



# Crucial Knowledge

## Unit R058 Topic Area 1

### Creating a safe environment in a childcare setting

| Know More                                                                                                                                                                                                                                                                                  | Remember More                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Understand it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Apply it                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Reasons why accidents happen</b></p> <ol style="list-style-type: none"> <li>1. The environment</li> <li>2. Lack of supervision</li> <li>3. Untrained staff</li> <li>4. As part of a child's development</li> </ol>                                                                   | <ol style="list-style-type: none"> <li>1. Childcare settings are busy environments.</li> <li>2. In a childcare setting there maybe one practitioner for every eight children aged 3 to 5 years.</li> <li>3. Poor safety practice can be down to a lack of staff training.</li> <li>4. Young children become more curious and mobile.</li> </ol>                                                                                                                                                                                                                                                                                                                                             | <ol style="list-style-type: none"> <li>1. More children, more space and access to large play equipment, water play and learning new skills and playing in new ways increases accidents.</li> <li>2. Lack of supervision can happen if there are not enough staff, poor time management, staff are not effectively used or training and supervision is not appropriate.</li> <li>3. Childcare settings should ensure rules are followed and the correct number of trained staff are at every session.</li> <li>4. A curious baby who can crawl will now be able to open cupboards or access and touch electrical sockets.</li> </ol>                                                                                                                                                                                                                                          | <p>Write a paragraph to explain why accidents may happen in a childcare setting and give examples from a childcare setting.</p> <p><b>Top Tip</b><br/>- Consider the types of activities and equipment children may use</p>                                                                                                           |
| <p><b>Types of childhood accidents</b></p> <ol style="list-style-type: none"> <li>1. Choking and suffocation</li> <li>2. Burns</li> <li>3. Falls</li> <li>4. Electric Shocks</li> <li>5. Drowning</li> <li>6. Poisoning</li> <li>7. Cuts and Grazes</li> <li>8. Trapped Fingers</li> </ol> | <ol style="list-style-type: none"> <li>1. Choking occurs when an object blocks the airway internally. Suffocation is when the airway is blocked externally.</li> <li>2. Burns are caused by hot items or chemicals. Scalds are caused by hot liquids.</li> <li>3. Falls are a common accident with children.</li> <li>4. Electric shocks can kill by stopping the heart.</li> <li>5. Drowning can occur in any natural (rivers) or man-made (pools) places.</li> <li>6. Poisons enter the body through swallowing, inhalation, contact with the skin.</li> <li>7. Cuts and grazes are often the result of a fall.</li> <li>8. Trapping fingers in doors is a very common injury.</li> </ol> | <ol style="list-style-type: none"> <li>1. Keep small objects and plastic bags out of the way of children as well as keeping food in small pieces and encouraging chewing.</li> <li>2. Keep hot drinks away from children and ensure hot items like kettles and pans on the cooker are out of reach.</li> <li>3. Window locks and stair gates can prevent serious falls.</li> <li>4. Fit socket covers to protect children from putting fingers into electrical sockets.</li> <li>5. Never leave a young child unattended by water even for a few seconds.</li> <li>6. Items that can poison such as bleach should be out of reach and in a locked cupboard.</li> <li>7. Playground safety flooring can help to prevent cuts and grazes from a fall.</li> <li>8. Use hinge protectors or devices to prevent doors slamming to reduce the risk of trapping fingers.</li> </ol> | <p>Select one type of childhood accident, explain how this accident is caused and what can be done to reduce the chances of the accident happening.</p> <p><b>Top Tip</b><br/>- Use examples that are relevant to a childcare setting. E.G a child taking part in water play will be at risk of a fall due to water on the floor.</p> |



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| <p><b>How to prevent accidents</b></p> <ol style="list-style-type: none"> <li>1. Staff Training</li> <li>2. Supervision</li> <li>3. Having appropriate safety equipment</li> <li>4. Sensible placement of equipment</li> <li>5. Educating the children</li> <li>6. Completing risk assessments</li> </ol> | <ol style="list-style-type: none"> <li>1. Promoting health and safety is studied as part of early years qualifications.</li> <li>2. Practitioners should supervise children safely at all times.</li> <li>3. The prevention of accidents in each area of the setting should be considered and the correct safety equipment used.</li> <li>4. Consider the surface equipment is placed on and what other children will be doing nearby.</li> <li>5. Remind children of safety rules regularly.</li> <li>6. Complete risk assessments for areas, activities, or trips.</li> </ol> | <ol style="list-style-type: none"> <li>1. Providers should train all staff on how to keep children safe in their setting. This includes ensuring everyone understands and knows how to follow the settings health and safety policies and procedures.</li> <li>2. Follow Ofsted rules about the minimum staff to children ratio. Under 2 years is 1:3, aged 2 years is 1:4 and aged 3 to 7 years is 1:8. Some activities children can safely play independently as long as the adults are keeping a general eye on things. In other activities such as learning to use a sharp tool, one to one support is needed to make it safe.</li> <li>3. Safety gates to prevent access to areas or stairs, safety flooring under play equipment, socket covers on electrical sockets and reins on highchairs are some important pieces of safety equipment to reduce accidents.</li> <li>4. Some equipment needs to be on a level surface to ensure stability when being used. Safety mats may be used around equipment to prevent injury from a fall and for example a mat for a baby to lie on placed by 3 year old's playing with balls would be unsafe.</li> <li>5. Giving a safety instruction and explaining it is an opportunity to educate a child about keeping themselves safe.</li> <li>6. Staff should be trained in how to complete a risk assessment and forms should be available for staff to complete before undertaking an activity.</li> </ol> | <p>Create an activity you would deliver in a day nursery with children aged 2. Explain how you would prevent accidents occurring during your activity.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Use the 6 ways of preventing accidents to structure your explanation.</li> <li>- Create a risk assessment to identify what risks there are and what actions you would take to reduce those risks</li> </ul> |



# Crucial Knowledge

## Unit R058 Topic Area 2

### Choosing suitable equipment for a childcare setting

| Know More                                                                                                                                                                                                                                                                               | Remember More                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Understand it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Apply it                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Equipment for babies and children from birth to five years.</b></p> <ol style="list-style-type: none"> <li>1. Travelling equipment</li> <li>2. Sleeping equipment</li> <li>3. Feeding equipment</li> <li>4. Changing equipment</li> </ol>                                         | <ol style="list-style-type: none"> <li>1. Prams and buggies, reins, car seats, baby carrier</li> <li>2. Moses basket, cot, mattresses, cot bed/bed, bed guard, sleeping bag and duvet, rest mats and bean bags.</li> <li>3. Steriliser, bottles, breast pump, trainer cup, cutlery, sectioned plates, weaning bibs.</li> <li>4. Changing table, nappy sacks, changing bags.</li> </ol>                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Travelling equipment should be appropriate for the age, height and weight of the child and will be selected at each stage of their development.</li> <li>2. Sufficient sleep is important for a child's well-being, growth and development. From one to five the amount of daytime sleep will slowly decline with children around the age of three going the day without a nap.</li> <li>3. Practitioners should support the chosen feeding methods of parents and carers – breastfeeding, bottle feeding or combination feeding. A lot of equipment is needed to support both methods along with sterilizing to ensure good hygiene.</li> <li>4. For at least the first two years, babies and most young children will wear nappies, and in a childcare setting there will be many nappy changes in a day. Most settings require a changing bag from home containing nappies for the day.</li> </ol> | <p>For each equipment area research and find a product that you would purchase for a nursery. Explain why that item of equipment would be needed.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Consider why the equipment would be used and how often.</li> <li>- Think carefully about if the product is suitable for a nursery.</li> </ul>                         |
| <p><b>Indoor and outdoor playing for babies and children from birth to five years.</b></p> <ol style="list-style-type: none"> <li>1. Gym sets</li> <li>2. Play tents</li> <li>3. Painting and craft activities</li> <li>4. Slides and climbing frames</li> <li>5. Sand boxes</li> </ol> | <ol style="list-style-type: none"> <li>1. Balls, hoops, beanbags. This equipment wears over time so should be checked.</li> <li>2. Pop up tents provide instant dens, but should be set up out of reach of children.</li> <li>3. Can include paint, glue, brushes, craft beads, paper, scissors. The equipment should always be age appropriate.</li> <li>4. These should be sturdy and durable and placed on safe ground.</li> <li>5. These should be filled with specialist play sand that is safe for children.</li> </ol> | <p>It is essential to provide a wide variety of appropriate equipment to promote all aspects of development. Play equipment must be age and weight appropriate, safe, of good design, durable and cost effective.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>For each type of playing equipment research and find a product that you would purchase for a nursery. Explain how it would promote development of a child.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Think carefully about if the product is suitable for a nursery.</li> <li>- Think about what skills the child will develop using the equipment.</li> </ul> |



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| Know More                                                                                                                                                                                                                                                                  | Remember More                                                                                                                                                                                                                                                                                                                                                                                                                                        | Understand it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Apply it                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Factors affecting suitability and choice for babies and children from birth to five years.</b></p> <ol style="list-style-type: none"> <li>1. Age and weight appropriateness</li> <li>2. Safety</li> <li>3. Design</li> <li>4. Durability</li> <li>5. Cost</li> </ol> | <ol style="list-style-type: none"> <li>1. Recommended age ranges for products, maximum and minimum weight recommendations for products.</li> <li>2. Safety features, star ratings, safety labelling, safety checks, flammability, stability, hygiene, easy to clean, washable.</li> <li>3. Comfort, accessibility, ease of use, aesthetics, adjustability.</li> <li>4. Hard wearing, materials.</li> <li>5. Value for money, price range,</li> </ol> | <ol style="list-style-type: none"> <li>1. Always check the safety notices and instructions on equipment and notice when an item will be unsuitable for a baby in the future. For example a Moses basket is unsuitable when a baby can roll over as they could tip the basket.</li> <li>2. Equipment should always be checked for safety, both when new and if used regularly. Safety labels give quality assurance that the item is safe to use. Safety features can vary between manufacturers and star ratings and reviews can be helpful when considering equipment. Flammability is the ability of a substance to ignite or burn so it is important that clothing, bedding and soft furnishings are not highly flammable. Stability is important as good stability can reduce the risk of falls and finally hygiene of equipment should be checked and equipment that is easy to clean and washable helps to maintain hygiene.</li> <li>3. Good design influences how comfortable a product is to use, who can use the product, the ease of use, how attractive the product is to look at and how flexible a product is. It is important to consider design for both babies and adults when selecting equipment.</li> <li>4. It is best to select durable items as they are made to last. Durable items are tough, strong and hard wearing so are less likely to break and become potentially dangerous. This is important in a childcare setting due to regular use.</li> <li>5. Some brands can be more expensive than others, but this can often mean they are made from higher quality materials and last longer. A cheaper product may be more likely to break and need to be replaced as it is made from cheaper materials. There can be expensive designer prices that are not necessarily more durable than mid-price alternatives so a nursery needs to consider their agreed price range.</li> </ol> | <p>Select an equipment area and research two of the same products, for example 2 car seats. Compare information of the 2 products and explain which piece you would select for a childcare setting, and why you are rejecting the other.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Use the factors to structure your explanation.</li> <li>- Ensure you explain why you have both selected and rejected.</li> </ul> |



# Crucial Knowledge

## Unit R058 Topic Area 3



### Nutritional needs of children from birth to five years

| Know More                                                                                                                                                                                                                                                                                                 | Remember More                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Understand it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Apply it                                                                                                                                                                                                                                                                                  |
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| <p><b>Current Government Dietary Recommendations</b></p> <ol style="list-style-type: none"> <li>1. Eatwell Guide</li> <li>2. 5-a-day</li> <li>3. British Nutrition Foundation recommendations</li> </ol>                                                                                                  | <ol style="list-style-type: none"> <li>1. The government designed the Eatwell Guide to help people get the balance of foods right.</li> <li>2. Designed to increase intake of fruits and vegetables.</li> <li>3. A balanced diet, portion control and limiting processed food, fast foods, snacks, sugar and fat. Use the 4 main food groups to create a daily diet, limit salt content, fizzy drinks and juice.</li> </ol>                                                                                                                                                                                                                                                            | <ol style="list-style-type: none"> <li>1. It shows the proportion that different food groups should form in the diet. This relates to people over the age of 5, but is still useful to draw upon with young children who should start to adopt some principles of the Eatwell Guide.</li> <li>2. It recommends a variety of fruit and vegetables should be encouraged aiming for 5 portions a day.</li> <li>3. Diet should be balanced to meet nutritional requirements and portion control is important to ensure the required nutrients are received. Healthy snacks and meals are a better option as food high in fat and sugars can lead to health issues. The 4 food groups are starchy foods, milk and dairy foods, non-dairy sources of protein and fruits and veg the British Nutrition Foundation gives recommended daily amounts as a guide. Salt should be limited to prevent raised blood pressure later in life and sugary drinks should be avoided to prevent tooth decay.</li> </ol>                            | <p>Produce a leaflet of Government dietary recommendations to inform new parents</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Keep the advice simple with key points</li> <li>- Include images to support the information.</li> </ul>                               |
| <p><b>Essential Nutrients and their functions for children from birth to five years</b></p> <ol style="list-style-type: none"> <li>1. Proteins</li> <li>2. Carbohydrates</li> <li>3. Fats</li> <li>4. Vitamins A, B group, C, D, E, K</li> <li>5. Minerals</li> <li>6. Fibre</li> <li>7. Water</li> </ol> | <ol style="list-style-type: none"> <li>1. Animal sources – meat, poultry, fish vegetable sources - soya, tofu, beans.</li> <li>2. Starches – bread, pasta, potatoes and Sugars – fruit, honey, sweets.</li> <li>3. Saturated – butter, milk, cheese. Unsaturated – olive oil and nut oil. Poly unsaturated – oily fish, sunflower oil.</li> <li>4. A – cheese, eggs, carrots.<br/>B – meat, chicken, green leafy veg.<br/>C – fruit: oranges and strawberries.<br/>D -oily fish, milk, egg yolk.<br/>E – Cereals, seeds, nuts.<br/>K – Whole grains, green veg.</li> <li>5. Calcium – milk, cheese, eggs. Iron<br/>– red meat, green veg. Zinc –<br/>meat, poultry, seafood</li> </ol> | <ol style="list-style-type: none"> <li>1. Proteins aid growth and repair. They replace make new cells as babies and children grow and replace damaged cells and repair tissue when injured.</li> <li>2. Carbohydrates produce energy for the body. Sugar gives a quick short boost or energy. Starches provide long lasting energy supply.</li> <li>3. Fats produce warmth and protection. The layer of fat under the skin provides insulation and thin layers of fat protect the vital organs.</li> <li>4. Vitamins are important in the promotion of good health and the prevention of disease.</li> <li>5. Minerals help build strong bones and teeth, produce health red blood cells, skin and hair, help nerve and muscle function and aid metabolic –processes.</li> <li>6. Fibre helps improve digestive health and prevents constipation, irritable bowel syndrome and cancers of the bowel.</li> <li>7. Water hydrates the body, regulates body temperature, and helps carry nutrients and oxygen to cells</li> </ol> | <p>Produce a table containing each nutrient, it's sources and functions.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>- Sources are what foods are high in that nutrient.</li> <li>- Function is the job the nutrient does to help growth and development.</li> </ul> |



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| Know More                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Remember More                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Understand it                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Apply it                                                                                                                                                                                                                                                                                                   |
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| <p><b>Food Sources to meet nutritional needs</b></p> <p><b>Birth to six months</b></p> <ol style="list-style-type: none"> <li>Breast milk</li> <li>Formula Milk</li> <li>Combination of breast and formula milk</li> </ol> <p><b>Six to twelve months</b></p> <ol style="list-style-type: none"> <li>Weaning stage 1</li> <li>Weaning stage 2</li> <li>Weaning stage 3</li> </ol> <p><b>One to Five Years</b></p> <ol style="list-style-type: none"> <li>Planning Menus</li> </ol> | <p><b>Birth to six months</b></p> <ol style="list-style-type: none"> <li>Breast milk can be given to the baby directly from the mother's breast, or by expressing milk using a pump and bottle feeding.</li> <li>There are many different types of formula milk depending on a baby's nutritional needs such as anti-reflux and hungry baby milk.</li> <li>Combination feeding is where both breast and formula milk is used. This can help to share feeding responsibilities and take pressure off the mother.</li> </ol> <p><b>Six to twelve months</b></p> <ol style="list-style-type: none"> <li>Gradually introduced to solids using baby rice and pureed fruit and veg.</li> <li>Introduced to minced foods such as chicken and finger foods like rusks and toast.</li> <li>Introduced to solid foods such as pasta and cheese.</li> </ol> <p><b>One to Five Years</b></p> <ol style="list-style-type: none"> <li>Plan a menu to cater for main meals, snacks and drinks</li> </ol> | <p><b>Birth to six months</b></p> <p>Newborn babies take a small amount of milk but by the time they are a week old most need around 150 to 200ml of milk per kilo of their weight, per day until they are 6 months.</p> <p><b>Six to twelve months</b></p> <p>By 6 months the digestive system is fully developed and so they can cope well with solid foods. As the baby takes more food the amount of milk they receive should be decreased. Finger foods allow a child to learn how to chew.</p> <p><b>One to Five Years</b></p> <p>Meals, snacks and drinks should be drawn from the main food groups. Fatty and sugary foods should only be offered in small portions as an occasional treat</p> | <p>Create a guide about how to wean a child aged six to twelve months.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>Make sure the 3 stages of weaning are covered.</li> <li>Provide ideas for recipes that can be used.</li> <li>Include a weaning chart to track progress.</li> </ul> |



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| <p><b>Plan for preparing a feed/meal</b></p> <ol style="list-style-type: none"> <li>Equipment</li> <li>Ingredients and quantities</li> <li>Hygiene</li> </ol>                                                 | <ol style="list-style-type: none"> <li>Steriliser, bottles, scales, knives, spoons, peeler, masher, chopping boards, pots/pans/bowls.</li> <li>Use labelling, software/apps, Eatwell Guide and British Nutrition Foundation guidance to achieve the right quantity.</li> <li>Consider personal hygiene, the environment and equipment and sterilisation.</li> </ol> | <ol style="list-style-type: none"> <li>The right equipment is needed to prepare feeds and meals. It should be clean, hygienic and in good order. Equipment used to prepare feeds should be sterilised.</li> <li>The food standards agency traffic light labelling system shows what is in commercially produced food. Red = high quantity, amber = medium quantity, green = low quantity. Software and apps can give nutritional information and also help to plan or provide menus.</li> <li>Personal hygiene involves washing hands, not sneezing/coughing on food and tying back long hair. The environment and equipment should be kept hygienic by wiping surfaces with antibacterial spray and washing equipment in hot water after use and storing appropriately. It is necessary to sterilize all feeding equipment for babies up to 12 months</li> </ol> | <p>Produce a step by step guide of how to plan and prepare a feed or meal for a child whose age you can choose.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>Ensure you consider equipment, ingredients and the quantities and hygiene considerations.</li> </ul> |
| <p><b>Evaluate planning and preparation of a feed/meal</b></p> <ol style="list-style-type: none"> <li>Comparisons</li> <li>Strengths/weaknesses</li> <li>Improvements/changes</li> <li>Conclusions</li> </ol> | <ol style="list-style-type: none"> <li>Consider if current guidelines are being met.</li> <li>Gather feedback to identify strengths and weaknesses.</li> <li>What would you do to address the weaknesses.</li> <li>Use all of the information to conclude how effectively you are providing feeds and meals.</li> </ol>                                             | <ol style="list-style-type: none"> <li>Are you meeting 5-a-day, Eatwell Guide, British Nutrition Foundation Guidance and calorie recommendations.</li> <li>If a child is not eating their 5-a-day this is a weakness, if they enjoy their meals this is a strength.</li> <li>Could you include a fruit smoothie at breakfast to increase fruit intake if not eating 5-a-day is a weakness.</li> <li>Use your conclusions to identify any problem areas and deal with these. For example if a vegan child is not having sufficient variety in their food you can research meals and snacks or even ask the parents for tips.</li> </ol>                                                                                                                                                                                                                            | <p>Watch someone preparing a feed/meal(this could be a video). Evaluate how they did.</p> <p><b>Top Tip</b></p> <ul style="list-style-type: none"> <li>Structure your evaluation using the 4 headings.</li> </ul>                                                                     |