



Early Years Practitioner Apprenticeship

Preparing your Apprentices for the Post-Pandemic Future

All our apprenticeships now contain the following live and online training courses:

- ▶ Awareness of First Aid for Mental Health
- ▶ Infection Prevention and Control
- ▶ Dealing with Loss and Bereavement (For Adult Care apprentices only)
- ▶ How to Manage Anxiety and Burnout

This occupation is found in a range of private and public settings including; full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, out of school environments and local authority provision to 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.

The broad purpose of the occupation is to work and interact directly with children on a day to day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting. An EYP works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional the Early Years Workforce.

Entry

Employers will set their own entry requirements in order to start on this apprenticeship.

Duration

The minimum duration for this apprenticeship is 12 months.

Progression

Progression from this apprenticeship is to the level 3 Early Years Educator apprenticeship.

Level

This apprenticeship standard is set at level 2.

Industry Specific Requirements

Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 1 during their apprenticeship. Employees without level 2 English and maths will need to attempt the tests for this level before taking the end-point assessment.

End Assessment

To achieve this apprenticeship standard, the employer, training provider and apprentice will agree when the apprentice is ready and competent to undertake the independent end assessment.

C2C Professional Trainers

Each apprentice will be assigned a designated Trainer by C2C who will visit them and their line manager monthly at their workplace throughout the apprenticeship. On alternate months, the C2C Trainer will be in contact with the apprentice to coach, mentor and discuss progress.

For more information contact us at:

0800 954 2803

info@connect2care.net | connect2care.net



Occupation duties

| Duty | Description | KSBs |
|----------------|---|--|
| Duty 1 | Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child in line with company policies and procedures. | K19 K21 K23 K24 K28 K29 S13 S21 S22 S23 S24 S25 B2 B3 B4 B5 B6 |
| Duty 2 | Use play to support children to understand and encourage healthy life choices. | K14 S7 B3 B4 B5 B6 |
| Duty 3 | Identify issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted and safeguarded and to report any child protection concerns to the person in charge. | K5 K6 K7 K26 S2 B2 B3 B4 B5 |
| Duty 4 | Carry out self-reflection and use continuous professional development opportunities to improve practice. | K27 S21 B3 B7 |
| Duty 5 | Undertake specific tasks related to the safety and hygiene of the children and the cleanliness of the setting. | K8 K9 K10 K11 K12 K13 K22 S3 S4 S5 S6 S8 B3 B4 |
| Duty 6 | Use their knowledge of child development to work with parents and carers to improve children outcomes and wellbeing, including those with disabilities and additional needs. | K1 K2 K3 K4 K13 S1 B3 B4 B5 B6 |
| Duty 7 | Contribute to the planning and organise activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage. | K16 K17 K18 K22 K29 S13 S14 S15 S16 S17 S18 S19 S20 B1 B3 B4 B5 B6 |
| Duty 8 | Communicate and engage with children to support their learning and development. | K15 K25 S9 S10 S11 S12 B1 B3 B4 B5 B6 |
| Duty 9 | Support the collection of accurate and up-to-date records which identify children's individual needs, abilities and progress and use these as a basis for future planning. | K18 S15 S19 B1 B4 B5 |
| Duty 10 | Support the wellbeing of all children including those with additional needs and disabilities. | K5 K14 K20 K22 S7 B1 B3 B4 B5 B6 |

KSBs

| Knowledge | |
|-----------|---|
| 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. |

KSBs

Knowledge

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| 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 work place 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/carer engagement, the home learning environment and their roles in early learning. |

Skills

| | |
|-----------|---|
| S1 | Support babies and young children through a range of transitions. e.g. 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 settings 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. |

KSBs

| Skills | |
|------------|---|
| 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 sitting's requirements. |
| S16 | Use learning activities to support early language development. |
| S17 | Support children's early interest and development in mark making, writing, reading and being read to. |
| S18 | Support children's early interest and development in mark making, writing, reading and being read to. |
| 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 | |
| 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. |



Independent End Point Assessment

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from C2C, but the decision must ultimately be made solely by the employer.

Apprentices must have achieved the following approved qualifications as mandated in the occupational standard:

- ▶ Early Years Practitioner Qualification (Level 2)
- ▶ English & Mathematics at Level 1, and Level 2 attempted.

Summary of independent end point assessment process

The synoptic end point assessment will include two distinct components. Firstly, the completion of a professional discussion underpinned by a portfolio of evidence and secondly a knowledge test answered through a multiple choice exercise (but not necessarily undertaken as an online

or computer-based test). The assessment will demonstrate that the apprentice can apply their knowledge, skills and behaviours in an integrated way and will satisfy the requirements for the award of an apprenticeship certificate.

Professional discussion underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the KSBs (Knowledge – Skills – Behaviours) assigned to this assessment method. Questioning should assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It 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.



Knowledge test

A multiple choice test is an effective way of accessing the associated knowledge and skills for this occupation as there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed. The test can be computer or paper based and will consist of 40 multiple-choice questions. Candidates will have a maximum of 60 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials.



Independent end point assessment organisations

Approved assessment organisations are registered on the SFA Register of apprenticeship assessment organisations. Assessment organisations are responsible for ensuring assessments are conducted fairly and that assessments are valid, reliable and consistent. To access the list and find an assessment organisation visit: <https://www.gov.uk/government/publications/using-the-register-of-apprentice-assessment-organisations>.

The employer will approve and appoint the assessment organisation to undertake the independent end assessment of the apprentice.