

Portfolio of evidence

14 January 2019 05:48 PM

My role

My role in the setting changes depending on the time of day as there are different requirements of me due to the ages of the children and whether or not it is a regular session or an after school club. In the mornings, from 9.00am my role is to welcome the children to the setting, help them take their coats and bags off whilst encouraging them to store their belongings in the correct place, in the bucket by the entrance for children who are only attend the morning session and in the hallways for those who attend either the whole day or are on wraparound service with the school. At 10.00am I take all the children to the toilets and encourage them to go to the toilet, if they are out of nappies, and to wash their hands before they have snack. Once all the children have washed their hands they sit at the table and sing the *Diolch yn fawr* song before eating their snacks and drinking their milk. Some children have allergies or intolerances so there is a sign on the cupboard at eye level where the food is prepared to ensure that the children are only given food and drink that will not harm them, all staff members handing out food and drink are also reminded at the time as to the allergies so that everyone can watch all the children to ensure that they do not swap food and cause an allergic reaction with the other children. When the children arrive from school at 11.15am I encourage them to take off their coats and store their belongings where they should go before taking them either to the 'big yard' or the library, depending on the weather. Before the children eat their lunch the same process is repeated as before snack time, the children will usually sit down for lunch at 12.00, some children have to be encouraged to eat especially those children who will be going to school at 12.30 pm. Between this time and home time, which is 3.00pm there are various activities that the children engage in. On Fridays I begin work at 12.00pm due to the fact that I operate the after school club between 3.00pm and 5.00pm.

Designed to Smile

There are both daily and weekly cleaning schedules to ensure the hygiene of the toothbrush buses and the children's toothbrushes, these include only cleaning the brushes in cold water, ensuring that the brushes do not touch anything including my hands whilst cleaning and throwing away brushes should then bristles be bent or chewed upon. Before any child can be added to the brush buses their parents must first return a signed consent form, even if the parents tell us verbally that it is okay for their child to brush their teeth we still cannot do it.

Colour matching

To help improve children's fine motor skills and Welsh language development we play matching games with them on a regular basis, these include using bowls of different colours with oversized 'tweezers' in the same colours for the children to use to pick up different rubber objects and match them to the same coloured bowl. We have a selection of objects that are used for this activity, from farmyard animals to different types of vehicles, and we often change which objects we use to help ensure that the children do not get bored of the activity.

Reading

There are also task specific books that we read to the children which aim to improve either specific behavioural or developmental difficulties that the children may have. The first is *Mr Tongue* there are two version of this book that we use *Mr Tongues House* and *Mr Tongue goes to the Fair*, although both have the same objective, that being tongue and mouth movements and control. The children seem to enjoy these stories as every child engages as fully as they can, possibly due to the fact that they are encouraged to stick their tongues out and make 'funny faces'. This is done to try and improve children's speech, language and communication development.

How are you feeling today (Potter & Jennings, 2014) is a book that helps children to identify their emotions whilst also giving them tools or methods to help them control their emotions in a positive manner.

Feet are not for kicking (Verdick & Heinlen, 2004), *Hands are not for hitting* (Agassi & Heinlen, 2009), and *Teeth are not for biting* (Verdick & Heinlen, 2003) are books that we use to help demonstrate acceptable behaviour with the children.

Meetings

We rarely hold formal meetings unless the situation requires it, and then the formal meetings are usually held once a month. Instead we hold informal meetings which include discussion during work, individual texts and group discussions on the work group chat and conversations through phone calls. At the moment I speak to my manager every two to three weeks to update them on my availability as they set up my work schedule around my university attendance and assignment deadlines. These discussions are needed to ensure that the staff : child ratio is correct at all times.

Training

I have attend many different training sessions through my time at the setting, some of which were accredited courses and others to simply help me to improve my practice at the setting. I first began working at the setting as an apprentice whilst I was completing my level three in childcare and learning development and when I completed that qualification they offered me employment with them. Since then they have paid for me to gain my Level two Paediatric First Aid, Level two Food Hygiene, and Level two Safeguarding qualifications, these will continue to be updated throughout my time at the setting to ensure that the setting is in compliance with the laws and guidelines in place for the protection of children. Some of the non-essential courses I have been on that are not accredited are WellComm training, and various Flying Start training days. The WellComm training was to ensure that I could implement the WellComm Toolkit to the required extent.

Croeso'r Bont

A new programme the setting is taking part in is Croeso'r Bont which is a Welsh language immersion program, the aim of which is to instil the Welsh language into the children from a young age which is especially helpful for the children attending the setting as the majority of them will attend the Welsh medium primary school that the setting is attached to. There are weekly visits from the programme to ensure correct implementation and different stages to the programme that reflect upon the children's language skills. During the sessions the staff aim to speak as little English as possible whilst also encouraging the children to speak Welsh at all times. The programme is considered a success when the children are confident and consistent with their speaking and understanding of the Welsh language.

Monday

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After welcoming the children, Children A and B (both girls) pulled me over to the barbie and baby area of the room to tell me about the dolls they enjoy playing with. They told me what each babies name was and the family they had, they were married to each other, and one of them went to work whilst the other stayed home. Both children played this imaginative game on and off until snack time which occurred at 10.15.

At 01.00pm I engaged in painting with the children, they were completing self-portraits in order to put them on the themed wall display for this term. The theme this term is feelings and emotions. I would hold up a mirror and ask the children to look at themselves in the mirror, then select the correct colours to match their colourings; hair, eyes, mouth etc. It was at times surprising to see how the children reacted to this and the answers they would give when asked what emotion their painting was showing. Some of the children had difficulty completing this activity as they did not seem to grasp the fact that there was something specific for them to paint and not simply paint all over the face shape.

Tuesday

15 January 2019 06:56 PM

I began work, welcoming children to the setting.

When the children from school arrived in the setting I took a group of them outside onto the 'big yard' so that they could run around and play football. As the children on wraparound are older than the morning session's children taking them outside ensures that the younger children do not get hurt accidentally with the older children's games.

A child was sick, one member of staff shouted out to the manager that she was being sick, the staff member appeared to be unsure of exactly what to do. I went over to the child to help, when she had finished being sick I helped her take off the fancy dress outfit she was wearing, along with her jumper as both had vomit on them. I sat her down at the table with a bowl in case she needed to be sick again as we waited for someone to come and pick her up. When her dad arrived I informed him that she would not be able to attend the setting or school until 48 hours had passed since she last vomited.

Wednesday

14 February 2019 01:16 PM

As the setting utilises Designed to Smile, after we had all the children sit down in a circle so that they can all brush their teeth, one child's parents did not want her to use fluoride toothpaste so we unfortunately couldn't let her join in with everyone else, to ensure that she didn't feel left out I gave her the dinosaur that is used to demonstrate how to brush their teeth and let her brush his teeth. To begin the Designed to Smile session I would call all of the children over to the mat, singing a song in Welsh to encourage them to sit on the mat. Once all the children were sitting in a circle I would hold the toothbrush bush and call out each child's name so that they could collect their toothbrush and have toothpaste put on it. Once all children were sitting with their toothbrushes I began the CD which played a song for the duration required for them to brush their teeth, once finished all children were asked to replace their toothbrushes to the correct place on the toothbrush bus. At which point I would take them for cleaning.

Thursday

07 February 2019 08:59 AM

Today we conducted the Busy Feet activity with the children, which is utilised in order to encourage exercise and healthy living to the children. The majority of the children joined in with the exercising, although two of them did not participate fully they sat on the floor near where the exercising was occurring and clapped along with the songs. As the setting is primarily a Welsh medium setting this activity was conducted in Welsh meaning that not only were the children exercising they were also learning Welsh at the same time. Busy feet is usually conducted after snack time to ensure that all the children have enough energy to participate fully in the activity, all the children who did participate seemed to enjoy the session greatly as they were all smiling and laughing. After the activity there was also less outbursts of anger and misbehaving probably due to the fact that they had a positive outlet for their energy.

Friday

14 February 2019 01:15 PM

Story sack's

Our current story sack is *We're going on a bear hunt*. The children seem to enjoy this story more than previous ones as they repeatedly ask to read it again. This story sack contains: a mat in different colours and textures that represent the different obstacles that are faced in the story, cardboard cut-outs that represent the cave where the bear is found and the street and bed of the characters in the story, as well as figures of each character in the story. As there are not enough figures for each child to hold one this activity also encourages sharing and patience with the children.

After school club

On a Friday I work the after school session that the setting provides, during these sessions I try to edit my practice by employing more playwork aspects to my practice, this includes leaving the door open to the outside area so that the children can make the decision themselves as to whether they want to play inside or outside. During most sessions the children prefer to play outside, especially if it is raining, the setting has wet wear clothing and wellington boots in various sizes for the children to wear when playing outside in the rain, on rainy days the boxes that these are stored in are kept next to the outside access door so that the children can help themselves.

References

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- Agassi, M. & Heinlen, M., 2009. *Hands Are Not for Hitting*. Minneapolis: Free Spirit Publishing Inc. .
- Potter, M. & Jennings, S., 2014. *How are you feeling today?*. London: Bloomsbury Publishing PLC.
- Verdick, E. & Heinlen, M., 2003. *Teeth Are Not for Biting*. Minneapolis: Free Spirit Publishing Inc. .
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