implementing good Health & Safety practices as part of their usual conduct.

Employers' and employees' responsibilities activity 2

In this activity, support learners to develop understanding of appropriate health and safety measures and consider what steps should be taken to do this in an early learning and childcare setting. Learners should reflect on their reasons for their choices.

Step 1

Read and discuss the scenarios below. Agree and record what actions are required to ensure good health and safety measures are implemented, and why.

Scenario 1

Jeff is planning a baking activity with the children.

Scenario 2

The children are asking to do some blow and bubble painting. Sue knows that this means the children will need straws for this activity.

Scenario 3

A number of children in the pre-school room have a sickness and diarrhoea bug.

Scenario 4

Millie and Anwar (employees) are unpacking the food delivery that has just arrived at the out-of-school care.

Scenario 5

The children of the ante and pre-school rooms are going out with the staff team, to the local play park.

Step 2

Support learners to work in groups each make a colourful poster, clearly labelling the health and safety steps that have been agreed for each of the five scenarios above. Approach this, as a fun, engaging and informative poster that could be displayed in the walls of the early learning and childcare setting.

Employees' responsibilities activity 3

Support learners to complete the table below to demonstrate knowledge and understanding gained of ways they would be expected to ensure health and safety practices were being implemented in an early learning and childcare setting as part of their usual role and responsibilities. Discuss their responses and their reasons for their choices.

Ways early learning and childcare practitioners can prevent infection in early learning and childcare settings	List ways the early learning and practitioners can apply these in practice as part of usual routines
Hand washing	
Cleaning	
Food Handling	
Role Modelling Behaviours/Practices	
Following procedures (policies)	
Correct disposal	
Illness	
Hygiene	
Roles and Responsibilities	

Maintaining health and safety in early learning and childcare settings (employees' responsibilities) activity 4

Step 1

Support learners to develop basic knowledge and understanding of the range of hygiene routines which are required within an early learning and childcare setting; in order to prevent the spread of infection and to meet Health and Safety legislation. Support learners to work in pairs or groups and to feedback their responses once completed.

Take time to complete the table below — identify possible routines to prevent the spread of infection and cross-contamination.

Scenario	What would the hygiene routine need to be?
Handwashing	
Nappy changing	
Toilet training	
Cleaning equipment and toys	
Cleaning eating utensils	
Kitchen areas	
Toilet areas	
Waste disposal (body fluids)	
Waste disposal (non-hazardous)	

Step 2

Moving onwards, enable learners to explore more specific cleaning and maintenance routines that are expected in an early learning and childcare settings. Raise awareness of

what should be used when cleaning these resources and why. Discuss 'maintenance' further — what does this mean and how is it linked with cleaning? If completed in groups, feedback responses to the rest of the class group.

Share some ways the following resources/areas should be maintained and cleaned.

Resource	How should these be cleaned and maintained
Ball Pool	
Dolls	
Playdough	
Toy/Storage Box	
Wooden Toys	
Dressing Up Clothes	
Sleep mats/mattresses	
Prams/pushchairs	
Play Tables-dining tables	

Maintaining health and safety in early learning and childcare settings (employees' responsibilities) activity 5

Step 1

Support learners to read the scenario and, working in pairs or groups of three, complete the table below. In this activity learners should consider 'how often' cleaning and maintenance should be carried out in the early learning and childcare setting. Support them to reflect on the importance of this as well as the ways these are to be carried out. Whose role is it to make sure it is done? Who is responsible for cleaning and maintaining regularly? Can they suggest ways in which these could be recorded to prove they have been done?

Scenario: In the Happy Sunshine Bear Nursery they are splitting up the jobs between the team. They are doing this to change their cleaning routines and rota so that the new staff know what to do and when. They have made a list of the items and areas to be cleaned and need to create a schedule to add to the room wall.

Decide how often each of these would need to be cleaned in an early learning and childcare setting.

Items	Frequency
Ball Pool	
Dolls	
Water Tray	
Sleep Mats/Mattresses	
Dressing Up Clothes	
Play Tables - Dining Tables	
Areas	Frequency
Bathroom	
Wet Area	
Carpeted Area	
Hallway/Corridor	
Cloakroom/Entrance	
Kitchen	
Specific Items in Areas	Frequency
Toilet(s)	
Sink(s)	
Bin	
Nappy Bin	

Step 2

Support learners to consider their responses to these situations found in an early learning and childcare setting.

In groups discuss and record your responses in the table below. Reflect on the best approach to each situation in terms of health and safety requirements.

Roles/situations in an early learning and childcare setting	Cleaning method chosen	How should the adult deal with these
Vomit on the floor		
Prepare a surface ready to sterilise a baby's bottle.		
Prepare a chopping board to make snack		
Cleaning a table after lunch		
Cleaning a nappy changing mat ready to change a nappy		
Food items on the floor after lunch		
Cleaning a play tablecloth ready for snack		

Feedback your responses as part of a whole class discussion once completed.

Maintaining health and safety in early learning and childcare settings (employees' responsibilities) activity 6

Support learners to study the playroom image to begin to identify aspects that are hazardous, and that need to be tidied up to make this space safe for children. Support them to be aware that on 'seeing something' that is unsafe/out of place or that could be potentially harmful, it is their responsibility to remove it at the time. Discuss the importance of being aware of potential hazards as part of usual practice.

Look at the play room:

- ◆ Make a list of all the ways you would need to maintain this space (including removal of any potential hazards).
- ◆ Consider how you need to '**clean**' and **methods** you might use to do this.
- ◆ Consider how you might clean as part of usual routines and practices, and ways you could encourage children to be responsible and get involved too.

Once completed discuss with the class and feedback responses.

Step 2

There has been an outbreak of sickness and diarrhoea bug in Sunshine Play Centre. The manager has asked you to create a fun poster to promote hand washing in the nursery. Design one poster **for children** and one poster **for adults**.

The poster for the adults should highlight a range of ways that they should encourage children by role modelling positive hygiene practices to prevent the spread of infection.

The poster for the children should be fun, child friendly and visual. It should clearly demonstrate ways that children can take steps to develop good hygiene practices to prevent the spread of infection.

Delivery notes topic 4: exploring risks in an early learning and childcare environment

What are risks — how can these be measured? activity 1

In this activity, support learners to consider 'risk' and how this relates to 'potential harm and hazards'. Further raising awareness of ways of how risk are assessed and managed in an early learning and childcare setting.

Read over with learners:

When children engage in play with risks, it presents challenges for them to overcome. Further it enables children to cope and manage the emotions that go along with risk such as nervousness, uncertainty and fear. Experiencing this supports their holistic development, and the ability to apply strategies and coping mechanisms with a can do approach; all of which promotes skills and knowledge and understanding they can apply as they grow.

Step 1

Support learners to explore and investigate the concept of 'risky play for children' and the benefits. Consider what being 'risk averse' means? And how all of this can impact children's development.

Then encourage the learners to create a mind-map or poster to illustrate what they have learned.

Teacher/Lecturer Hints: Watch a range of video clips and read articles that explore the concept of risky play and healthy development, as well as the importance of achieving the right balance between good risks with positives developmental outcomes, and risks that present danger and potential harm to the detriment of development.

Step 2

As a whole class group, discuss the idea of 'risks' in early learning and childcare, drawing up a list of accepted/good risks for children to experience and an unacceptable/poor risks.

Learners should take and save notes.

What are risks — how can these be measured? activity 2

In this activity, build further on the concept of 'risks' and those found in an early learning and childcare settings; the importance of protecting children from harm and potential risk.

Read over with learners:

Risk assessing is a means to determine the potential of harm or danger in a wide range of circumstances and situations. This tool enables adults to check and reflect on whether the risks outweigh the experience and to identify the benefits and 'safe risks' which will ultimately promote the development of children in their care. Risk assessments are also a legal requirement for settings and are the roles and responsibilities of employees to ensure the policies and procedures of their setting and employer are met accurately. Risk assessment and recording, aims to mitigate against possible hazards or accidents to reduce harm and control as many possible outcomes as possible. The key elements to risk assessing are:

- ◆ *To identify potential hazards or those which may cause harm*
- ◆ *To determine who may be potentially harmed and the ways this potentially could occur*
- ◆ *To assess the risks (High/Medium or Low)*
- ◆ *To determine the actions needed*
- ◆ *To record what is found*
- ◆ *To regularly review the risk assessment*

With all of this in mind, it is reasonable to consider that in an early learning and childcare setting, supervising adults conduct many risk assessments and review these regularly to ensure that activities and experiences continue to meet the health and safety requirements to the required legal standards outlined in Scottish legislation – including the Health and Safety at Work Act 1974.

Step 1

Encouraging learners to work in pairs, support them to research examples of 'risk assessment templates' for the following

- ◆ Indoors in an early learning and childcare setting
- ◆ Outdoors in an early learning and childcare setting
- ◆ Play areas in an early learning and childcare setting
- ◆ Trips/outings in an early learning and childcare setting

Discuss and compare the different types of risk assessments found and then record the following information:

- ◆ What are the similarities across the documents?
- ◆ Do they all meet the required information?
- ◆ How easy do you think these would be to use as part of usual practitioner responsibilities when working?
- ◆ Do these examples promote the need for, and importance of, taking time to assess risk?

Step 2

Encourage learners to design and make their own 'child-friendly risk-assessment tool'. This should be clear and easy to understand and should use images, and children, supported by an adult, should be able to use it to check their immediate environment to determine the potential hazards and risks for themselves. The aim is to have as many different variations as possible on this tool across the class group. This will enable reflections on the value and benefit to involving children in assessing risks in their play and experiences.

Make a wall display of the different risk-assessing tools and make large signs and labels to show the benefits of using them in early learning and childcare settings and how involving children supports their development.

What are risks — how can these be measured? activity 3

The aim of this practical activity is to enable learners to see, first-hand, potential hazards and dangers that can cause risk or harm. This will further support them to be aware of their role as the early learning and childcare practitioner and of how that they can reduce/remove hazards.

Practical – identifying the hazards

Teacher/Lecturer – To provide an appropriate play space (indoor and outdoor); Share these out with the different groups.

Planning – In groups, work together to visit the space and decide how many hazards could be added for the other groups to risk assess and identify.

Record – Note down how many hazards there will be and their location and whether each one is considered High, Medium or Low risk.

Implement – In turn, each group works to set up their hazardous play spaces; once completed and checked that all planned hazards are in place, each of the other groups will use their detection skills to risk assessment the space.

All groups should plan, prepare, carry out a risk assessment and should all experience the others groups spaces.

Take photos of the spaces, the planning and recording sheets, and add this to the unit portfolio, as this is good evidence to support learning.

Possible checklist.

Health and Safety Requirements	Potential Hazards
Chemical Storage	
Fire Prevention	
Fire Hazards	
Floor/Coverings	
Corridors/Gangways	
Using electrical/Mechanical Equipment	
Food Storage	

Teacher/Lecturer Hints

As learners explore the concept of identifying and assessing risks – enable them to discover the importance of having risks in play for children’s healthy development. This could be covered as part of the Play in Early Learning and Childcare unit as well, and as the learners explore play experiences, they could be encouraged to conduct their own recorded risk assessments.

Throughout the course the class group could develop their own folder of risk assessments for common play experiences such as specific crafts, games and role play, as well as outings and physical play. Introducing this as part of the Play unit, will support their understanding more broadly when they come to complete the Maintenance of a Safe Environment unit and enable them to build further into their understanding.

Provide a range of videos, articles and other material which relates to risk assessment and have the candidates carry these out as practice and developing their skills. To alter this activity, particularly where space on site is limited; the groups could each set up a hazardous playroom and have the other groups to spot/risk assess; Then each time the final group tidies up and sets up their hazardous space for their peers to assess and so on.

Possible risks within indoor and outdoor environments activity 4

In this activity support learners to develop their knowledge and understanding on the importance of risks and managing these.

Read over:

It is really essential to good quality care that all reasonable steps are taken to maintain settings, equipment and all accessible areas and resources which children may interact with as they grow and develop. Keeping children safe is vital in working and caring for children and is central to the roles and responsibilities of all adults. It is important to be able to identify potential hazards and dangers, as well as understanding the roles adults have to mitigate these and to manage these hazards as part of their responsibilities. Some hazards change as the child grows and it is important to consider what these are at different stages of a child's life.

Across the ages and stages children have to be supported to understand potential dangers and hazards.

Baby (birth to 18 months)

- ◆ *Children have no understanding of danger/dangers*
- ◆ *Babies put objects in their mouths*
- ◆ *Food presents dangers in terms of possible choking*
- ◆ *Learning to move independently, brings about falling over, stumbling, pulling items down etc.*

Toddler (18 months to 36 months)

- ◆ *Still learning about danger – has little understanding of this concept*
- ◆ *Developing greater independence and preference for doing things for themselves*
- ◆ *Watch adults and copy their behaviours*

Young Child (3–5 years)

- ◆ *Develops some understanding of danger*
- ◆ *Continue to watch and copy adult behaviours*
- ◆ *When immersed in activities/play can forget about playing safely/being safe*

Child (primary school age)

- ◆ *Develops a strong sense of danger*
- ◆ *Watches and copies behaviour of peers*
- ◆ *Develops self-reliance and confidence in their own abilities*
- ◆ *Can risk assess many situations*

Step 1

Read over the information above, and complete the following by identifying the potential hazards in each of the spaces, indoor and outdoor in an early learning and childcare setting or child's home; reflect on whether there are differences/similarities in both settings and the potential hazards.

Early Learning and Childcare setting spaces:

- ◆ Bathroom/Toilet Area
- ◆ Stairs/Hallway/Corridors
- ◆ Playroom (Consider all areas within the main play space; story, role play, craft areas; sleep room etc.)
- ◆ Cloakroom/Coats and Shoes Area
- ◆ Outdoor Space/Garden

Home spaces:

- ◆ Bathroom/Toilet Area
- ◆ Stairs/Hallway/Corridors
- ◆ Bedroom/s
- ◆ Living Room/Dining space
- ◆ Kitchen
- ◆ Outdoor Space/Garden

Delivery notes topic 5: risk management in an early learning and childcare environment

Exploring strategies to minimise risks activity 1

In this activity support learners to explore the role and responsibilities of adults in ensuring environments are safe for children; focusing on early learning and childcare settings.

There are a range of ways that adults can ensure that health and safety is promoted and prioritised, without impeding the development and growth of children as well as ensuring they continue to encourage independence and learning.

Step 1

Research a range of ways that adults can make environments as safe as possible for the children in their care. These should include both indoor and outdoor safety.

For example, placing socket covers into plugs will prevent small children from inserting fingers or other items into the socket itself.

Step 2

Create a safety poster for adults to advertise a range of methods they can take to ensure the safety of children in their care. Include ways that these will reduce or remove the hazards and what adults should do to encourage children's understanding.

Ensure research carried out in step 1 is included on your advertisement.

Exploring strategies to minimise risks activity 2

Step 1

Supporting learners in this activity to discuss, agree and record what the 'employer' is responsible for in terms of health and safety in an early learning and childcare setting. Then focus on what the 'employee' is responsible for. Consider the benefits when both individuals uphold their roles and responsibilities and how this can positively impact the setting, children and other stakeholders.

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activites	What the employer needs to provide to meet Health & Safety requirements and support the reduction of risks	The potential benefits of minimising risks
Food storage		<ul style="list-style-type: none"> • Control of infection • Reduced risk of food poisoning
Food preparation areas		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents • Reduced food poisoning and allergic reactions
Food serving		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Food serving equipment		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Snack & eating areas		<ul style="list-style-type: none"> • Control of infection • Reduced risk of food poisoning and allergic reactions
Dietary requirements and preferences		<ul style="list-style-type: none"> • Reduced risk of food poisoning and allergic reactions • Reduced illness related to dietary intolerances

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employer needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toileting and nappy changing areas (including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced risk of cross contamination • Reduction of accidents
Waste disposal and storage areas		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Entrance and exit sites		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
First Aid Areas (Including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Security of children's play areas		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection/cross contamination
Equipment – prams/cots/bouncer chairs etc		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employer needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toys & Play Resources		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Cooking/Baking Activities		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents
Messy play activities (water/sand/art/craft)		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Natural play/environmental play		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Appropriate clothing		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection • Maintain correct body temperature
Outings		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Increased child safety
Pet care		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Reduction of allergic reactions

Step 2:

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activites	What the employee needs to provide to meet Health & Safety requirements and support the reduction of risks	The potential benefits of minimising risks
Food storage		<ul style="list-style-type: none">• Control of infection• Reduced risk of food poisoning
Food preparation areas		<ul style="list-style-type: none">• Control of infection• Reduced Cross Contamination• Reduction of accidents• Reduced food poisoning and allergic reactions
Food serving		<ul style="list-style-type: none">• Control of infection• Reduction of accidents
Food serving equipment		<ul style="list-style-type: none">• Control of infection• Reduced cross contamination
Snack & eating areas		<ul style="list-style-type: none">• Control of infection• Reduced risk of food poisoning and allergic reactions
Dietary requirements and preferences		<ul style="list-style-type: none">• Reduced risk of food poisoning and allergic reactions• Reduced illness related to dietary intolerances

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employee needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toileting and nappy changing areas (including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced risk of cross contamination • Reduction of accidents
Waste disposal and storage areas		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Entrance and exit sites		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
First Aid Areas (Including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Security of children's play areas		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection/cross contamination
Equipment – prams/cots/bouncer chairs etc		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employee needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toys & Play Resources		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Cooking/Baking Activities		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents
Messy play activities (water/sand/art/craft)		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Natural play/environmental play		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Appropriate clothing		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection • Maintain correct body temperature
Outings		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Increased child safety
Pet care		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Reduction of allergic reactions

Exploring strategies to minimise risks activity 3

Support and encourage learners in this practical simulation activity; enabling them to work in pairs or groups of three; where they can support one another, taking it in turns to follow the 'health and safety' approach of this practical care skill. The emphasis should be on following the procedures which are linked to the 'health and safety' requirements to ensure prevention of infection.

Practical simulation

Step 1

Take turns to support and coach other group members as well as carrying out your own nappy-changing practice; this includes safe preparation and disposal of the nappy. This simulation should include learning the techniques of putting on and removal of PPE correctly, to reduce cross-contamination.

Use the checklist below to support the simulation.

Preparation:

- Clean the nappy changing mat and surfaces using anti-bacterial products
- Pull all items required close to hand – including clean nappy, wipes, nappy rash cream or other required products as per child needs.
- Extra clothing to hand in case of overly soiled nappy
- Put on PPE (Including disposable plastic apron, gloves, tie hair back)

Implement:

- Place child on the changing mat and secure
- Remove lower clothing, remove soiled nappy quickly and safely
- Wipe the child's area, including ensuring any skin creases are cleaned fully (working swiftly and accurately)
- Add the used wipes into the soiled nappy – ensuring the front to back method is repeatedly and consistently used

Replace:

- Roll up the soiled nappy with used wipes inside and secure using tapes on the nappy
- Place in orange bag and pull gloves off and drop into bag also
- Apply fresh disposable gloves
- Apply any rash cream evenly as required
- Ensuring the clean nappy is round the correct way, fit the nappy snugly and securely
- Redress the child as required and secure the poppers on the body vest
- Return the child to a safe place in the play area

Cleaning up:

- Remove the TORQ paper sheet and place in the orange bag
- Spray the nappy changing mat with anti-bacterial spray and clean thoroughly using clean strip of TORQ and dry off
- Put this TORQ into the orange bag
- Clean all other surrounding surfaces
- Remove the disposable apron and fold up then remove the gloves and tuck the apron into the gloves and put into the orange bag.
- Tidy away any other clothing and unused items.

How did you find this experience – rate it out of 10 (1=worst 10=best)

Reflect on how you did – do you think you demonstrated appropriate strategies in infection prevention?

Step 2

Support learners to:

Sequence the nappy changing procedures to reduce infection spread.

- ◆ Using words, or images of nappy changing, put them in the order that the steps are to be implemented by the adult to ensure infection control.
- ◆ Share your steps with the rest of the group and agree on the correct order, and then write the steps, or glue the images, in the right sequence and number these on paper.

Place the order and sequence of nappy changing in order to promote infection control.

Step 3

Fill in the box below based on what you have learned.

What I have learned about the importance of nappy changing to reduce the spread of infection.

Teacher/Lecturer Hints:

Learners could be shown a range of video demonstrations of how to maintain the nappy changing space, how to dispose of bodily fluids. Further to this consider the possibility of having a visitor in the centre with a baby who could demonstrate this live, or visit a local setting where candidates could interview staff about nappy changing and safe disposal of waste.

Candidates could also explore a range of policies and procedures related to waste disposal and nappy changing and consider similarities and differences. They could be encouraged to develop their own class policies and procedure handbook for a fictitious early learning and childcare setting. These tips could also be linked to all different management and implementation of policies and procedures, where you are exploring potential hazards and ways to approach maintaining a safe environment within this unit.

Exploring strategies to minimise risks activity 4

The aim of this activity is to support learners to develop the important link between their responsibilities of following procedures, which are underpinned by legislation and guidance; and to develop understanding of what this will look like in practice in an early learning and childcare setting.

Step 1

Support learners to work in groups consider each of the headings below and research steps which are required to promote a good standard of procedures that would ensure the reduction and control of infection. Encourage them to consider the requirements of the adult, step by step to ensure they promote high standards of maintenance.

- ◆ Disposal of litter/rubbish
- ◆ Food preparation areas
- ◆ Routine setting maintenance
- ◆ Faults or broken items reporting and disposal
- ◆ Minor incidents
- ◆ Reheating foods or baby bottles

The following template could be used to outline the steps which would be required in each circumstance drawing from the group research.

Step Number	Steps/Procedures Adults need to take	

Exploring strategies to minimise risks activity 5

This activity covers a range of different ways to develop a basic understanding of first aid and should be explored as a strategy which is used in an early learning and childcare setting. It is important to note that first aid is not a requirement in either the course or this unit. Learners should always follow workplace guidance to keep the child safe until the qualified first aider arrives.

Read over:

Let's explore first – aid. It is essential when working with and caring for children that adults have good knowledge of first aid, and this is part of accident prevention and swift response to any unforeseen accidents which can occur as children grow and develop. First aid treatment is the immediate step given, to support the injured and to prevent their condition or circumstance from rapidly worsening. Giving first aid correctly and immediately is crucial. First aid should only be administered by the qualified First Aider in the early learning and childcare setting.

Step 1

Research and gather information for the following, linked directly to Early Learning and Childcare settings in Scotland:

- 1 What is the required number of first aiders, under current guidelines and legislation?
- 2 Give examples of how first aid equipment is to be stored.
- 3 Identify all required items to be held in a first aid kit on site.
- 4 Identify what is required in terms of first aid when off site/on an outing.

Write your answers and save along with your notes. Feedback and share your responses with the whole class group.

Step 2: Practical simulations

Using the range of first aid boxes/bags/holders and the range of items laid out, build a correct first aid pack, from memory.

Working in pairs: Lay out a range of correct first aid box items, allow the player to have one minute to study the items on the tray. Then cover over the tray and then the other player instructs the player to turn around whilst they remove one item and hides this. Then represents the tray and the player needs to identify what is missing. The player then retains the correctly identified item. The game continues.

Work in groups: One player has some first aid items and has to describe it to the others without directly stating what it is. They could mime it, or just use their hands to make this more challenging.

Step 3

Working in pairs: Practise how to administer first aid in common scenarios (see below). Being mindful of allergies and permissions to touch other people in the group.

- ◆ A child has grazed their knee (open graze with some blood)
- ◆ Cut on the hand
- ◆ Cut finger
- ◆ Bump on the head (with immediate swelling visible and bruise)

- ◆ Possible broken arm/arm injury
- ◆ Full on bleeding from deep cut or wound

Teacher/lecturer Hints:

This activity could be done in role play, where candidates can develop techniques in reassurance, being calm, self-assessing how they felt, and the importance of overcoming any fears or anxieties they have in emergency situations. These practicals can support candidates to explore the importance of having a full stock of health and safety equipment at all times, understanding that this is the responsibility of adults in caring for children, and the possible consequences if these are not kept up, including not having full and current first aid certification etc. During these practicals, assessors should remind learners of the importance of prevention, and the different responsibilities between employers and employees. They should also remind learners of the value of parents/carers having first aid items and knowledge at home.

Exploring strategies to minimise risks activity 6

Practical: controlling and reducing infection in an early learning and childcare setting

Teacher/lecturer: Support candidates to access a range of safe and appropriate PPE and equipment. Then set up a range of 'maintenance based' tasks around the large space which the learners should carry out, and then rotate and move onto the next task.

Learners: To experience and learn the skills needed to maintain a safe and clean environment for children.

Maintenance tasks

- ◆ Cleaning a table ready for meal time
- ◆ Sweeping a dirty floor
- ◆ Mopping a floor
- ◆ Washing dishes
- ◆ Drying dishes
- ◆ Cleaning skirting boards
- ◆ Cleaning door handles
- ◆ Cleaning sinks for handwashing
- ◆ Hoovering a carpet, including the edges
- ◆ Damp dusting ledges, window sills
- ◆ Cleaning the kitchen surfaces
- ◆ Cleaning a fridge outside/inside
- ◆ Cleaning an oven
- ◆ Washing toys/play resources

Reflection: Throughout these practical tasks, candidates need to consider the following:

- ◆ What substances/chemicals they are using and why
- ◆ How the approach the task demonstrates positive role modelling for children
- ◆ The importance of each task in controlling infection spread
- ◆ The level of difficulty or challenge in tasks
- ◆ The responsibility of the employer
- ◆ The responsibility of the employee
- ◆ How they are minimising risk using strategies during each one

Teacher/lecturer hints

These tasks could be practised within the usual teaching centre to build up learners' experience and confidence. Aim to develop practical skills and knowledge, and consider how important good quality maintenance is in the workplace. Learners shadow and support staff members in their maintenance roles in a local nursery setting, should this be accessible and appropriate. In centres where teaching kitchens are available, having learners practise empty the fridge, correct cleaning, and then refilling would add further skill and understanding to also support food safety compliance; with a possibility of stocking the fridge with a range of items correctly.

Perhaps providing the class with a hazardous kitchen could be another possible simulation, where they risk assess and then work together to remove, reduce the hazards.

There may also be opportunity to work in a cross-curricular manner with science assessors to explore the range of different harmful substances and how they are used for cleaning and maintenance, perhaps looking at what the chemicals are potentially capable of doing in a controlled and safe way.

Hazards and potential risks and dangers — revision activity 1

Step 1: Working individually, focus on the room that you are in. Think about planning an activity for children in this room:

- ◆ What type of hazards have you found?
- ◆ What potential harms may there be?
- ◆ Give examples of ways to reduce/remove these risks.
- ◆ Explain the employer role and responsibility in meeting the health and safety standards.
- ◆ Explain the employee role and responsibility in meeting the health and safety standards.

Step 2: Now discuss with the whole class group the following points:

- ◆ Why type of hazards have you found?
- ◆ What potential harm there may be?
- ◆ Give examples of ways to reduce/remove these risks.
- ◆ Explain the employer role and responsibility in meeting the health and safety standards.
- ◆ Explain the employee role and responsibility in meeting the health and safety standards.

Learner support section

Tutor note on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered and used in whatever way suits individual centres and their particular situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 4: Maintenance of a safe environment for children

Outcomes

On successful completion of the unit, you will be able to:

- 1 Demonstrate an awareness of current health and safety legislation which relates to working in an Early Learning and Childcare environment.
- 2 Explain potential risks in an Early Learning and Childcare environment for children.
- 3 Explain the benefits of strategies for minimising risks in an Early Learning and Childcare environment.

Learner notes

Throughout this unit, your teachers or lecturers should aim to promote a range of activities including practical activities and simulations to consolidate theory into practice. This will support you to develop a range of core and employability skills and enable you to develop knowledge and understanding of the unit overall.

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There is opportunity to explore a range of practical skills that will enable you to gain an understanding of 'how' to carry out a range of responsibilities linked to the role of the early years practitioner in an early learning and childcare setting.

Across the unit, there are activities available to support working independently, in pairs, in groups, as well as in the whole class group. This will support you to develop confidence in working with others, which is important for personal growth and development as a learner.

Opportunities also include the investigation into health and safety and other legislation that underpins the practitioner practice of adults in an early learning and childcare setting; including risk assessment, health and safety and food safety. This is to enable you to develop basic understanding of how theory is linked to direct practice within a setting as well as its importance in the prevention of infection and general safety of children.

Working as part of a team

As part of your *Skills for Work* Course you will be working as part of different teams carrying out investigations, planning and contributing to presentations, and taking part in group discussions. This will help you build the skills you will need if you get a job in the early learning and childcare sector or in any other sector.

Most people who work in early learning and childcare work as part of a team. In some settings, like small playgroups, the teams can be small, but in other settings, such as large private nurseries, the teams can be large with twenty or more members — sometimes split into smaller teams. Even people who seem to work on their own, such as childminders, work with the parents as part of a team providing care for the child. If everyone is to benefit in the team, each member has to do their bit to ensure the team works well.

As teams are made up of people, and every person is different, it is not likely that you will share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and areas for development and this is what makes a balanced team.

Here are some of the things you need to do to become a good team member:

- ◆ Contribute to team discussion and meetings
- ◆ Follow instructions carefully
- ◆ Ask for help
- ◆ Be enthusiastic
- ◆ Share your ideas
- ◆ Acknowledge the ideas of others
- ◆ Look for ways of helping other team members
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible

In a team, everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and areas for development.

As part of your *Skills for Work* Course you will be asked to plan, implement and evaluate play for children and young people — working as part of a team — and part of this will be deciding in the team who is going to do what.

You will need to consider your role in the team because your behaviour can help to make the teamwork. Working with others is fun, but you need to take your role seriously if you wish to succeed.

Learner activities

Topic 1: Health and safety awareness in an early learning and childcare environment

What is meant by health and safety? activity 1

Focused discussion

- ◆ What did you share?
- ◆ What did you learn?
- ◆ What do you think about health, safety and risk?

What is health and safety and why is it important for you to gain an understanding of what is?

Read over with your class group:

Defining health and safety is important for those who need to ensure that risks are measured and preventions are imbedded within the practices people make, and understand it is part of their roles and responsibilities.

Some ways to describe or consider health and safety include:

'The state of being safe and protected from danger or harm'

'The state of not being dangerous'

'The regulations and procedures intended to prevent accident or injury in workplaces or public environments. (Cited from Oxford Dictionaries 2022)

Step 1: Discuss this with the whole class group and explore the term fully. What do you think this means? Have you heard of health and safety before? Give examples?

Step 2: Working in a group, to discuss the term 'Health and Safety' – create a combined definition that everyone agrees on.

Step 3: Continuing in your groups, brainstorm why 'Health and Safety' is needed and has its place in Scottish society.

Feedback to the class group and keep your notes.

Learner activity: Current legislation in relation to health and safety activity 2

When working in an early learning and childcare setting, it is important to always follow the policies and procedures of the setting; these are written by the employer to demonstrate that they are following a range of legislation and required guidance within their settings. These policies and procedures are often underpinned by national guidance and legislation (law). One of these legislations is the Health and Safety at Work Act 1974; it is important that you develop an understanding of the importance of applying the health and safety act in an early learning and childcare setting.

Read over with your class group

When caring for children it is important to understand what appropriate Health and Safety guidance is required to be followed and implemented. This is to ensure that all legislation is implemented correctly. The consideration here is all the guidance appropriate for all settings or do they apply in some places and not others.

Step 1: Working individually or in pairs, research and record as much information as possible, about the current Scottish/National guidance on Health and Safety within the one of the following settings:

- ◆ Private Nursery
- ◆ Local Authority Nursery
- ◆ Primary School
- ◆ Secondary School
- ◆ After School Club
- ◆ Childminder
- ◆ Playgroup
- ◆ PEEP Session

Investigate: What is legally required to be in place in an early learning and childcare setting linked to health and safety? Find a range of ways that health and safety is to be followed.

Feedback to the class group – reflect on any similarities and differences that have been found and discuss this altogether.

Learner activity: Control of Hazardous Substances activity 3

Let's take time to investigate and research. Read over the headings below and investigate and then to add your responses under each one.

Step 1: Working individually, research the following headings and add your information found underneath each heading.

What is the difference between 'hazardous and non-hazardous' waste disposal?

Give examples of hazardous items in an early learning and childcare setting that need careful disposal

Give examples of non-hazardous items in an early learning and childcare setting that need careful disposal

Feedback to the whole class group and share your responses.

Step 2: Using the information you have found, create an informative flyer using the headings above, to raise awareness to adults working in an early learning and childcare setting.

Topic 2: Current health and safety requirements in an early learning and childcare environment

Health and safety at work activity 1

In places of work across the nation employers and employees are required by law to follow the Health and Safety at Work Act 1974. (<https://www.legislation.gov.uk/ukpga/1974/37>)
[Health Safety Executive Easy Read Law](#)

The Act sets out the roles and responsibilities of both those who employ people to work in their settings and for the employees who carry out the jobs they are employed for. This legislation sets out to protect the health and safety welfare of all stakeholders in a work setting and this includes those who use the service provided. It sets out the requirements to control infection spread, and maintain settings well to avoid harm, hazard or accidents to those in the setting. The legislation considers the broad range of potential risks and hazards that can harm or endanger.

Step 1: As part of the whole class group, look over the Health and Safety at Work Act 1974 and pick out key themes; Look out for aspects that could be applied in an early learning and childcare setting.

Take notes and keep these.

Learner activity: Control of Substances Hazardous to Health activity 2

The aim in this activity is to continue to build your basic understanding of legislative requirements that you would be expected to apply in an early learning and childcare setting.

Work together with your peers, investigate, research and record information about the Control of Substances Hazardous to Health (COSHH) and add it to the table below.

Time to discover all about COSHH ...

Step 1: In pairs or groups, research COSHH. Find a range of key information and add it to the group information table (below). (www.hse.gov.uk)

Question	Answer
What does COSHH stand for?	
What piece of legislation is COSHH linked to?	
What types of substances are covered by COSHH?	
Who is responsible for following the law and applying COSHH in ELC settings?	
Other information found linked to COSHH.	

Feedback to the whole class group and discuss.

Step 2: Now consider the role of the adult in following the Control of Hazardous and Harmful Substances when caring for children. Brainstorm the different types of chemicals or substances that might be found in an early learning and childcare setting, and then consider where and how they should each be stored and why.

Feedback to the whole class group and discuss.

Control of Substances Hazardous to Health activity 3

Using the information you have already gathered in previous activities, demonstrate your knowledge and understanding of COSHH.

Step 1: Using the information you've already collated, create a short presentation/or information flyer or video to explain the following:

- ◆ What COSHH stands for?
- ◆ What does COSHH cover by law in Scotland?
- ◆ What is the employer of an early learning and childcare setting responsible for in ensuring COSHH is implemented?
- ◆ What is the employee of an early learning and childcare setting responsible for in following and upholding COSHH in the workplace?
- ◆ Give some examples of what COSHH items may be found in the ELC setting.
- ◆ Explain how these items must be stored and why.
- ◆ What are the consequences if COSHH is not followed accurately?

Once completed, present your work to the class group.

Control of Substances Hazardous to Health: activity 4

Step 1:

Read the scenario below and then complete the task.

In the Happy Day Happy Life nursery, the team are working together to create an up to date COSHH register. This is where all the chemicals used and stored in the nursery are logged. This register will support any Health and Safety visits which may happen at any time, and enable the employer to demonstrate that COSHH is being followed in the setting to protect adults and children. It is important that all necessary substances are accurately recorded and recorded where they are being stored in the setting.

Next, read the labels carefully and record the key information into the following categories.

Substance/Chemical Name	Substance/Chemical Type	Potential Harmful/Hazardous Effects/& Risk Level (Low/Medium/High)	Storage Location & Amount Stored	Disposal of Empty Containers

Control of Substances Hazardous to Health activity 5

Step 1: Look at the following COSHH pictograms and record the correct title to the correct image. Select from the word bank below. Write the title next to each correct pictogram.

Gas under pressure (Symbol: gas cylinder)

Serious health hazard (Symbol: health hazard)

Acute toxicity (Symbol: skull and crossbones)

Hazardous to the environment (Symbol: environment)

Corrosive (Symbol: corrosion)

Health hazard/Hazardous to the ozone layer (Symbol: exclamation mark)

Explosive (Symbol: exploding bomb)

Oxidising (Symbol: flame over circle)

Flammable (Symbol: flame)





Step 2: Practical: Be part of a COSHH inspecting team. Carry out a COSHH inspection of your setting or centre to discover how COSHH is implemented.

Can you find:

- ◆ COSHH Policy and Procedures?
- ◆ Substances/chemicals are used on the site?
- ◆ Substances/chemicals storage location?

Interview the person responsible for COSHH in your setting. Find out what their roles and responsibilities are. Find out what the roles and responsibilities of the employees in your setting are linked to COSHH.

The Reporting of Injuries, Disease and Dangerous Occurrences activity 6

In this activity you are to be encouraged to begin to develop your basic understanding of Reporting of Injuries, Disease and Dangerous Occurrences (RIDDOR). Investigate and then feedback to the class group to ensure accurate responses. Retain your notes.

Step 1: In pairs or groups, research RIDDOR. Find a range of key information and add it to the group information table (below). (www.hse.gov.uk)

Question	Answer
What does RIDDOR stand for?	
What piece of legislation is RIDDOR linked to?	
What types of substances are covered by RIDDOR?	
Who is responsible for following the law and applying RIDDOR in ELC settings?	
Other information found linked to RIDDOR.	

The Reporting of Injuries, Disease and Dangerous Occurrences activity 7

Read over the scenarios below and then decide which of these accidents would need to be reported as part of RIDDOR.

Be mindful that reporting accidents via RIDDOR is where accidents have been a direct result of negligence in supervision, or provision of faulty equipment or resources, or for instances where poor practice was the direct cause of the accident.

For those that are commonly found accidents in an early learning and childcare situation, choose two and using the Accident Record Template – fill out a form for each of your chosen accidents.

Accident record template

Name of the injured party:

Age:

Date & Time of Incident:

Name of Person Who Managed the Accident:

Location where the accident took place:

Type of Accident:

Description of the accident:

Action that was taken:

Witness signature & date of the accident & after care:

Setting manager signature & date:

Parents/Guardian/Carer signature & date

Any other notes (including any further actions for the setting):

Accident Scenarios of an Early Learning and Childcare Setting:

Scenario 1

A group of children aged 3–5 years were on a summer outing for the whole day, and had been transported to the nearest wildlife park by coach. The wildlife park was over forty miles away from the nursery setting and the children were very excited about the trip. Unfortunately, one child fell from almost the top of a wooden climbing frame at the play park whilst having a picnic lunch and play. He suffered a broken arm and collar bone and had to be taken to the nearby hospital for treatment. Some of the children told the supervising adults that some of the wooden rungs were loose and hanging off.

Scenario 2

In the garden, two children were playing tug of war with the parachute, each trying to help pack the parachute away after a fun session. As they struggled with the parachute, one let go and the other fell backwards and banged their head on the ground. A lump appeared on their head and first aid was needed.

Scenario 3

A three-year old child trapped their fingers in the door of the playroom door when they were pushing their fingers through the edge of the door frame whilst their friend was on the other side tickling their fingers through the gap. Two fingers were swollen and grazed.

Scenario 4

When running around and having fun outside, playing chases, a child fell on their knees on the concrete, cutting their knee. There was a deep cut, flowing blood and some dirt on the wound.

Scenario 5

Some children were spending time at the craft table, making pictures with dried peas, beans, lentils and rice. One child had been using glue and had some lentils stuck on their hand, they wiped their runny nose along their hand and mistakenly sniffed some lentils up their nostril.

Scenario 6

In the playroom, the supervising staff member put on some background music as the children played. The music CD played and the cable stretched across the floor to save moving lots of other resources to make room at the other side of the area. Two children collided with each other due to tripping over the CD cable and bashing heads and faces. One child badly bit their lip and suffered a knock to the head; the other lost a front tooth, and had a lump on the cheek and a bruised eye socket.

After you have completed two accident forms, share your records with the class group and discuss the outcomes. Then collate all the accident forms together to create a class/group accident record book.

Health and safety including prevention of infection activity: how good is your knowledge?

Let's explore your understanding of health and safety including prevention of infection in an early learning and childcare setting.

Answer the following questions.

- 1 Identify different ways that infection can be spread
- 2 Give examples of ways that infection might be spread in an early learning and childcare setting
- 3 Identify and give examples of ways you might reduce/stop infection being spread in an early learning and childcare setting
- 4 One of the best methods of reducing the risk of infection is regular hand washing. List the occasions when childcare practitioners and children should wash their hands.

Practitioner	Children

- 5 Identify three other main areas that are potential hygiene risks in the nursery.
- 6 Give five examples of what would promote good food hygiene.
- 7 Why is there an increased need to be vigilant in nursery bathroom/toilets?
- 8 Give eight examples of how to ensure nursery toilets are kept to a high standard.

- 9 Why should adults and children have short nails when working or playing in the play area?
- 10 What is the difference between 'hazardous and non-hazardous' waste disposal;
- 11 Give examples of hazardous items in an early learning and childcare setting that need careful disposal
- 12 Give examples of non – hazardous items in an early learning and childcare setting that need careful disposal
- 13 Personal Protective Equipment (PPE) consider when this needs to be used in an early learning and childcare setting? (Add in as many situations you think you need to use PPE; consider the types of jobs you may be doing at different times of the day.

PPE Should Be Worn When.....

- 14 Why is it important to understand how infection spreads?

Health and safety including prevention of infection - food safety activity

In this activity you are being introduced to basic food safety and the links with the current and up-to-date legislation; learning to understand what the Food Standards Agency Scotland is and its function. You need to investigate the Food Standards Agency and apply found information, to the table below.

Step 1: Working in pairs or groups, research Food Standards Agency Scotland. Find a range of key information and add it to the group information table (below).
(www.foodstandardscot.gov.uk)

Question	Answer
What does the Food Standards Agency Scotland do?	
What piece of legislation is Food Safety linked to?	
What types of food safety steps does the agency recommend?	
Add in some links of research you have carried out about the Foods Standards Agency.	
Other information found linked to Food Safety/Standards Agency.	

Feedback to the whole class group, and contribute to a discussion about what you have found out.

Step 2: Research and record current and accurate information to the following:

- ◆ Explain BEST BEFORE date on food items
- ◆ Explain USE BY date on food items
- ◆ Explain the possible consequences of not following the guidance on, USE BY and BEST BEFORE dates.

Feedback to the whole class group, and contribute to a discussion about what you have found out.

Health and safety including prevention of infection - food safety activity

Let's continue to build your basic knowledge and understanding of the different elements included in food safety. In this practical, work together to discover a wide range of food and drink items (suitable for babies, children and young people) applying a keen eye on the USE BY and BEST BEFORE labelling.

Step 1: Practical – visit the local supermarket and carry out a scavenger hunt marking a range of USE BY and BEST BEFORE dates for different food and drink items. You should record the found items, indicating what it is, whether it is USE BY or BEST BEFORE, and add the dates to your worksheet.

Make comparisons between what you have discovered. What types/categories of food items are mostly BEST BEFORE and which are mostly USE BY? What does this mean for the early learning and childcare practitioner in an early learning and childcare setting?

Worksheet: [Food Standards Labels Worksheet Template](#)

Health and safety including prevention of infection - food safety activity

Test your developing knowledge and understanding of food safety and prevention of infection in an early learning and childcare setting. Complete the quiz, discuss your responses and ensure you have accurate responses recorded.

How much do you know? Complete the quiz — circle your answers.

- 1 What does the USE BY date on food mean?
 - ◆ after this date food is not safe to eat
 - ◆ you are only allowed to eat the food on this date
 - ◆ after this date the food will be safe to eat but probably not as good
 - ◆ stores cannot sell food after this date

- 2 What temperature should a freezer be kept at?
 - ◆ at 0°C
 - ◆ below -18°C
 - ◆ between -5°C and 0°C
 - ◆ around -50°C

- 3 Which TWO of these meats should be cooked all the way through to be safe to eat?
 - ◆ lamb
 - ◆ beef
 - ◆ turkey
 - ◆ chicken

- 4 Why should you store meat on the bottom shelf of refrigerators?
 - ◆ because that is the coldest part of the fridge
 - ◆ because it won't drip onto other food
 - ◆ because it should be easy to take in and out of the fridge regularly
 - ◆ so you can store plenty of ready-to-eat foods next to it

- 5 Why shouldn't you wash chicken?
 - ◆ because it affects how well it cooks in the oven
 - ◆ because it makes it taste bad
 - ◆ because it causes it to spoil quicker
 - ◆ because it may cause campylobacter bacteria to spread around the sink

6 What is the best way to dry your hands after washing them?

- ◆ wiping them on your clothes
- ◆ using a hand towel that other people have used
- ◆ using a disposable paper towel
- ◆ blowing on them

7 Why should raw and cooked foods always be separated?

- ◆ because they won't taste nice together
- ◆ because they make each other go bad quicker
- ◆ because raw food makes cooked food cold
- ◆ because bacteria from the raw food might get on the cooked food

8 What temperature should the fridge be at?

- ◆ between 2-4°C
- ◆ below 0°C
- ◆ at 10°C
- ◆ above 6°C

9 When is it most important to wash your hands? (Choose two answers)

- ◆ after touching raw meat
- ◆ after using the toilet
- ◆ after you've finished eating
- ◆ after touching cooked food

10 Which of these foods are NOT high-risk?

- ◆ crisps
- ◆ jam sandwich
- ◆ meats
- ◆ cooked rice

11 Which two of these foods must be kept in the fridge?

- ◆ bananas
- ◆ uncooked rice
- ◆ mayonnaise
- ◆ raw bacon

12 Why is it important to be extra careful to not touch other food without washing your hands when handling peanuts?

- ◆ because some people think peanuts are too salty
- ◆ because some people are allergic to peanuts
- ◆ because bacteria grow rapidly in peanuts
- ◆ because peanuts make food go bad quickly

13 What temperature must food be cooked at in order to kill food-poisoning bacteria?

- ◆ at 30°C
- ◆ between 50-55°C
- ◆ above 63°C
- ◆ at 49°C

14 Explain why using two separate chopping boards for meat and vegetables is important.

Topic 3: Maintaining a safe and healthy environment in an early learning and childcare environment

Employers' and employees' responsibilities activity 1

Good Personal Hygiene

A: Identify which of these is something that those who care for children SHOULD do to promote good personal hygiene. (Circle what they should do)

B: Identify which of these that those who care for children SHOULD NOT DO (Draw a line under what they should not do)

Use deodorant/antiperspirant

Dirty fingernails

Have a daily shower

Wear long dangly earrings

Wash hands after using the toilet

Uniform doesn't need ironing

Cover cuts/blisters – using brown/white plasters Long pointed nails

Wash hands regularly

Clean teeth at least twice a day

Change underwear every second or third day

Cover cuts/blisters – using blue plaster

Brush hair & have it neat & tie back if long

Hand over mouth & nose when sneezing & wash hands directly Ironed and clean, washed uniform

Wear a disposable apron when changing nappies

Wear clean socks – changed daily

Wash hair regularly – address dandruff/dry scalp conditions

Little make-up

Nail extensions

Smell good

Employers' and employees' responsibilities activity 2

In this activity continue to develop your understanding of appropriate health and safety measures and consider what steps should be taken to do this in an early learning and childcare setting; including the reasons for doing this.

Step 1: Read and discuss the scenarios below.

Agree and record what actions are required to ensure good Health and Safety measures are implemented, and the reasons for the actions.

Scenarios in an early learning and childcare setting

Scenario 1

Jeff is planning a baking activity with the children.

Scenario 2

The children are asking to do some blow and bubble painting – Sue knows that this means the children will need straws for this activity.

Scenario 3

A number of children in the pre-school room have a sickness and diarrhoea bug.

Scenario 4

Employees Millie and Anwar are unpacking the food delivery that has just arrived at the nursery.

Scenario 5

The children of the ante and pre-school rooms are going out with the staff team, to the local play park.

Step 2: Working in groups each make a colourful poster, clearly labelling the health and safety steps that have been agreed for each of the five scenarios above. Approach this as a fun, engaging and informative poster that could be displayed on the walls of the early learning and childcare setting.

Employees' responsibilities activity 3

Complete the table below to demonstrate knowledge and understanding gained of ways you would be expected to ensure health and safety practices were being implemented in an early learning and childcare setting as part of your usual role and responsibilities. Discuss your responses and reasons for your choices, with the rest of the class group.

Ways early learning and childcare practitioners can prevent infection in early learning and childcare settings	List ways the early learning and childcare practitioners can apply these in practice as part of usual routines
Hand washing	
Cleaning	
Food Handling	
Role Modelling Behaviours/Practices	
Following procedures (policies)	
Correct disposal	
Illness	
Hygiene	
Roles and Responsibilities	

Maintaining health and safety in early learning and childcare settings (employees responsibilities) activity 4

Maintaining Health and Safety in Early Learning and Childcare Settings

Let's develop your knowledge and understanding of the range of hygiene routines that are required in an early learning and childcare setting; in order to prevent the spread of infection and to meet Health and Safety legislation. Working in pairs or groups complete the table below and feedback your responses to the rest of the class.

Take time to complete the chart below – identify possible routines to prevent the spread of infection and cross-contamination that could be followed.

Scenario	What would the hygiene routine need to be?
Handwashing	
Nappy changing	
Toilet training	
Cleaning equipment and toys	
Cleaning eating utensils	
Kitchen areas	
Toilet areas	
Waste disposal (body fluids)	
Waste disposal (non-hazardous)	

Step 2: It is important for you to understand that more specific cleaning and maintenance routines which are expected in early learning and childcare settings, carried out by employees. Take time to consider what **should be used** when cleaning these resources and why; consider **how** these resources should be cleaned; and **why** these resources should be maintained in this way. Feedback responses to the rest of the class group once completed.

Share some ways that the following resources/areas should be maintained and cleaned.

Resource	How should these be cleaned and maintained
Ball Pool	
Dolls	
Playdough	
Toy/Storage Box	
Wooden Toys	
Dressing Up Clothes	
Sleep mats/mattresses	
Prams/pushchairs	
Play Tables-dining tables	

Maintaining health and safety in early learning and childcare settings (employees responsibilities) activity 5

Read the scenario and, working in pairs or groups of three, complete the table below. Consider 'how often' cleaning and maintenance should be carried out in an early learning and childcare setting. Reflect on the importance of this as well as the ways these are to be carried out. Whose role is it to make sure it is done? Who is responsible for cleaning and maintaining regularly? Can you suggest ways these could be recorded to prove they have been done?

Scenario: In the happy sunshine bear nursery they are splitting up the jobs between the team. They are doing this to change their cleaning routines and rota so that the new staff know what to do and when. They have made a list of the items and areas to be cleaned and need to create a schedule to add to the room wall.

Decide how often each of these would need to be cleaned in an early learning and childcare setting.

Items	Frequency
Ball Pool	
Dolls	
Water Tray	
Sleep Mats/Mattresses	
Dressing Up Clothes	
Play Tables - Dining Tables	
Areas	Frequency
Bathroom	
Wet Area	
Carpeted Area	
Hallway/Corridor	
Cloakroom/Entrance	
Kitchen	
Specific Items in Areas	Frequency
Toilet(s)	
Sink(s)	
Bin	
Nappy Bin	

Step 2: Read over the roles/situations in the table below. Working in a group discuss and record your responses to each one. Reflect on the best approach to each situation in terms of health and safety requirements.

Roles/Situations in an early learning and childcare setting	Cleaning Method Chosen	How should the adult deal with these
Vomit on the floor		
Prepare a surface ready to sterilise a baby's bottle.		
Prepare a chopping board to make snack		
Cleaning a table after lunch		
Cleaning a nappy changing mat ready to change a nappy		
Food items on the floor after lunch		
Cleaning a play table cloth ready for snack		

Feedback your responses as part of a whole class discussion once completed.

Maintaining health and safety in early learning and childcare settings (employees responsibilities) activity 6

It is important in the role of the adult to ensure that you maintain play spaces and are aware of potential harm. Take time to study the image below and identify those aspects which are hazardous, and require tidying up to make this space safe for children.

Look at the playroom.

- ◆ Make a list of all the ways you would need to maintain this space; (including removal of any potential hazards)
- ◆ Consider how you need to '**clean**' and **methods** you might use to do this.
- ◆ Consider how you may clean as part of usual routines and practices and ways you could encourage children to be responsible and get involved too.

Once completed, participate in discussing this with the rest of the class and feedback your responses, including the importance of being aware of potential hazards as part of usual practitioner practice.

Topic 4: Exploring risks in an early learning and childcare environment

What are risks – how can these be measured? activity 1

Take time to consider 'risk' and how this relates to 'potential harm and hazards'. This will further raise your awareness of how risk is assessed and managed in an early learning and childcare setting.

Read over:

When children engage in play with risks, it presents challenges for them to overcome. Further it enables children to cope and manage the emotions that go along with risk such as nervousness, uncertainty and fear. Experiencing this supports their holistic development, and the ability to apply strategies and coping mechanisms with a can do approach; all of which promotes skills and knowledge and understanding they can apply as they grow.

Step 1: Explore and investigate the concept of '**risky play for children**' and the benefits. Consider what being '**risk averse**' means? And how all of this can impact children's development.

Now create a mind-map or poster to illustrate what you have learned.

Step 2: Working as part of a whole class group, discuss the idea of '**risks**' in early learning and childcare, drawing up a **list of accepted/good risks** for children to experience and an **unacceptable/poor risks**.

You should take notes and save them.

What are risks – how can these be measured? activity 2

When working with children and young people, it is important that you understand the concept of 'risks' and those found in early learning and childcare settings; the importance of protecting children from harm and potential risk.

Read over:

Risk assessing is a means to determine the potential of harm or danger in a wide range of circumstances and situations. This tool enables adults to check and reflect on whether the risks outweigh the experience and to identify the benefits and 'safe risks' which will ultimately promote the development of children in their care. Risk assessments are also a legal requirement for settings and are the roles and responsibilities of employees to ensure the policies and procedures of their setting and employer are met accurately. Risk assessment and recording, aims to mitigate against possible hazards or accidents to reduce harm and control as many possible outcomes as possible. The key elements to risk assessing are:

- ◆ *To identify potential hazards or those which may cause harm*
- ◆ *To determine who may be potentially harmed and the ways this potentially could occur*
- ◆ *To assess the risks (High/Medium or Low)*
- ◆ *To determine the actions needed*
- ◆ *To record what is found*
- ◆ *To regularly review the risk assessment*

With all of this in mind, it is reasonable to consider that in an early learning and childcare setting, supervising adults conduct many risk assessments and review these regularly to ensure that activities and experiences continue to meet the health and safety requirements to the required legal standards outlined in Scottish legislation – including the Health and Safety at Work Act 1974.

Step 1: Working in a pair, research examples of '**risk assessment templates**' for the following:

- ◆ Indoors in an early learning and childcare setting
- ◆ Outdoors in an early learning and childcare setting
- ◆ Play areas in an early learning and childcare setting
- ◆ Trips/outings in an early learning and childcare setting

Discuss and compare the different types of risk assessments you have found and then record the following information:

- ◆ What are the similarities across the documents?
- ◆ Do they all meet the required information?
- ◆ How easy do you think these would be to use as part of usual practitioner responsibilities when working?
- ◆ Do these examples promote the need for and importance of taking time to assess risk?

Step 2: Now design and make your own 'child friendly risk assessment tool'. This should be clear, easy for children to understand, and includes images. Children, supported by an adult, can use it to check their immediate environment to determine the potential hazards and risks for themselves.

Make a wall display of the different risk-assessing tools, and make large signs and labels to show the benefits of using them in early learning and childcare settings and how involving children supports their development.

What are risks – how can these be measured? activity 3

Look out for the potential hazards and dangers that can cause risk or harm in this practical simulation and in the role as the early learning and childcare practitioner; look out for ways that you could reduce/remove hazards found.

Practical – Identifying the hazards

Working in groups, your teacher/lecturer will provide you with an appropriate play space (indoor and outdoor).

Plan – In your group, work together to visit the space and decide how many hazards could be added for the other groups to risk assess and identify.

Record – Note down how many hazards there will be and your location and whether each one is considered (High/Medium or Low risk)

Implement – In turn, set up your hazardous play space; once you have completed and checked that all planned hazards are in place, each of the other groups will use their detection skills to risk assess your hazardous play space.

Take photos of your space, the planning and recording sheets and add this to your unit folio as this is good evidence to support your continued learning.

Participate in risk assessing the other group's rooms.

Possible checklist:

Health and Safety Requirements	Potential Hazards
Chemical Storage	
Fire Prevention	
Fire Hazards	
Floor/Coverings	
Corridors/Gangways	
Using Electrical/Mechanical Equipment	
Food Storage	

Possible risks within indoor and outdoor environments activity 4

In this activity, develop your knowledge and understanding on the importance of risks and managing these.

Read over:

It is really essential to good quality care that all reasonable steps are taken to maintain settings, equipment and all accessible areas and resources which children may interact with as they grow and develop. Keeping children safe is vital in working and caring for children and is central to the roles and responsibilities of all adults. It is important to be able to identify potential hazards and dangers, as well as understanding the roles adults have to mitigate these and to manage these hazards as part of their responsibilities. Some hazards change as the child grows and it is important to consider what these are at different stages of a child's life.

Across the ages and stages children have to be supported to understand potential dangers and hazards.

Babies – 1 year and 1–2 years:

Children have no understanding of danger/dangers

Babies put objects in their mouths

Food presents dangers in terms of possible choking

Learning to move independently, brings about falling over, stumbling, pulling items down etc.

2–3 years and 3–4 years:

Still learning about danger – has little understanding of this concept

Developing greater independence and preference for doing things for themselves

Watch adults and copy their behaviours

4–5 years and 5–8 years:

Develops some understanding of danger

Continue to watch and copy adult behaviours

When immersed in activities/play can forget about playing safely/being safe

Step 1: Read over the information above, and complete the following by identifying the potential hazards in each of the spaces, indoor and outdoor in an early learning and childcare setting/child's home; reflect on whether there are differences/similarities in both settings and the potential hazards.

Early learning and childcare setting spaces:

- ◆ bathroom/toilet area
- ◆ stairs/hallway/corridors
- ◆ playroom (consider all areas within the main play space; story, role play, craft areas; sleep room etc.)
- ◆ cloakroom/coats and shoes area
- ◆ outdoor space/garden

Home spaces:

- ◆ bathroom/toilet area

- ◆ stairs/hallway/corridors
- ◆ bedroom/s
- ◆ living room/dining space
- ◆ kitchen
- ◆ outdoor space/garden

Topic 5: Risk management in an early learning and childcare environment

Exploring strategies to minimise risks activity 1

In this activity you will explore the role and responsibilities of adults in ensuring environments are safe for children; focusing on early learning and childcare settings.

There are a range of ways that adults can ensure that health and safety is promoted and prioritised, without impeding the development and growth of children as well as ensuring they continue to encourage independence and learning.

Step 1:

Research a range of ways that adults can make environments as safe as possible for the children in their care. These should include both indoor and outdoor safety.

For example, placing socket covers into plugs will prevent small children from inserting fingers or other items into the socket itself.

Step 2:

Create a safety poster for adults to advertise a range of methods they can take to ensure the safety of children in their care. Include ways that these will reduce or remove the hazards and what adults should do to encourage children's understanding.

Ensure research carried out in step 1 is included on your advertisement.

Exploring strategies to minimise risks activity 2

Working in large groups, discuss, agree and record what the 'employer' is responsible for in terms of health and safety in an early learning and childcare setting. Then focus on what the 'employee' is responsible for. Consider the benefits that there is when both individuals uphold their roles and responsibilities and how this can positively impact the setting, children and other stakeholders. Complete all four worksheets and save.

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activites	What the employer needs to provide to meet Health & Safety requirements and support the reduction of risks	The potential benefits of minimising risks
Food storage		<ul style="list-style-type: none"> • Control of infection • Reduced risk of food poisoning
Food preparation areas		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents • Reduced food poisoning and allergic reactions
Food serving		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Food serving equipment		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Snack & eating areas		<ul style="list-style-type: none"> • Control of infection • Reduced risk of food poisoning and allergic reactions
Dietary requirements and preferences		<ul style="list-style-type: none"> • Reduced risk of food poisoning and allergic reactions • Reduced illness related to dietary intolerances

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employer needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toileting and nappy changing areas (including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced risk of cross contamination • Reduction of accidents
Waste disposal and storage areas		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Entrance and exit sites		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
First Aid Areas (Including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Security of children's play areas		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection/cross contamination
Equipment – prams/cots/bouncer chairs etc		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents

Looking at the table below, discuss and record what the **employer's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employer should take** to ensure they are supporting their employee's to minimise risks when caring for children.

Circumstances/ Activities	What the employer needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toys & Play Resources		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Cooking/Baking Activities		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents
Messy play activities (water/sand/art/craft)		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Natural play/environmental play		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Appropriate clothing		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection • Maintain correct body temperature
Outings		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Increased child safety
Pet care		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Reduction of allergic reactions

Step 2:

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employer to minimise risks when caring for children.

Circumstances/ Activities	What the employee needs to provide to meet Health & Safety requirements and support the reduction of risks	The potential benefits of minimising risks
Food storage		<ul style="list-style-type: none">• Control of infection• Reduced risk of food poisoning
Food preparation areas		<ul style="list-style-type: none">• Control of infection• Reduced Cross Contamination• Reduction of accidents• Reduced food poisoning and allergic reactions
Food serving		<ul style="list-style-type: none">• Control of infection• Reduction of accidents
Food serving equipment		<ul style="list-style-type: none">• Control of infection• Reduced cross contamination
Snack & eating areas		<ul style="list-style-type: none">• Control of infection• Reduced risk of food poisoning and allergic reactions
Dietary requirements and preferences		<ul style="list-style-type: none">• Reduced risk of food poisoning and allergic reactions• Reduced illness related to dietary intolerances

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employer to minimise risks when caring for children.

Circumstances/ Activites	What the employee needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
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Entrance and exit sites		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
First Aid Areas (Including equipment)		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination
Security of children's play areas		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection/cross contamination
Equipment – prams/cots/bouncer chairs etc		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents

Looking at the table below, discuss and record what the **employee's responsibilities** are in meeting the health and safety requirements for each. Aim to identify steps that the **employee should take** to ensure they are supporting their employer to minimise risks when caring for children.

Circumstances/ Activities	What the employee needs to provide to meet Health & Safety requirements; & support the reduction of risks	The potential benefits of minimising risks
Toys & Play Resources		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Cooking/Baking Activities		<ul style="list-style-type: none"> • Control of infection • Reduced Cross Contamination • Reduction of accidents
Messy play activities (water/sand/art/craft)		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents
Natural play/environmental play		<ul style="list-style-type: none"> • Control of infection • Reduced cross contamination • Reduction of accidents
Appropriate clothing		<ul style="list-style-type: none"> • Reduction of accidents • Control of infection • Maintain correct body temperature
Outings		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Increased child safety
Pet care		<ul style="list-style-type: none"> • Control of infection • Reduction of accidents • Reduction of allergic reactions

Exploring strategies to minimise risks activity 3

Step 1: Practical Simulation: Working in pairs, take turns to support and coach other group members as well as carrying out your own nappy changing practice; this includes safe preparation and disposal of the nappy. This simulation should include learning the techniques of putting on and removal of PPE correctly, to reduce cross contamination.

Use the checklist below to support the simulation.

Preparation:

- Clean the nappy changing mat and surfaces using anti-bacterial products
- Pull all items required close to hand – including clean nappy, wipes, nappy rash cream or other required products as per child needs.
- Extra clothing to hand in case of overly soiled nappy
- Put on PPE (Including disposable plastic apron, gloves, tie hair back)

Implement:

- Place child on the changing mat and secure
- Remove lower clothing, remove soiled nappy quickly and safely
- Wipe the child's area, including ensuring any skin creases are cleaned fully (working swiftly and accurately)
- Add the used wipes into the soiled nappy – ensuring the front to back method is repeatedly and consistently used

Replace:

- Roll up the soiled nappy with used wipes inside and secure using tapes on the nappy
- Place in orange bag and pull gloves off and drop into bag also
- Apply fresh disposable gloves
- Apply any rash cream evenly as required
- Ensuring the clean nappy is round the correct way, fit the nappy snugly and securely
- Redress the child as required and secure the poppers on the body vest
- Return the child to a safe place in the play area

Cleaning up:

- Remove the TORQ paper sheet and place in the orange bag
- Spray the nappy changing mat with anti-bacterial spray and clean thoroughly using clean strip of TORQ and dry off
- Put this TORQ into the orange bag
- Clean all other surrounding surfaces
- Remove the disposable apron and fold up then remove the gloves and tuck the apron into the gloves and put into the orange bag.
- Tidy away any other clothing and unused items.

How did you find this experience – rate it out of 10 (1=worst 10=best)

Reflect on how you did – do you think you demonstrated appropriate strategies in infection prevention?

Step 2

Support learners to:

Sequence the nappy changing procedures to reduce infection spread.

- ◆ Using words, or images of nappy changing, put them in the order that the steps are to be implemented by the adult to ensure infection control.
- ◆ Share your steps with the rest of the group and agree on the correct order, and then write the steps, or glue the images, in the right sequence and number these on paper.

Place the order and sequence of nappy changing in order to promote infection control.

Step 3: Fill in the are below based on what you have learned.

What I have learned about the importance of nappy changing to reduce the spread of infection:

Exploring strategies to minimise risks activity 4

Let's take time to develop the important link between your responsibilities of following procedures, which are underpinned by legislation and guidance; and to develop your understanding of what this will look like in practice in an early learning and childcare setting.

Step 1: Working in groups consider **each** of the headings below and research the steps which are required to **promote a good standard of procedures** that would ensure the reduction and control of infection. Consider the requirements of the adult, step by step to ensure they promote high standards of maintenance.

- ◆ Disposal of litter/rubbish
- ◆ Food preparation areas
- ◆ Routine setting maintenance
- ◆ Faults or broken items reporting and disposal
- ◆ Minor incidents
- ◆ Reheating foods or baby bottles

The following template could be used to outline the steps which would be required in each circumstance drawing from the group research.

Step No.	Steps/Procedures Adults need to take	

Exploring strategies to minimise risks activity 5

Take time to explore a range of different ways to develop a basic understanding of first aid and explore this as a strategy to manage risk, used in an early learning and childcare setting.

Read over:

Let's explore first aid. It is essential when working with and caring for children that adults have good knowledge of first aid, and this is part of accident prevention and swift response to any unforeseen accidents which can occur as children grow and develop. First aid treatment is the immediate step given, to support the injured and to prevent their condition or circumstance from rapidly worsening. Giving first aid correctly and immediately is crucial.

Step 1: Research and gather information for the following, linked directly to Early Learning and Childcare settings in Scotland:

- 1 What is the required number of first aiders, under current guidelines and legislation?
- 2 Give examples of how first aid equipment is to be stored.
- 3 Identify all required items to be held in a first aid kit on site.
- 4 Identify what is required in terms of first aid when off site/on an outing.

Write your answers and save along with your notes. Feedback and share your responses with the whole class group.

Step 2: Practical simulation: Using the range of first aid boxes/bags/holders and the range of items laid out, build a correct first aid pack, from memory.

Working in pairs, lay out a range of correct first aid box items. Allow the player to have one minute to study the items on the tray. Then cover over the tray and then the other player instructs the player to turn around whilst they remove one item and hides this. Then represents the tray and the player needs to identify what is missing. The player then retains the correctly identified item. The game continues.

Working in groups: One player has some first aid items and has to describe it to the others without directly stating what it is. They could mime it, or just use their hands to make this more challenging.

Step 3: Working in pairs, practise how to administer first aid in common scenarios (see below). Be mindful of allergies and permissions to touch other people in the group.

- ◆ A child has grazed their knee (open graze with some blood)
- ◆ Cut on the hand
- ◆ Cut finger
- ◆ Bump on the head (with immediate swelling visible and bruise)
- ◆ Possible broken arm/arm injury
- ◆ Full on bleeding from deep cut or wound

Exploring strategies to minimise risks activity 6

Practical – Controlling and Reducing Infection in an early learning and childcare Setting

You will be supported to access a range of safe and appropriate PPE and equipment. Which you should then use to set up a range of 'maintenance based' tasks; where you should then carry out and then rotate and move onto the next task.

This will support you to experience and learn the skills needed to maintain a safe and clean environment for children.

Maintenance tasks:

- ◆ cleaning a table ready for mealtime
- ◆ sweeping a dirty floor
- ◆ mopping a floor
- ◆ washing dishes
- ◆ drying dishes
- ◆ cleaning skirting boards
- ◆ cleaning door handles
- ◆ cleaning sinks for handwashing
- ◆ hoovering a carpet, including the edges
- ◆ damp dusting ledges, windowsills
- ◆ cleaning the kitchen surfaces
- ◆ cleaning a fridge outside/inside
- ◆ cleaning an oven
- ◆ washing toys/play resources

Reflection – Throughout these practical tasks, you need to consider the following:

- ◆ What substances/chemicals you are using and why?
- ◆ How does the approach the task to demonstrate positive role modelling for children?
- ◆ The importance of each task in controlling infection spread.
- ◆ What is the level of difficulty or challenge in tasks?
- ◆ What is the responsibility of the employer?
- ◆ What is the responsibility of the employee?
- ◆ How you are minimising risk using strategies during each task?

Hazards and potential risks and dangers — revision activity 1

Look at the different pictures, of different spaces where children and adults may be in a busy early learning and childcare setting.

Step 1: Working individually, focus on the room that you are in. Think about planning an activity for children in this room:

- ◆ What type of hazards have you found?
- ◆ What potential harms may there be?
- ◆ Give examples of ways to reduce/remove these risks.
- ◆ Explain the employer role and responsibility in meeting the health and safety standards.
- ◆ Explain the employee role and responsibility in meeting the health and safety standards.

Step 2: Now discuss with the whole class group the following points:

- ◆ Why type of hazards have you found?
- ◆ What potential harm there may be?
- ◆ Give examples of ways to reduce/remove these risks.
- ◆ Explain the employer role and responsibility in meeting the health and safety standards.
- ◆ Explain the employee role and responsibility in meeting the health and safety standards.

Glossary

Employee – Refers to someone who works for money (salary); such as a nursery practitioner or lead practitioner.

Employer – Refers to someone in a place of work responsible for recruiting and dismissing staff; such as a nursery owner or manager.

COSHH — Control of Substances Hazardous to Health; Such as chemicals or products which could potentially cause harm to people.

HAZARD/OUS — Refers to something that can cause potential harm or risk.

HSE – Refers to the Health and Safety Executive organisation responsible for all government legislation and guidance in applying safe practices across the country in workplace and education settings.

Legislation — Refers to laws set out by government which need to be followed by society. Such as laws on health and safety which must be applied in an early learning and childcare setting

Responsibilities — Refers to something a person does for which they are accountable or to blame if not done correctly. Such as the nursery manager's responsibilities is to train the staff team in up to date health and safety practices.

RIDDOR — Reporting of Injuries, Diseases, Dangerous Occurrences Regulations. Such as those which cause harm to people in daily life.

Risk – Refers to something where there is a situation involving exposure to harm or danger; Such as a child is at risk when the cord of a window blind is not tied up securely out of reach.

Role — Refers to a duty or job that someone does. Such as the nursery manager's role is to lead the staff team in good health and safety.

Underpin— Refers to the foundation or basis that other things are built upon. For example, health and safety law is the foundation or basis that practitioners must apply in all of their usual roles and responsibilities when caring for children.

Resources

Resources required for workshop/practical sessions

Materials/equipment	Source/supplier
Range of items found in a first aid kit	
Range of first aid kit boxes/containers	

Useful texts, journals, videos, and websites

Texts

Bruce, T. and Meggitt, C. (2003) *Child Care and Education*, (5th ed.) Hodder and Stoughton

Dare, A. and O'Donovan, M. (1998) *A Practical Guide To Working With Babies*. 2nd ed. Stanley Thornes Ltd.

Nolan, Y. *Working with Children and Young People*. (2007). Hienenmen Pearson

Tassoni, P; *Caring for Children* (2011) (2nd edition) Hienenmen Pearson

Journals

[Care inspectorate infection-prevention-and-control-in-childcare-settings.pdf](#)

Videos

[ROSPA YouTube](#)

Websites

[Raising children Network](#)

[ROSPA.com](#)

[ROSPA.com free-resources](#)

[Health and Safety at Work Act Easy Read Leaflet](#)

[Food Standards Agency. Gov.Scotland](#)

[Health Safety Executive](#)

[Fire Safety Guidance Scotland](#)

[Road Safety Scotland](#)

[NHS Keeping your Baby Safe](#)