

Unit: R019 – Understanding the equipment and nutritional needs of children from birth to five years

LO1: Understand the key factors when choosing equipment for babies from birth to 12 months

- **1.1: Key equipment to be considered for babies from birth to 12 months**
- **1.2: Key factors to consider when choosing equipment for babies from birth to 12 months**

LO2: Understand the key factors when choosing equipment for babies from one to five years

- **2.1: Key equipment to be considered for babies from one to 5 years**
- **2.2: Key factors to consider when choosing equipment for babies from one to five years**

OCR Cambridge Nationals Child Development R019

Understand the equipment and nutritional needs of children from birth to five years



Learning intent

An on-site day nursery is being set up for employees at the local supermarket. You have been asked to help with selecting key equipment for the nursery and plan suitable feeding options for children aged 0 to 5 years old.

Read through the general information for learners

- LO1 Understand the key factors when choosing equipment for babies from birth to 12 months
- LO2 Understand the key factors when choosing equipment for children from one to five years
- LO3 Know the nutritional guidelines and requirements for children from birth to five years
- LO4 Be able to investigate and develop feeding solutions for children from birth to five years

Key terms

- **Travel equipment:** Items of equipment that can transport a baby from 0 to 12 months, these could include pram, or car seat. Items must be suitable for the age and weight of the baby have good stability, effective brakes and conform to British Standards.
- **Feeding equipment:** These are items that are needed to feed a baby, either when breastfeeding, e.g.; nursing bras, breast pads and bibs, or bottle feeding, e.g.; sterilising system, teats and formula feed.
- **Sleeping equipment:** Items that are needed for a baby to sleep, depending on the age this could be a type of Moses basket, cot, mattress and blankets. Safety factors, e.g. cot bumper and a baby should not have a pillow.
- **Clothing:** These are key items that are needed for a small baby which cover basic needs, e.g. nappies, vests and stretch sleepsuits for the day and night and items suitable to wear outside, e.g. mittens and hats. Soft fabrics that are loose and comfortable are recommended and those that are easy to launder.
- **Footwear:** Items that cover babies' feet from birth to 12 months and could be integral to a clothing item or socks, booties or soft shoes.

Unit: R019 – Understanding the equipment and nutritional needs of children from birth to five years

LO1: Understand the key factors when choosing equipment for babies from birth to 12 months

1.1: Key equipment to be considered for babies from birth to 12 months

<p><u>Connection phase</u></p> <p>Think about What equipment may be needed for each of these tasks involving babies?</p> <p>Travelling Sleeping Feeding Clothing and footwear</p>	<p><u>Activation phase</u></p> <p>Read through from page 84-90</p> <p>List the keywords</p>
<p><u>Consolidation phase</u></p> <p><u>DIPS questions:</u></p> <p>1. Name three pieces of equipment that are essential for a new-born baby.</p>	<p><u>Demonstration phase</u></p> <p>List equipment needed for travelling, feeding, sleeping and clothing & footwear</p> <p>Complete the stretch activity on page 88</p> <p>Complete activity on page 89</p>

Learning outcome 1

Understand the key factors when choosing equipment for babies from birth to 12 months

About this Learning outcome

Babies develop and grow quickly between birth and the age of 12 months. In fact, their bodies will develop and change faster now than at any other time in their lives. As a result, the equipment needs of babies up to the age of 12 months also changes

rapidly. It is up to a baby's parents and carers to respond, ensuring that the equipment they make available always meets the baby's needs at the current moment in time. A good understanding of child development will help you to anticipate what a baby is likely to need next and to plan accordingly. You will learn about child development in Unit R020.

Assessment criteria

In this learning outcome you will cover:

1.1 Key equipment to be considered for babies from birth to 12 months:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

1.2 Key factors to consider when choosing equipment for babies from birth to 12 months:

- age-appropriateness
- safety
- cost
- design/ergonomics
- durability
- hygiene.

Getting started

How much equipment do you think a baby needs? Choose one of the following categories and thought storm as many items as you can think of for the category:

- travelling equipment (for when parents/carers are travelling with the baby on foot, via car and on public transport)
- feeding equipment
- sleeping equipment
- clothing and footwear.

1.1 Key equipment to be considered for babies from birth to 12 months

In this Learning outcome, you will learn about equipment in the following categories:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

This unit looks at each of these in turn.

Travelling equipment

Travelling equipment is necessary for when:

- parents and carers are travelling with the baby on foot and on public transport
- parents and carers are travelling with the baby by car.

Prams and buggies

Prams and buggies are among the most expensive pieces of equipment that parents or carers are likely to buy. Not all buggies are suitable for newborns and very young babies, who have different needs to older babies as they cannot yet support their own weight. Some families choose to use a pram at this age and they then switch to a buggy when the baby is a bit older.

Other families choose an adjustable buggy that can be used throughout the first year and beyond. These have a fully reclining element designed for the younger baby. In most adjustable designs, the buggy can also be manoeuvred to become parent facing or outward facing. The first option allows a close eye to be kept on a younger baby, and also enables eye contact and interaction. The second option allows an older baby to look out into the world.

Car seats

It is not only sensible to use a car seat to keep children safe in the car – it is the law. RoSPA (the Royal Society for the Prevention of Accidents) tells us that this law requires that: ‘... all children travelling in the front or rear seat of any car, van or

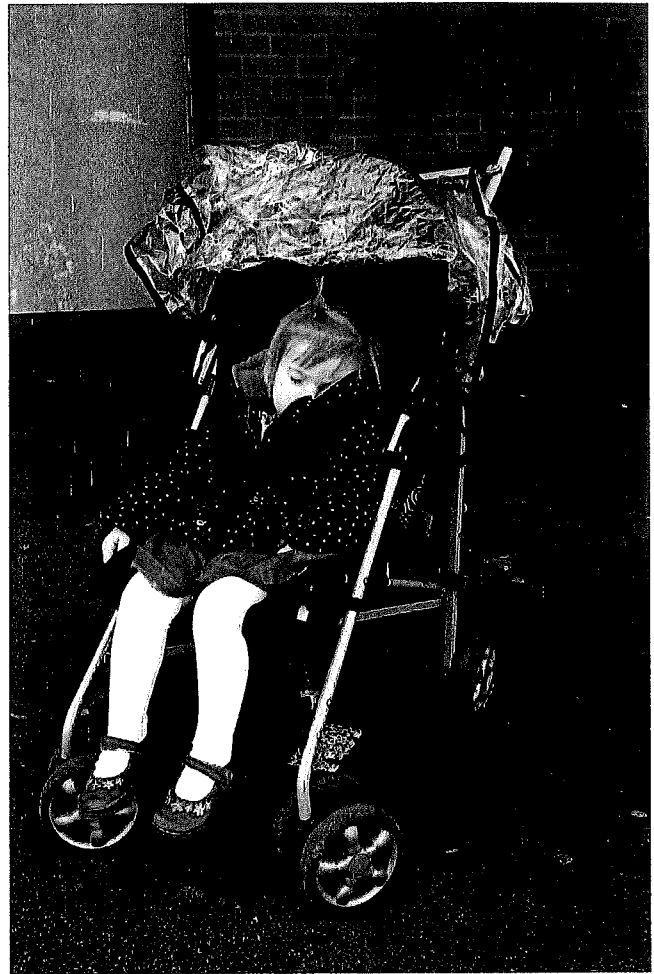


Figure 6.1: Prams and buggies must be age appropriate.

goods vehicle must use the correct child car seat until they are either 135 cm in height or 12 years old (whichever they reach first). After this they must use an adult seat belt. There are very few exceptions.’

Baby seats are only effective when fitted properly in the car, so it is crucial to follow the manufacturer’s instructions precisely. Any car seat that has been in a car during an accident must be replaced, even if there is no visible damage. This is because it could have been weakened and might no longer provide the necessary protection.

Baby car seats usually have a weight restriction alongside an age for which they are appropriate, so it is important to consider this when choosing a seat. It is also important to remember to replace

? Did you know?

Some buggies have a detachable element that unclips from the frame and can be used as a baby carrier. Some of these also double as a car seat.

it at the specified time. For example, it might say on the packaging of a car seat 'suitable from birth up to 13 kg (29 lbs) or 12–15 months'. Further information is included in the text and table on page 105 of Learning outcome 2. In Autumn 2016, researchers involved in a small study reported that newborn babies may be at risk of developing breathing difficulties when spending a long period of time in a car seat, due to the 40 degree angle at which their body will be positioned. They advised parents to keep a watchful eye on babies during journeys, and to avoid making journeys of more than 30 minutes with a young baby. If a longer journey is necessary, taking regular breaks is advised. Parents are also advised to limit the use of car seats to the car, so you should not remove the car seat for use as a baby carrier. You should not leave babies to sleep, or put them down to sleep, in a car seat. You can read more about this study at <http://www.nhs.uk/news/2016/10October/Pages/Warning-over-babies-sleeping-in-car-seats.aspx>

Baby carrier

There are two types of carrier – those that resemble car seats and baby slings worn by the parent or carer.

- There will usually be both a weight and age limitation given, and it is important not to exceed these criteria.
- Great care must be taken to ensure that slings are fitted (worn) properly to ensure that the baby doesn't slip or feel uncomfortable.

Most carriers are designed to be used when babies are quite young, typically from birth to four months.

Feeding equipment

It is important for practitioners to support the chosen feeding methods of parents and carers

– breastfeeding, bottle feeding or combination feeding. Quite a lot of equipment is required to support both methods, because it is so important that all feeding equipment is sterilised to ensure that it is hygienic.

Steriliser and sterilising

Feeding equipment must be washed thoroughly before being sterilised. It should be rinsed, washed and rinsed again. Bottle brushes and teat brushes should be used. Equipment to be washed and sterilised includes:

- bottles
- teats
- bottle caps
- measuring spoons
- breast pump
- plastic knives (used for levelling a spoonful of milk powder when making up feeds).

There are different methods of sterilisation. Traditionally, a sterile solution was made up in a steriliser (a small bucket with a lid) by mixing either sterilising tablets or sterilising liquid with water, following the manufacturer's instructions. The equipment was then submerged in the steriliser for a specified amount of time. This method is still used, but now there is the additional choice of an electric steriliser or a steam steriliser.



Figure 6.2: Sterilising equipment.

Bottles

Although only one bottle will be given to a baby at any one time, several bottles are needed in order to always be prepared for feeding. Best practice is to make up fresh feeds as they are required, but parents or carers will sometimes need to make up bottles ahead of time and refrigerate them – see Learning outcome 4 for full details. It is also best to allow for a few bottles to be in the steriliser at any one time.

There are various teats available and these should be selected according to the baby's needs. The younger the baby, the more slowly they will need to receive their milk. 'Slow' teats have a smaller hole in them to restrict the flow. Sometimes, a doctor or health visitor will recommend a teat of a particular shape for a baby who experiences difficulty feeding.



Figure 6.3: Feeding bottles.

? Did you know?

Bottles may be needed for babies who are breastfed as well as those who are bottle fed. There might be times when the mother expresses her milk to feed to a baby from a bottle rather than from the breast.

Breast pump

Breast pumps allow mothers to express milk that can then be fed to a baby via a bottle. This enables the baby to be fed breast milk even when the mother is away from the baby – for example, a practitioner or childminder can give the feed when the mother is at work. It also allows other family members to feed the breastfed baby. This can be important to the well-being of some mothers as well as fathers. For example, it means that the task of waking throughout the night to feed a baby can be shared, allowing the mother to get some rest and sleep. There are two types of breast pump:

- manual
- electric.

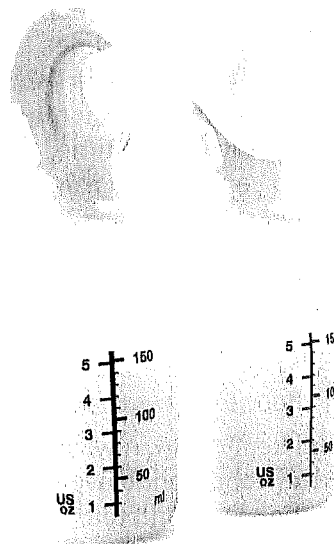


Figure 6.4: Breast pump.

Stretch activity

Key equipment to be considered for babies from birth to 12 months

- 1 Find out more about electric breast pumps by visiting this weblink: www.tommeetippee.co.uk/product/electric-breast-pump/. Read the information and watch the video clip.
- 2 Find out more about manual breast pumps by visiting this weblink: www.tommeetippee.co.uk/product/manual-breast-pump/. Read the information given. Also download and read the instructions.
- 3 Write down the biggest advantage you can see for mothers using each product.

Sleeping equipment

Sufficient sleep is vital to a baby's well-being, growth and development. The younger the baby, the more they will sleep, so comfort is absolutely paramount.

Moses basket and cot

Moses baskets are a suitable option for a newborn baby's first bed, but they will need to move up into a cot by around 3–4 months of age, depending on the basket selected and the baby's rate of growth. The manufacturer's guidelines on this will come with the basket. Moses baskets are designed to be portable. In the early months when a baby is sleeping for much of the time, it is convenient to be able to carry a baby from room to room with you. Moses baskets are also easy for parents to take with them when they go out – for a day spent at a family member's house, for example. Some parents and carers prefer to put their newborn straight into a cot, and that is absolutely fine.

Cots should be sturdy and kept clean. Always ensure that wood is in good condition to avoid splintering. Cots take a lot of wear and tear, especially in a group setting. The side of the cot that slides down for the lifting in and out of the baby can be particularly prone to wear, so check

✓ Good practice

Cots are sometimes heirlooms, passed down through families, or they might be bought second hand. In this situation, it is important to investigate whether the cot is up to current safety standards. This includes the finish of the cot, as varnish or paint used on vintage cots may not be non-toxic and could be potentially dangerous. A new mattress should always be used.

that it is in good working order. If you notice the sliding mechanism starting to feel slacker, report it to the appropriate person straight away, as movement from the baby may cause it to slide down unintended. This presents a risk in terms of a baby's body being pinched or trapped, or they may roll and fall from the cot.

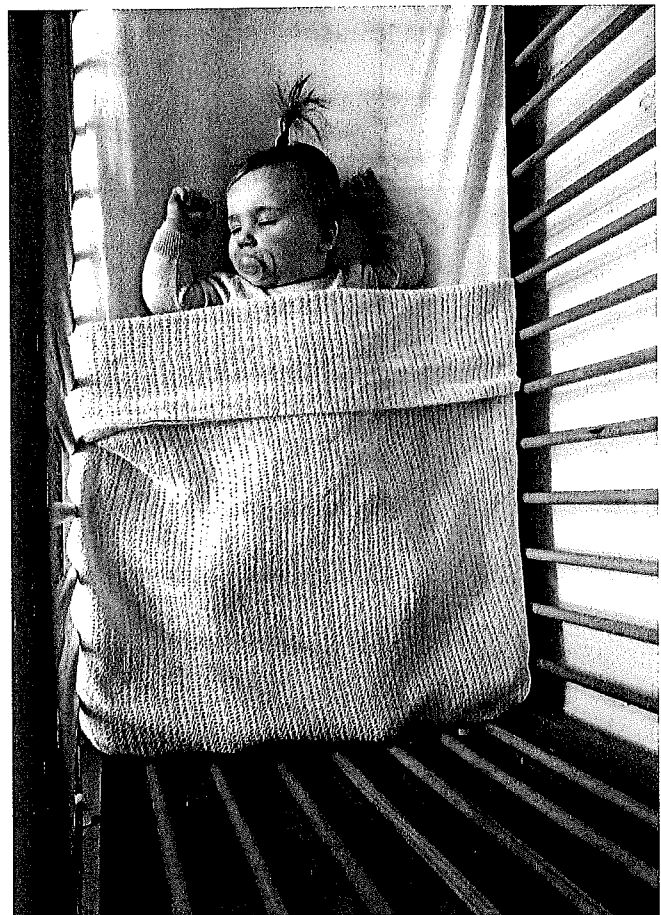


Figure 6.5: Cots should be sturdy and be kept clean.

Mattress

Moses baskets come with their own fitted mattresses, uniquely shaped and sized to fit into individual designs, because there is not a standard Moses basket size. However, cot mattresses are generally purchased separately from the cot itself, presenting the buyer with more choice.

There has been much research into how sleeping position and bedding (including mattresses) may be a factor in cases of Sudden Infant Death Syndrome (SIDS). SIDS occurs when a seemingly healthy baby or toddler dies unexpectedly in their sleep with no medical explanation. This affects around 300 babies in the UK each year. The National Health Service (NHS) advise that to prevent SIDS, babies should sleep on a mattress that is:

- firm
- flat
- waterproof
- in good condition.

Here is the complete list of advice given to parents for the prevention of SIDS:

Do:

- always place your baby on their back to sleep
- place your baby in the 'feet to foot' position (with their feet touching the end of the cot, Moses basket, or pram)
- keep your baby's head uncovered. Their blanket should be tucked in no higher than their shoulders
- let your baby sleep in a cot or Moses basket in the same room as you for the first six months
- use a mattress that is firm, flat, waterproof and in good condition
- breastfeed your baby (if you can).

Do not:

- smoke during pregnancy or let anyone smoke in the same room as your baby (both before and after birth)
- sleep on a bed, sofa or armchair with your baby. This is even more dangerous if you or your partner smoke or take drugs, or if you have been drinking alcohol

Activity

- 1 Visit this NHS weblink and read more about SIDS: www.nhs.uk/Conditions/Sudden-infant-death-syndrome/Pages/Introduction.aspx.
- 2 Follow at least two of the weblinks given on the NHS webpage and read the information that you discover. Make notes of any key points that you would like to remember.

- let your baby get too hot or too cold. A room temperature of 16–20 °C, with light bedding or a lightweight baby sleeping bag, will provide a comfortable sleeping environment for your baby.

Clothing and footwear

The first set of clothing bought for a newborn baby is known as the 'layette'. This will generally consist of vests and baby grows, with an outer layer of clothing added depending on the weather. At this age, babies move very little, so all they really need is to be comfortable and neither too hot or too cold.

But babies grow quickly, so their newborn items will not last them for long. Once a baby begins to become more mobile, they will need more from their clothing.

Nappies

There are two types of nappies:

- disposable
- reusable.

Disposable nappies are available in a range of sizes. Some are unisex, but these days, many are shaped to be suitable for boys or girls. Nappies must always be disposed of safely, as bodily waste is potentially harmful to health (see 'Hygiene' on page 94). In the home and some group settings, used nappies are placed into a bag (often known as a 'nappy sack'), which is then tied closed. The bag is placed in a nappy bin with a lid. Some settings will have a special unit which seals a nappy into a plastic wrapping as it is placed inside.

Reusable nappies – shaped and traditional

Shaped nappies are now available. According to one manufacturer, the Cotton Nappy Company, these are, 'shaped for ease of use and available either in different sizes depending on the baby's age, or as "birth to potty" nappies which adjust to fit using poppers. They consist of an absorbent inner part, which is usually made of bamboo, cotton or microfibre, and a waterproof PUL outer. Popular types include pocket nappies, where an absorbent insert is stuffed inside the waterproof outer; two-part systems, where an absorbent inner nappy is covered with a waterproof wrap; and "all-in-ones", which are the most similar to disposable nappies. Nappies and outers are usually fastened with poppers or velcro.' Traditional reusable nappies are made from a rectangle of terry towelling, which is very absorbent. Nappies are folded to fit the individual baby and secured using a nappy pin or clip – these have been designed with a safety feature to ensure that they do not come undone and become unsafe. There are a range of nappy folding techniques to suit babies of different sizes, and some are more suited to boys or girls. In both shaped and traditional nappies, a disposable nappy liner may be used inside the nappy to help keep the baby's skin dry while letting wetness through to the fabric. These can be flushed down the toilet along with stools. Plastic pants with close fitting legs are also placed over the traditional nappy to keep wetness from coming out of the fabric. Used reusable nappies are placed in a nappy bucket with lid when removed, then laundered in the washing machine at 60 degrees. (A machine pre-rinse can also be used in the case of soiled nappies).

Daywear, outerwear and nightwear

All daywear, outerwear and nightwear should be:

- comfortable
- easy to move in
- washable and easily dryable, e.g. suitable for the tumble dryer
- preferably 'non-iron' or 'easy iron'
- made from fabric suitable for purpose, e.g. a crawling baby will benefit from hard-wearing trousers that will protect their knees. Heavier, warm material is ideal for a coat (outerwear).

Very soft, fire retardant material is perfect for nightwear

- suitable for various weather conditions, e.g. sunhat, shorts and T-shirts in the summer; long sleeved top, leggings and cardigan in the winter, plus outerwear (e.g. hat, coat, mittens)
- easy to fasten (e.g. Velcro, poppers, elasticated waist instead of button and zip)
- easy to get on and off, especially for nappy changes.

Unisex clothing is preferred by some families because it can be passed down to siblings more effectively and saves on cost.

Babies do not need shoes until they begin to walk outside at around 12–14 months, unless there are items on the floor inside that may cause harm. (You can read about first shoes in Learning outcome 2.) Walking barefoot indoors when it is safe to do so is good for the natural development of a young child's feet. A baby's feet will need to be kept warm enough, so socks and booties will be needed.



Figure 6.6: Clothes should be comfortable to move in.

Unit: R019 – Understanding the equipment and nutritional needs of children from birth to five years

LO1: Understand the key factors when choosing equipment for babies from birth to 12 months

1.2: Key factors to consider when choosing equipment for babies from birth to 12 months

<p><u>Connection phase</u></p> <p>What do these mean to you?</p> <p>Age appropriation</p> <p>Safety</p> <p>Design/ergonomics (comfort)</p> <p>Cost and Durability</p> <p>Hygiene</p>	<p><u>Activation phase</u></p> <p>Read through from page 91-95</p>
<p><u>Consolidation phase</u></p> <p>Complete the 'Test your knowledge' on page 95</p>	<p><u>Demonstration phase</u></p> <p>Make notes for each of the factors</p> <p>Read the good practice notes on page 92 and 94</p> <p>Complete the activity on page 93</p>

1.2 Key factors to consider when choosing equipment for babies from birth to 12 months

The key factors to consider when choosing equipment for babies from birth to 12 months include:

- age-appropriateness
- safety
- design/ergonomics (comfort)
- cost and durability
- hygiene.

This section looks at each of these in turn.

Age-appropriateness

As you have learnt, babies develop very quickly in their first year, and this has a continual impact on the equipment that is suitable for them. So you must always check the safety mark and instructions on a piece of equipment (see below) and take note when an item will become unsuitable for a baby in the future. For example, it is safe to put a very young baby down to sleep in most Moses baskets. But as the baby grows and becomes able to roll over, they may tip a Moses basket, making it no longer safe.

? Did you know?

On some pieces of large equipment, weight restrictions are given as well as or instead of age restrictions. This applies to high chairs and cots, for example.

Safety

Before using any piece of equipment, it is absolutely vital to check that the item is safe for the child or the children who will use it. This applies to both new pieces of equipment that you are selecting (and perhaps buying) for the first time, and any pieces of equipment that you use regularly.

Safety marks

Before buying an item for a child, practitioners need to check that it has a recognised safety

mark. These are quality assurance standards that tell you that the item is safe for use as directed by the manufacturer. So it is important that you always use equipment in line with the manufacturer's instructions. This includes making sure items are assembled according to directions. An incorrectly assembled item can be very dangerous. For example, a high chair could collapse causing a child to fall, or body parts could be trapped between gaps in a cot.

You must also follow guidelines that appear on boxes and other packaging. For example, it is very common to come across the guideline 'Not suitable for use by children under 36 months due to small parts'.

Safety checks

All equipment is prone to wear and tear over time, even if **durable** items have been selected (see the 'durability' section on page 93). This is especially true in group settings and other professional childcare settings (such as a creche), because over the same period of time, equipment will get much more use than it would in the average family home.

- A previously safe piece of equipment can turn into a hazard when damaged.
- A previously safe baby carrier can become dangerous if the handle stops locking into position.

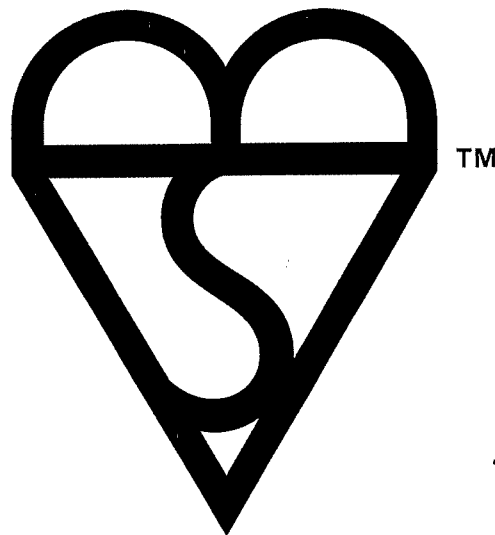


Figure 6.7: British Standards Institution (BSI) safety mark/kite mark. Can you suggest a piece of equipment on which you would expect to see each of these marks?



Good practice

Whenever you see a piece of equipment that has become damaged or unhygienic, you should remove it from the vicinity of babies and children right away. This will prevent injuries and/or risks to health. If the problem is with a piece of equipment that cannot easily be moved, ensure that babies or children stay away from it. You should report any damage or hygiene concerns to the appropriate person right away.

- A broken rattle may have a sharp edge.
- Damaged footwear may cause a child to slip and fall.
- Damaged wood may cause a splinter.

The best way to ensure that equipment remains safe over time is to visually check it over each time it is set out and put away. This works very well for items such as toys and clothing. Pieces of equipment that tend to stay out can be checked the first time you use them each day – this applies to items such as car seats, cots and baby swings. Car seats must be replaced if they have been in a car at the time of an accident – even if damage cannot be seen, they may no longer be safe to use. Second hand car seats should not be bought, as although they may feature a safety mark, you cannot be sure that they have not been in an accident or become otherwise unsafe. You should also consider whether the item is hygienic – see page 94 for more information.

Some items such as feeding equipment and toys (such as teething rings) will need sterilising. See page 86.

Flammability

Flammability is the term used to describe the ability of a substance to ignite or to burn. The more flammable a material is, the greater the fire risk it presents. To promote safety, there are strict regulations around the materials that manufacturers can use in clothing and other key items for babies, including bedding and soft furnishings. Flammability is carefully considered



Good practice

Not all equipment used with babies is manufactured. Some people will make items such as blankets, clothes and soft furnishings. In this case, it is up to parents and carers to make sure that they are made safely from appropriate materials that do not present risk, including a risk of catching fire or burning. It is possible for safety marks to be counterfeited (faked). So equipment should always be purchased from a reputable retailer, such as a shop that you trust.



Key term

Flammability the ability of a substance to ignite or to burn.

when a product is safety tested for a BSI safety mark/kite mark – this provides another reason for always checking for the safety marks before selecting equipment.

Stability

Stability is another key safety issue. A high percentage of injuries reported in the UK every year come from falls. It is very important to make sure that any item of equipment that takes a baby's weight or supports a baby's body is stable and secure. Items need to be both well made and sturdy. Equipment also needs to be carefully used to ensure stability. For example, if heavy shopping bags are placed on the handles of a buggy, it will become unstable and is likely to tip over backwards, putting the baby at risk. A baby sling not worn according to the manufacturer's instructions could also be unsafe, as the baby's body may become sore and they may even slip. Some pieces of equipment need to be placed on a sturdy flat surface before use, or stability will be affected. This applies to high chairs, cots and baby swings.

There are also many injuries as a result of objects falling onto a child. Parents and carers need to think carefully about how to prevent objects falling

onto babies. This is a particular area of concern at this age, as babies will pull themselves to standing position and move around the room by holding onto furniture or other nearby equipment. As well as holding onto items intended for them (such as a baby seat) babies will make use of anything in reach (such as an adult's chair). So it is best practice to make sure that all such items are sturdy. Larger items that could fall onto a baby should they be bumped into (such as shelving units, TVs and wardrobes) should be fixed to the wall.

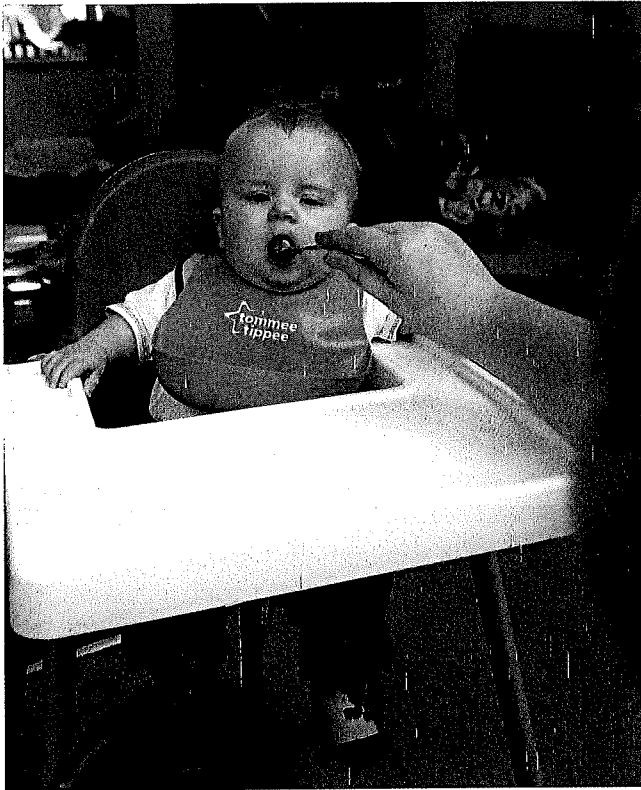


Figure 6.8: Highchairs must be placed on a sturdy, flat surface.

Activity

Return to the list of equipment you made during the 'Getting started' activity on page 84.

- 1 Which of the items would you expect to check for safety each time they are set out and put away? Underline them with a coloured pen.
- 2 Which of the items would you expect to check the first time you use them each day? Underline them in a different colour.

Design/ergonomics

Ergonomics is the science of design, which is applied to make products efficient, safe and comfortable for use. If you look out for it, you will spot evidence of ergonomics being applied to many pieces of equipment. For example:

- some feeding bottles have a distinct shape that makes them more comfortable to hold
- car seats are moulded to keep a baby comfortable in a position, as well as keeping them safe
- some cots are lower to the ground than others, making it easier for a shorter person to lift a baby in and out safely.

Design/ergonomics is particularly important when choosing a pram or buggy. If the handles are not at the right height for the person pushing it, their shoulders, back and neck may become sore with prolonged or frequent use.

It is important to think about design/ergonomics for both babies and adults when selecting pieces of equipment.

Cost and durability

It is always best to select items that are **durable**, or made to last. There is less chance of durable items being broken and becoming potentially dangerous during use. They are most likely to stand up to use by a group of babies or children.

Durable items can be more expensive at the time of purchase, usually because they are made of higher quality materials. But in the long run, they may be more economic (a better buy) because a cheaper alternative may break or become worn out and so may need to be replaced. For example, a high chair with plastic legs may be less durable than one with wooden legs that costs more.

While **durability** sometimes costs a little more, the expense may be warranted. However it is important to recognise when spending more money is not a necessity. For example, there are expensive designer pieces of baby equipment available that are not necessarily more durable than mid-price alternatives. See unit R018, L01 for more information on finance.



Key terms

Ergonomics the science of design applied to make products efficient, safe and comfortable for use.

Durable made to last.

Durability the ability to withstand wear and tear.

Hygiene

When completing your safety checks on pieces of equipment (see 'Safety checks' on page 91), you should consider whether the item is hygienic. If it is visibly dirty or otherwise unhygienic, you should remove the item for cleaning. In the case of large pieces of equipment such as cots, you should remove babies from the vicinity or area and then clean the item.

Easy to clean

Selecting equipment that is easy to clean helps enormously in terms of keeping things hygienic. Practitioners will have a planned schedule for washing or sterilising appropriate materials and equipment, even if they do not appear to be dirty to the eye. (They will also be washed in between times if necessary as described above.)

Some items such as nappy changing equipment (e.g. a changing mat), feeding equipment and baby toys will need cleaning each time they are used. Whenever you are cleaning and washing equipment, always make sure that you only use cleaning products that are safe for use with very young children. All cleaning products must be kept out of reach of children.

Washable

Items made from fabrics such as a baby's clothes or bedding will need to be washed frequently, and in some cases after every use. Items close to a baby's skin such as a baby grow or vest will only be worn once before washing, while outerwear such as a coat will need washing less often. However, it is often necessary to change a baby's clothes partway through the day – if they are sick or if a nappy leaks. It is sensible to buy fabric items that can be washed easily, ideally in a washing machine. It is also helpful if they can be tumble dried.



Figure 6.9: Equipment must be easy to clean.



Good practice

Bodily waste is a potentially harmful substance, since it can pass on infections such as hepatitis and HIV. Early years settings will have strict procedures in place for handling nappies, vomit and blood, and for clearing up after toileting accidents. These include wearing disposable gloves and using designated disposal bins.



Good practice

Whenever you see a piece of equipment that has become damaged or unhygienic, you should remove it from the vicinity or area where the babies and children are right away. This will prevent injuries and/or risks to health. If the problem is with a piece of equipment that cannot easily be moved, ensure that babies or children stay away. You should report any damage or hygiene concerns to the appropriate person right away.

Test your knowledge

- 1 What does the term 'ergonomic' mean?
- 2 Give five examples of pieces of equipment that should be sterilised.
- 3 What is a safety mark?
- 4 When should you replace a car seat?
- 5 What does the term 'durability' mean?

Assessment preparation

The OCR model assignment will ask you to investigate the main points to be considered when choosing:

- Clothing and footwear
- Feeding equipment
- Sleeping equipment
- Transport equipment

for babies from birth to 12 months of age. You should support your evidence by considering the following features when making your decision:

- Suitability for age and growth
- Safety aspects
- Costs
- Design
- Practicality
- Durability
- Ease of cleaning.

1. Outline the safety aspects you would consider before selecting a buggy.
2. Explain why durability should be a key consideration when selecting feeding equipment.
3. Outline hygiene factors might you consider when selecting sleeping equipment.
4. Explain why age-appropriateness (including a baby's weight) should be a key consideration when selecting a baby carrier.

Task 1: Key factors when choosing equipment for children from birth to five years

This task covers all of Learning Outcomes 1 and 2.

You have been asked to help the nursery to select key equipment for babies and children. The nursery will have two rooms, one for babies up to 12 months and another for children aged 1 to 5 years. You may present this in any suitable format (e.g. presentation, leaflet).

In your own words, present the key equipment required for each room and consider at least **three** factors when choosing equipment for each room:

Room one – babies up to 12 months, key equipment for each of the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

You must:

- select pieces of equipment for each of the four types listed above
- choose at least **three** factors to consider for each type of equipment
- include a range of examples to support your evidence.

Criteria		
L01: Understand the key factors when choosing equipment for babies from birth to 12 months		
1.1 MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks
A limited range of examples are given for some of the types of equipment needed for babies from birth to 12 months.	A range of examples are given for most of the types of equipment needed for babies from birth to 12 months.	A wide range of relevant examples are given for all types of equipment needed for babies from birth to 12 months.
1.2 MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks
Outlines the key factors for consideration for the types of equipment with limited reasons for the choice of equipment selected.	Explains the key factors for consideration for the types of equipment with clear reasons for the choice of equipment selected. Draws upon some relevant skills/knowledge/understanding from Unit R018.	Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected. Clearly draws upon relevant skills/knowledge/understanding from Unit R018.

Unit: R019 – Understanding the equipment and nutritional needs of children from birth to five years

L02: Understand the key factors when choosing equipment for babies from one to five years

2.1: Key equipment to be considered for babies from one to 5 years

<p><u>Connection phase</u></p> <p>How much equipment do you think children aged one to five years need? Choose one of the following categories and thought storm as many items as you can think of for the category:</p> <ul style="list-style-type: none">Travelling equipmentSleeping equipmentFeeding equipmentClothing and footwear	<p><u>Activation phase</u></p> <p>Read through from page 98– 104</p>
<p><u>Consolidation phase</u></p> <p>Complete the case study on page 104</p>	<p><u>Demonstration phase</u></p> <p>Complete the activity on page 99 Read the ‘good practice’ points on page 101 and 102</p>

2.1 Key equipment to be considered for children from one to five years

In this Learning outcome, you will learn about equipment in the following categories:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

This unit looks at each of these in turn.

Travelling equipment

Travelling equipment is still necessary when parents and carers are travelling with a child on foot, on public transport and by car.

Stroller/buggy

In Learning outcome 1, you learnt about buggies that can be used throughout the first year of a child's life and beyond. Many children will use this type of buggy throughout the toddler stage. From the age of around two and a half years, many families choose to switch to a stroller-style buggy or pushchair. This is much lighter weight, making it easier to fold and to pack away when not in use, or when going on a journey by public transport, car, plane or boat. At this age, a child no longer needs the more supportive and heavier buggy because they have the strength and body development to hold themselves upright indefinitely when sitting. They will also spend less time being pushed along by adults, and more time walking alongside them.

Reins

Once a baby learns to walk and can do so outside, they are generally keen to explore and to walk independently. They very quickly begin to pick up speed. However, they are still finding their feet and will often fall at first. It is exciting for a child to be able to head off instantly towards anything that takes their fancy. However, this means that their movements are rather unpredictable – they can shoot off in any direction and will have little

awareness of what they should or should not do or interact with. This can make it challenging to keep a toddler safe when you are out walking in the world together, especially when you are using the pavement.

Reins can be a very good solution. They fit around the child's chest and the ends are held by a parent or carer. Reins still give a child a feeling of independence as they walk out in front, and as long as they are safe, you can simply follow their lead. But it is very easy to 'put the brakes on' by standing still when they are heading somewhere inappropriate. Also, when on reins, you can often save a child should they begin to fall, by taking their weight. Backpack style reins are also available. The child wears a backpack in the normal way, and detachable reins can be clipped onto the bottom of the bag section, as shown below.

At around the time a child begins to have more reliable control over their walking, they are usually calmer about being out in the world, and happy to hold an adult's hand on a walk. At this stage, the reins will no longer be needed.



Figure 7.1: Reins help to keep a toddler safe on a walk.

Car seat

You were introduced to car seats in Learning outcome 1. Children must normally use a child car seat until they are 12 years old or 135 cm tall, whichever comes first. Only EU-approved child car seats can be used in the UK. These have a label showing a capital 'E' in a circle. You can choose a child car seat based on a child's height or weight. Here is a summary of the two types of car seats available:

Height-based car seats – these are known as 'i-Size' seats. They must be rear-facing until your child is over 15 months old. Your child can use a forward-facing car seat when they are over 15 months old. You must check the seat to make sure it is suitable for the height of your child.

Weight-based car seats – here, the seat your child can use (and the way they must be restrained in it) depends on their weight. You may be able to choose from more than one type of seat.

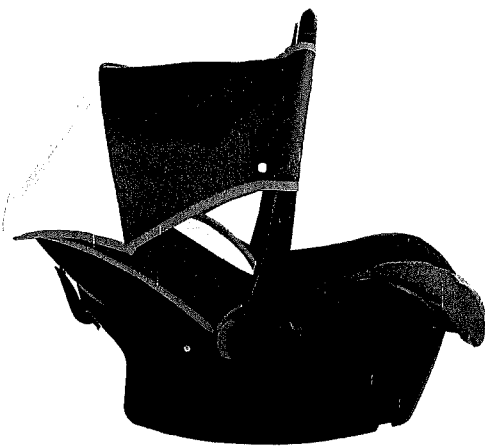


Figure 7.2: Height-based car seat.



Figure 7.3: Weight-based car seat.

Child's weight	Car seat
0 kg to 9 kg	Lie-flat or 'lateral' baby carrier, *rear-facing baby carrier, or *rear-facing baby seat using a harness
0 kg to 13 kg	*Rear-facing baby carrier or *rear-facing baby seat using a harness
9 kg to 18 kg	*Rear- or forward-facing baby seat using a harness or safety shield
15 kg to 36 kg	*Rear- or forward-facing child seat (high-backed booster seat or booster cushion) using a seat belt, harness or safety shield

* You must also:

- deactivate any front airbags before fitting a rear-facing baby seat in a front seat
- not fit a child car seat in side-facing seats.

Table 7.1: Different types of car seats.

Activity

Key equipment to be considered for children from one to five years:

- 1 Investigate how to choose a car seat and travel safely with children in cars by visiting this weblink: www.childcarseats.org.uk/choosing-using/. Read the information, following at least two of the weblinks given in the sidebar menu.

- 2 Make notes on any key points you would like to remember.

You could present this information as a booklet, poster, storyboard, catalogue, PowerPoint etc. This will enable you to practice ways of presenting information that you will have to use when completing units R019 and R020.

Feeding equipment

In this age range, children will become fully weaned onto solid food, and will be growing in confidence as they learn to feed themselves independently.

Trainer cup

At around 15 months of age, children will be ready for a trainer cup. These have a handle at either side, making it easier for a child to hold the cup level and to take it to and from their mouth. Trainer cups also have a secure lid to prevent spillages, and a spout to drink from. The spout delivers a much faster flow of liquid than a bottle teat, which children can now cope with. When a child has mastered the training cup, the lid can be removed, and they can experience drinking straight from the rim of the cup. Spillages are to be expected, but the use of the two handles will help. Once a child can lift the training cup to and from their mouth fairly reliably without the lid, they will be ready to switch to a plastic cup with one handle.

? Did you know?

Learning to self-feed is very challenging for a young child. It requires mastering some complicated fine motor movements that are unlike any learnt so far.

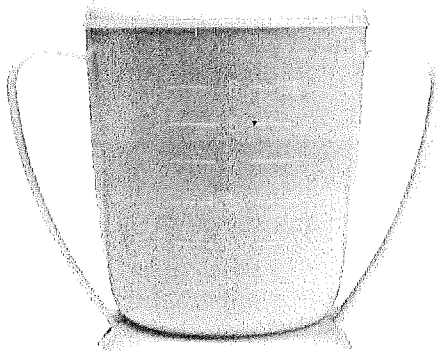


Figure 7.4: Trainer cup.

Cutlery

Babies will start trying to feed themselves by 'helping' their parent or carer with the plastic feeding spoon from the time they are able to sit up in a highchair. They will begin to feed themselves with finger foods (such as cut pieces of fruit) from around 10–12 months and will eventually manage the spoon alone from about 13–15 months.

Once they've mastered this and they are also ready to sit up at the table, it is time to introduce a plastic fork alongside the spoon. A child will generally get used to a fork reasonably quickly, using it to spear soft foods and alternating between the spoon and fork by 15–18 months. They can generally use the two together with precision from around three years.

The next stage is to introduce a knife, and it may also be time to switch over to a nursery set of small metal cutlery with plastic handles. Now things get much more complicated. Using a knife and fork requires a child to make a different movement with each hand at the same time, plus hand-eye co-ordination. Learning to use cutlery like an adult is essentially learning to use very tricky tools. Most children have mastered it by the time they are four years of age.



Figure 7.5: Cutlery.

Weaning bibs

Weaning is a messy affair! Young children will frequently miss their mouths with a spoonful or forkful of food as they learn to master the complicated hand-eye co-ordination and fine motor skills required to get it there safely. You should always be relaxed otherwise, children may become tense about eating and begin to dread mealtimes. In the interests of children's well-being and health, it is very important to avoid mealtimes becoming a battleground or standoff. One of the best ways to achieve this is to make sure that a mess doesn't matter by protecting the child's clothes with a weaning bib. Plastic bibs curl at the end to catch any spilt food or drink, can be disposed of after the meal and can be washed with the dishes.

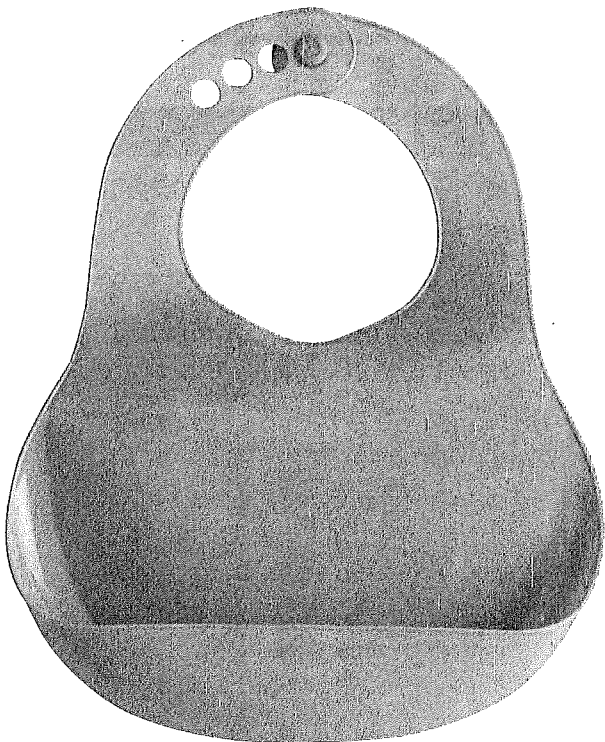


Figure 7.6: Weaning bib.

✓ Good practice

If you are feeding the child in a carpeted area, protect the floor by placing a wipe-clean mat underneath the child's chair.

? Did you know?

You may hear weaning bibs being called 'pelican bibs'. Originally, the bibs with a curl at the end were named after the shape of a pelican's beak.



Figure 7.7: Most children master eating with cutlery by the age of four.

Sleeping equipment

Sufficient sleep remains vital to a child's well-being, growth and development. Comfort is also still very important. However, in this age range, the amount of daytime sleep needed will slowly decline, with children eventually going throughout the day without a nap around the age of three. However, new experiences (such as starting pre-school) and busy days (such as a day trip) will still wear children out, and they may well nod off to sleep - on the ride home in the car for instance.

Cot bed/bed

Some children may have been sleeping in a special kind of cot known as a 'cot bed'. This means that the cot has been specially designed to turn into the child's first bed with some adjustments when required. Generally, this involves the base of the cot being lowered and the removal of the sides. This can be of comfort to the child, because although sleeping in a bed is a new experience, the bed still retains a familiar feel.

Other children will go straight from their cot into a new child's bed. Either approach is acceptable. The main focus should be on the bed being sturdy, clean and safe.

Bed guard

After the safe boundaries of a cot with high sides, there is a risk that a child may fall out of their bed. Bed guards are designed to prevent this when children make the **transition**. Bed guards fit onto the bottom of the mattress, and are generally made from a steel frame covered with fabric mesh, so the child can see through the guard. Many guards are double sided, but single-sided ones are available (for beds next to a wall). It is also possible to find wooden versions.

While bed guards are widely available and are used by many families, caution must be used. Please see the RoSPA guidelines <http://www.rospace.com/rospaweb/docs/advice-services/home-safety/rospace-home-safety-position-statements.pdf> (If you are unable to access this document using the link, you could look for it using a search engine.)

✓ Good practice

Adults always need to remember that any sort of transition (change) can be challenging for young children. Getting used to a new bed, and possibly sleeping in their own room for the first time (their cot may have been in the parental bedroom) certainly falls into this category. Patience, support and understanding are needed. Special bedtime stories often help, as they encourage a positive connection between comfort and being in bed.

🔑 Key term

Transition a process or a period of change from one state or condition to another, through which young children usually need support, e.g. moving from a bed to a cot, starting to eat solid foods, starting pre-school, sleeping in their own bedroom.

Sleeping bag and duvet

A feeling of comfort helps a child to settle down into bed and to get ready for sleep, therefore

bedding should be soft to the touch. Just as when they were babies, it is important that young children do not get too hot or too cold at night (see Learning outcome 1). However, once a child is big enough for a bed, they will also be big enough to throw the covers off should they feel too warm. This means that a child's single duvet or child's single sleeping bag can now be introduced safely.

? Did you know?

Young children love to choose their own bedding, and there are many vibrant options, e.g. superheroes and space rockets. However, it may be better not to make a bedroom *too* stimulating overall. Soothing colours and designs are more likely to encourage rest, relaxation and sleep.

✓ Good practice

As in Learning outcome 1, you must always check equipment for safety marks and age/weight guidelines. This includes cot/beds, beds, bed guards, sleeping bags and duvets.

Clothing

You were introduced to clothing in Learning outcome 1. In this age range, children will continue to grow out of clothes quickly. As children begin to move around more frequently and to play inside and out for longer periods, harder-wearing clothes suitable for every weather condition will be required.

Footwear

In this age range, children will begin to wear proper shoes. If possible, these should be of good quality and:

- well made, with flexible leather uppers, slip resistant soles and adjustable fastenings
- well fitted by a specialist with training (in a shoe shop), with room for the toes to move and for some growth

- give good support
- protect the foot
- be practical for everyday wear.

You should avoid:

- heels (flat shoes are required)
- second-hand shoes
- shoes with hard inside seams or decorative fixings that can be felt inside the shoe.

While the 'proper' shoes described above are paramount, children will wear a range of other footwear, depending on the weather and circumstances:

- wellington boots
- trainers
- slippers
- sandals.

These are fine for a short while, but they do not give the same level of support and protection as proper shoes. Use them for limited periods only.



Figure 7.8: Consider the weather and circumstances when choosing footwear.

Nappies

Until they are ready to begin toilet training, children will continue to wear nappies. Children can only become clean and dry, or 'toilet trained', when they have control over their bowel and bladder. This happens at different times for different children, but usually from about 18 months to 3 years. Most children are clean and dry in the daytime by the time they are three.

? Did you know?

It takes longer for a child to gain control of their bowel and bladder at night. Many still have accidents up to the age of six or seven. Some children have accidents beyond this age.

Trainer pants

Once a child is ready to toilet train, nappies will be switched for training pants during the day. Some parents or carers opt for disposable pulls-ups at first. These are shaped like pants but are made from a nappy-like material, which will absorb accidents. Some people say these feel too similar to nappies when worn, and prefer to put children straight into fabric pants. Whichever method is chosen, there will need to be a good supply of spares, as accidents will be frequent at first.

Daywear, outerwear and nightwear

In Learning outcome 1, you learnt about the important features of daywear, outerwear and nightwear (see pages 89–90) and the majority of these still apply. But in addition, children will now need clothing that is:

- easy for them to fasten themselves as they become independent dressers
- easy to get on and off during toilet training, when a few seconds sometimes means the difference between an accident and a success.

Case study

Child minder Karen is toilet training two-year-old Lennon in partnership with his parents. Today, he asked for the potty twice. On one occasion, Karen struggled to get Lennon out of his dungarees in time, and he had an accident. Lennon became quite upset about it.

Karen has decided to speak to Lennon's dad about this when he comes to pick up Lennon. She plans to say how well Lennon has done

today overall. Then she will explain the circumstances of his accident, and ask that Lennon be bought some clothes that are easier to remove for toileting next time.

Questions

- 1 Do you agree with Karen's approach?
- 2 Give reasons for your answer.

2.2 Key factors to consider when choosing equipment for children from one to five years

The key factors to consider when choosing equipment for children from one to five years include:

- age-appropriateness
- safety
- design/ergonomics
- cost and durability
- hygiene and cleanliness.

Age-appropriateness

You learnt about age-appropriateness in Learning outcome 1 (see page 91). You might like to recap that information now.

Safety

You learnt about safety in Learning outcome 1 (see page 91). It is a good idea to take a few minutes to reread that information.

Did you know?

Age-appropriateness remains important beyond the age of five, and right through to adolescence.

Good practice

As a child gets older, it is good practice to make them increasingly aware of safety issues. This helps them to develop an awareness of how to make good decisions to keep themselves safe. This will become more and more important as children's independence increases. For example, you might say on a trip to the park, 'Please do not climb up there. That bench is not very sturdy and you might fall'.

Safety marks, safety checks, flammability and stability

We covered information on the following in Learning outcome 1 (see pages 91–92).

- safety marks
- safety checks
- flammability
- stability

This still applies to this age band. You may want to recap that information.

Design/ergonomics

You learnt about design/ergonomics in Learning outcome 1 (see page 93). This continues to be an important consideration. As children move through the age band, it is particularly important that equipment of the appropriate size is available for them.

Unit: R019 – Understanding the equipment and nutritional needs of children from birth to five years

L02: Understand the key factors when choosing equipment for babies from one to five years

2:2: Key factors to consider when choosing equipment for babies from one to five years

<p><u>Connection phase</u></p> <p>What do these mean to you?</p> <p>Age appropriation Safety Design/ergonomics (comfort) Cost and Durability Hygiene</p>	<p><u>Activation phase</u></p> <p>Read through from page 104-107</p>
<p><u>Consolidation phase</u></p> <p>Complete the 'Test your knowledge' on page 105</p>	<p><u>Demonstration phase</u></p> <p>Complete the stretch activity on page 105</p>

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- stability

This still applies to this age band. You may want to recap that information.

Design/ergonomics

You learnt about design/ergonomics in Learning outcome 1 (see page 93). This continues to be an important consideration. As children move through the age band, it is particularly important that equipment of the appropriate size is available for them.

Cost and durability/durable materials

You learnt about cost and durability in Learning outcome 1 (see page 93). You may like to recap that information.

Hygiene and cleanliness

You learnt about the following in Learning outcome 1:

- hygiene
- the necessity of equipment that is easy to clean
- the necessity of equipment that is easy to wash.

This still applies to this age range. You may like to reread this information now (see page 94). In addition, young children can increasingly help with hygiene matters such as wiping off the table at home after a meal, or washing the play food in the kitchen sink.

Good practice

You can increasingly encourage children to develop good hygienic self-care, for example when they go to the toilet and wash their hands afterwards.

Stretch activity

Key factors to consider when choosing equipment for children from one to 5 years

Search the internet to find two websites selling children's:

- beds
- bed guards
- sleeping bags/duvets.

1 Compare the available products for a child transitioning from a cot to their first bed, considering these factors:

- age-appropriateness
- safety
- design/ergonomics
- cost
- durability.

2 Decide which items you would buy. Write down the details of each item (or copy and paste the information into a word document and print it out).

3 Give reasons for each of your choices.

Test your knowledge

- 1 At what age would you expect a child to:
 - a feed themselves with a spoon and fork?
 - b feed themselves with a knife and fork?
- 2 Give five examples of items of clothing that should be provided.
- 3 When would you expect to use a bed guard?
- 4 Explain why child-sized equipment is important in terms of ergonomics.
- 5 What are weaning bibs and why are they beneficial?

Assessment preparation

The OCR model assignment will ask you to investigate the main points to be considered when choosing the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

for children from one to five years. You should support your evidence by considering the following features when making your decisions:

- suitability for age and growth
- safety aspects
- costs
- design

- practicality
- durability
- ease of cleaning.

- 1 Young children in this age range are able to switch from a buggy to a stroller. Explain why and give reasons for your answer.
- 2 Discuss why age-appropriateness should be a key consideration when selecting feeding equipment.
- 3 Outline the law regarding the use of car seats for children aged one to five years.
- 4 Assess the safety reasons for using reins with a toddler.

Assessment guidance

Learning outcome 2: Understand the key factors when choosing equipment for children from one to five years

Marking criteria for L02

Mark band 1	Mark band 2	Mark band 3
<p>2.1 A limited range of examples are given for some types of equipment needed for children from one to five years.</p> <p>2.2 Outlines the key factors for consideration for the types of equipment with limited reasons for the choice of equipment selected. Draws upon limited skills/knowledge/understanding from Unit R018.</p>	<p>2.1 A range of examples are given for most types of equipment needed for children from one to five years.</p> <p>2.2 Explains the key factors for consideration for the types of equipment with clear reasons for the choice of equipment selected. Draws upon some relevant skills/knowledge/understanding from Unit R018.</p>	<p>2.1 A wide range of examples are given for all types of equipment needed for children from one to five years.</p> <p>2.2 Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected. Clearly draws upon relevant skills/knowledge/understanding from Unit R018.</p>



Top tips

Command words

- A limited range – the work produced is small in range and scope and includes only a part of the information required, it evidences partial rather than full understanding. A limited range is one or two.
- A range – the evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact. A range is two or three.
- A wide range is at least three.

The evidence you need to produce:

- equipment needs for children from birth to five years.

Examples of evidence format:

- written/typed report
- online/shop visit log
- information booklets/leaflets
- PowerPoint presentation with notes
- storyboard/article.

When creating this evidence, it may help to:

- look at more than one example of each type of equipment. This will enable you to compare items and choose the one with the best features.

AND

Room two – children aged 1 to 5 years, key equipment for each of the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

You must:

- select pieces of equipment for each of the four types listed above
- choose at least **three** factors to consider for each type of equipment
- include a range of examples to support your evidence.

You should demonstrate your ability to draw upon **relevant** skills, knowledge and understanding from Unit R018.

Criteria		
LO2: Understand key factors when choosing equipment for children from one to five years		
2.1 MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks
A limited range of examples are given for some of the types of equipment for children from one to five years.	A range of examples are given for most of the types of equipment for children from one to five years.	A wide range of examples are given for all of the types of equipment for children from one to five years.
2.2 MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks
Outlines the key factors for consideration for the types of equipment with limited reasons for the choice of equipment selected. Draws upon limited skills/knowledge/understanding from Unit R018.	Explains the key factors for consideration for the types of equipment with clear reasons for the choice of equipment selected. Draws upon some relevant skills/knowledge/understanding from Unit R018.	Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected. Clearly draws upon relevant skills/knowledge/understanding from Unit R018.

Check list

- Make sure you have provided and addressed at least 3 examples of each travel, feeding, sleeping and clothing
- Choose at least 3 factors to talk about for each piece of equipment
- Apply it to a nursery setting
- Explain each equipment
- For each equipment make sure you either 'select or reject' – give reasons
- Note down any references

OCR GCSE Home Economics Child Development (Second Edition)

A text book providing an overview of all aspects of Child Development

Supports: LO1/LO2/LO3/LO4 plus other units

Cost: £23.51

Format: Paperback book Heinemann ISBN: 13: 978-0435849214

http://www.amazon.co.uk/GCSE-Home-Economics-Child-Development/dp/0435849212/ref=sr_1_1?ie=UTF8&qid=1445595768&sr=8-1&keywords=OCR+GCSE+Home+Economics+Child+Development+%28Second+Edition%29

Websites providing range of equipment items

Websites providing an extensive range of travel systems, sleeping and feeding equipment for babies and young children.

Supports: LO1/LO2

Cost: Free

Format: Website/catalogues

www.toysrus.co.uk/babiesrus

<http://www.kiddicare.com>

<http://www.planworld.co.uk>

<http://www.pricolislittleone.com>

www.mothercare.com

www.mamasandpapas.com

www.tesco.com/direct/baby-toddler/

GCSE Child Development for OCR Teacher Resource Pack and Student Textbook

Soft text book with student resource suitable for homework tasks linked to feeding and nutrition.

Supports: LO1

Cost: Teacher resource pack - £75.00 Student textbook - £3.05

Format: Two text books that support each other, teacher and student. Teacher resource pack Collins Educational ISBN: 13: 978-0007342730 Student textbook

Collins Educational ISBN: 13: 978-0007342716

Teacher resource pack:

http://www.amazon.co.uk/GCSE-Child-Development-OCR-Resource/dp/000734273X/ref=ox_sim_14_2?ie=UTF8&refRID=1J1M9WE7BYW6RPSKF3
[IE&dpID=4174DJKWLSL&dpSic=sims&refST=AC_UL160_SRI13962CI60](http://www.amazon.co.uk/GCSE-Child-Development-OCR-Resource/dp/0007342713/ref=sr_1_fm_r0?ie=UTF8&qid=1445595758&sr=8-1_fm_r0&keywords=GCSE+Child+Development+for+OCR+Teacher+Resource+Pack+and+Student+Textbook)
Student textbook:

http://www.amazon.co.uk/GCSE-Child-Development-OCR-Textbook/dp/0007342713/ref=sr_1_fm_r0?ie=UTF8&qid=1445595758&sr=8-1_fm_r0&keywords=GCSE+Child+Development+for+OCR+Teacher+Resource+Pack+and+Student+Textbook

Websites with information of different feeding options for babies from birth to 1 year old

Information available regarding types of feeding solutions.

Supports: LO1

Cost: Free

Format: Website

www.nhs.uk/conditions/pregnancy-and-baby/pages/bottle-feeding-advice.aspx

<http://www.nhs.uk/start4life/breastfeeding>

<http://www.nhs.uk/conditions/pregnancy-and-baby/pages/combining-breast-and-bottle.aspx>