

Early Years Practitioner Level 2 Apprenticeship Standard

Course Offer / Achievement

Early Years Practitioners (EYP) work in a range of settings including full day care, children's centres, preschool, reception classes, playgroups and nursery schools and deliver the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to 5 in both indoor and outdoor environments.

Early Years Practitioners will be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes, working as part of a team to ensure each child feels safe and secure. An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under directions of a more senior member of the team. They will work in partnerships with other colleagues, parents and / or carers or other professionals with support from a more senior member of the team, to meet the individual needs of each child. They will also have a responsibility for ensuring that they recognise when a child is in danger and / or at risk of serious harm or abuse and contributing to the health and safety of the children, staff and others on the premises.

To meet the Early Years Practitioner Level 2 Standard, the apprentice will demonstrate competence in the following Knowledge, Skills and Behaviours over a minimum of 15 months (on-programme period, in learning):

Knowledge	What is required
K1	How children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: - cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy
K2	The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy
K3	How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.
K4	The significance of attachment, the key person's role and how transitions and other significant events impact children.
K5	The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children
K6	Safeguarding policies and procedures, including child protection and online safety
K7	Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information
K8	The legal requirements and guidance for, Health and safety and Security.
K9	Risks and hazards in the work setting and during off site visits
K10	Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards.
K11	The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines

K12	The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention
K13	The impact of health and wellbeing on children's development
K14	The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active
K15	Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech
K16	The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting
K17	The terms adult led activities, child-initiated activities and spontaneous experiences
K18	The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/ carers and the early years setting in planning the next steps
K19	How to refer concerns about a baby's or child's development
K20	The statutory guidance in relation to the care and education of children with special educational needs and disabilities
K21	Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities
K22	What specialist aids, resources and equipment are available for the children you work with and how to use these safely
K23	Own role and expected behaviours and the roles of colleagues and the team
K24	How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these
K25	How behaviour can impact on babies and children and influence them
K26	Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology
K27	The importance of reflective practice and continued professional development to improve own skills and early years practice
K28	The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory
K29	The importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning
Skills	What is required
S1	Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling
S2	Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse

S3	Identify risks and hazards in the work setting and during off site visits relating to both children and staff
S4	Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment
S5	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements
S6	Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene)
S7	Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.
S8	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision
S9	Communicate with all children in ways that will be understood, including verbal and non-verbal communication
S10	Extend children's development and learning through verbal and non-verbal communication
S11	Encourage babies and young children to use a range of communication methods
S12	Use a range of communication methods to exchange information with children and adults
S13	Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning
S14	Implement and review activities to support children's play, creativity, social development and learning and clear up after activities
S15	Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements
S16	Use learning activities to support early language development
S17	7 Support children's early interest and development in mark making, writing, reading and being read to
S18	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching
S19	Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation
S20	Work in ways that value and respect the developmental needs and stages of babies and children
S21	Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities

S22	Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
S23	Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development
S24	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
S25	Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active
Behaviours	What is required
B1	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development
B2	Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
B3	Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
B4	Being team-focused - work effectively with colleagues and other professionals
B5	Commitment - to improving the outcomes for children through inspiration and child centred care and education.
B6	Work in a non- discriminatory way - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
B7	Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work

Mandatory Qualifications

Diploma for the Early Year Practitioner Level 2 – The qualification outcomes have been mapped to the KSBs detailed above.

English and Maths

Apprentices will be required to have or achieve Level 1 English and Maths (GCSE grades D – G / 3 – 1 are equivalent to Level 1) before they can do the EPA. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and Mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language).

End Point Assessment (EPA)

After the on-programme period has been completed and apprentice will go through the EPA assessment gateway. The apprentice's employer will confirm the apprentice is occupationally competent, the apprentice will confirm they are ready to take the EPA and have achieved the Early Years Practitioner, English and Maths qualifications as detailed below. They must also submit a portfolio of evidence 2 weeks before the Professional Discussion is taking place, details below. The EPA will be assessed by an Independent Assessor from the End Point Awarding Organisation and should be completed within a 3 month period.

The EPA consists of 2 assessment methods:

Assessment method 1: Knowledge Test

The Knowledge Test is a controlled assessment which consists of a series of questions in which apprentices are asked to provide a response. It is an accurate and reliable way of assessing those knowledge elements which have a clear correct/incorrect response. The multiple-choice questions will have 4 options of which one will be correct. Apprentices will have 60 minutes to complete the test, which consists of 40 questions. A minimum of 26 questions need to be answered correctly to obtain a Pass, and of these 26 questions, the apprentice must have answered the following correctly:

3 of 5 questions relating to K5 (The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children)

3 of 5 questions relating to K8 (The legal requirements and guidance for Health & Safety and security).

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

The Professional Discussion gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method. As the apprentice will have successfully completed a number of direct Observations of Practice during the Early Years Practitioner qualification, questioning will focus on the apprentice's depth and breadth of understanding, skills and behaviours with the apprentice using their Portfolio of Evidence to support their responses as necessary. The Professional Discussion should be a one-to-one conversation, underpinned by the Portfolio of Evidence. Both the IEPA and the apprentice will have access to the Portfolio of Evidence during the Professional Discussion.