

Early Years Practitioner Level 2 Apprenticeship Standard Programme Outline

Overview of the Programme

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, social care settings, 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.

What types of activities are covered as part of the Early Years Practitioner Level 2 Apprenticeship Standard?

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.

In their daily work, an employee in this occupation interacts with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists. Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children. Due to the nature and level of responsibility it is not anticipated that the role would have any budgetary or leadership responsibilities.

They 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 and 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 direction of a more senior member of the team. They will also 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.

What does the Early Years Practitioner Apprenticeship Standard consist of?

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.

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 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: 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, well-being, 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.

Occupational Duties

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.

Duty 2 Use play to support children to understand and encourage healthy life choices.

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.

Duty 4 Carryout self-reflection and use continuous professional development opportunities to improve practice.

Duty 5 Undertake specific tasks related to the safety and hygiene of the children and the cleanliness of the setting.

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.

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.

Duty 8 Communicate and engage with children to support their learning and development.

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.

Duty 10 Support the wellbeing of all children including those with additional needs and disabilities.

Functional Skills Units

To achieve: -

Functional Skills in English Level 1 credit value 5

Functional Skills in Maths Level 1 credit value 5

To attempt: -

Functional Skills in English Level 2 credit value 5

Functional Skills in Maths Level 2 credit value 5

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by the apprentice as well as by the breadth of experience an employer can offer, but must be a minimum of 12 months, prior to the end-point assessment taking place. Typical duration is expected to be 13 months with a 3-month End point assessment.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 6/7 learning hours a week over the duration of the programme based on a 35-40 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment <ul style="list-style-type: none"> • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP 	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner
Induction <ul style="list-style-type: none"> • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values 	Tutor input using a range of methods including: <ul style="list-style-type: none"> • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities 	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery <ul style="list-style-type: none"> • Skills, Knowledge & Behaviours • Functional Skills 	One-to-one and/or group learning sessions with Tutor Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Milestone Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards “Gateway Readiness”	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications <ul style="list-style-type: none"> • Practice • Exams 	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Assessment Method	Weighting	Duration	To Achieve a Pass	To Achieve a Distinction
Knowledge Test	50%	40 Questions 60 Minutes	You must meet all of the pass criteria	You must meet all of the pass and distinction criteria
Professional Discussion underpinned by a showcase of evidence	50%	90 minutes with 10% increase if required	You must meet all of the pass criteria	You must meet all of the pass and distinction criteria

As part of the apprenticeship, there is opportunity to access teaching and support sessions via a variety of methods. Please see below the different topics that are covered in the apprenticeship:

Learning Journey Steps	TAL Sessions
Induction	British Values (B5), Ecordia Training, Century training
Learning portfolio topics (live/recorded sessions)	<ul style="list-style-type: none"> Communication Roles and responsibilities Food safety, hygiene and nutrition Personal care and well being Health, safety and security Safeguarding The key person role (Supporting positive behaviour) Early years foundation stage Child development (includes attachment and transition) Observation, assessment and planning Supporting indoor and outdoor play Supporting Literacy and Numeracy Partnership working and SEND Professional Development
EPA Preparation	Behaviours recap/ EPA preparation
Additional Sessions (recorded sessions)	Professional communication, infection control
Wider Curriculum Sessions	Study Skills, Digital Skills, GDPR, LGBT Awareness, E-Safety, Sustainability in the workplace, Health and Safety in the workplace, Employment Rights and Responsibilities, Safeguarding, Equality, Diversity and Inclusion, E- Safety, Using Word, Using PowerPoint, Using Excel, Referencing and Plagiarising Work, Personal Skills, Exam Techniques, Prevent Duty, British Values, Health and Wellbeing