Welcome to Flying Start with Exeter College.

Below, you’ll find questions to consider, tasks to complete and some background research you might want to undertake before enrolment.

This is the first of two batches of Flying Start activity sheets we’ll be sending you. The second will be launched around the May half term. Please read the instructions below and have a go at the activities.

If you get stuck at any point, please see the Frequently Asked Questions (FAQs) section at the bottom for help.

### To get you started...

**It is important to us that you are on the right course and understand future employment or progression options.**

One of the units we will be covering is about The Roles and Responsibilities of the Early Years Practitioner. Do you have a good understanding of the skills, knowledge and behaviours that would be expected of an Early Years Practitioner, and do you know the different types of settings you might work in, once you’ve qualified?

Young children learn through play and staff are there to support and encourage them, as well as keep them safe. Some children might be with you in a setting all day and their needs will vary, think about food, drinks, toileting and nap times. As part of the course you will complete 250 hours of placement, so need to be thinking about your role and how you will benefit from, as well as add to the experiences of the children in, that setting. You will be working alongside staff members and coming into contact with parents. Remember that you will need to produce ID and complete a DBS as soon as you start with us.

**TASK 1:**

**Skills, knowledge and behaviours required for the role of an Early Years Practitioner.**

Think about the skills, knowledge and behaviours you will need to show, when you are in that setting, eg patience, good time keeping and so on.

- **Produce a piece of finished work** that gives this information. You can give the information on a poster (A3), a PowerPoint (2 or more slides), a booklet, a model or as a piece of writing. Think about your presentation, your spelling and the sentence structure. Bullet points/sub-headings are fine, but you do need to tell me why each is important.

**TASK 2:**

**Identify settings which provide early years education and care**

Children aged 0-5 years can be cared for in a range of different types of provision. Think about where you live and find out about what’s around you. Can you find at least 3 different settings that are close to where you live and use their website so you learn a little more about them.

- **Draw a mind map or produce a table.** Give me the following information; name of setting, ages it caters for, opening times (days, hours, days per year or term time) and some information about each type of setting. Are they all the same type of setting?

### For those who want a bit more…

**Extending Task 2:** Can you identify different ‘types’ of provision that children aged 0-5 years might attend? Look at the similarities and the differences.

- **Produce a table** that shows the different ‘types’ of settings. Consider all the information that was asked for, in Task 2, and also find out, for each type of setting; who runs them;
what qualifications do the staff need; what are the ratios; what curriculum does each follow?

FAQs

Q: Do I have to do it?
A: Flying Start isn’t compulsory, but many students find it useful for getting them used to thinking about subjects at the next level. Early classroom sessions will also reflect on some of the Flying Start activities. It does show us you are serious about the course and these tasks also form the basis of your early assignment work, so will help you get ahead and feel prepared.

Q: Will this work be marked and when is it due?
A: This work won’t be formally marked but will be discussed during your first classes with us in September. You should aim to bring along what you have completed with Flying Start along with you to your first timetabled sessions with us in September. The work is the basis of your early assignments so you will feel more organised and ready. You might even be able to just add to and expand the work and be ready to hand in.

Q: I am not sure if I have got the answers right, what should I do?
A: Don’t worry, just have a go at getting something down and bring it along to the lesson where we can talk it through. There is no need to get anxious about the tasks, we are not expecting you to know everything before you arrive but are interested in your ideas and what you have found easy or difficult as it helps us support you right from the beginning. It will also help you feel more confident as you’ll have at least some ideas, and information down, ready for the discussions and work that we will be looking at in class.

Q: Do I need to do the Flying Start work electronically?
A: No, you don’t. We recommend that most work is done electronically as it is easier to change and add to, if you need to resub any of the assignments once you’re at college. When you start with us, we will ask if you have access to a laptop, computer or tablet to work on at home. This way we can ensure we are meeting your needs when we set work.

Q: If I use the internet to find information, do I need to tell you?
A: Yes, you do. Even in the Flying Start tasks we need to know what your own work is, and what you have found on the internet. When you have read information from the internet or books try to put it into your own words when you use it in your work, so you are showing us your understanding. If you take something directly from the internet i.e. ‘cut and paste’ then you should put the website details with the information, in your work. Make a list of all the website addresses you have visited, when you’ve been doing the task, and include that at the back of your work, on a separate page. For each site, write the date you visited in brackets eg https://www.devon.gov.uk/educationandfamilies/early-years-and-childcare/devon-family-information-directory (Accessed 16.04.20)