

NCFE

CACHE



Phase 2

Preparing for Placement

Introduction

Hello and welcome to our Phase 2 of Preparing for placement Programme. As the pandemic has affected the opportunity to access placement for many of you, we hope that this 2nd phase will help you to prepare for the time when you are able to move into a setting and begin working with the children.

We will begin by looking back and recapping on what you learned in the first modules you may have completed. The topics covered were:

- what you can expect from the employer and what the employer expects of you
- types of settings
- the qualities of a practitioner
- your responsibilities whilst on placement
- a guide to getting ready for placement
- legislation, policy and procedure
- preparing for placement with regard to Covid-19.

You were asked to carry out a number of tasks such as, finding a prospectus for a local setting and reading about the features and functions, you were then asked to write a short piece about what you found out about the setting.

You then looked at qualities of an Early Years Educator/Practitioner. We asked you, are you a good listener? And looked at attentive, active listening. Also, about when comforting a child, you were also asked to describe verbal and non-verbal communication opportunities too.

During this topic area we asked you to give examples of a range attributes needed to be an early years educator or practitioner.

Can you remember some of the attributes required?

List some of the qualities of an early years practitioner/educator here:

**Do you remember researching CACHE Alumni?
Did you do this? Tell us what you found out and if you have used any of the tools?**

If you didn't join up, then here is the information for you again.

CACHE Alumni is a free to join membership group for all practitioners whether you are just starting out as a learner or are a fully qualified practitioner. You will find so much information on CACHE Alumni; lots of interesting articles and it's a really useful tool too. There is a CV builder, a job finder and so much more – and of course; it's free!

If you would like to join CACHE Alumni you can join by clicking this link www.cachealumni.org.uk

We then moved on to look at placement in more detail.

We looked at what an employer will expect from you and what you can expect from an employer, we also covered what your training provider, school or college would expect and again what to expect from them.

What are the key points that you remember from this module?

You explored different types of early years settings. We set you a task to pick 3 provisions and research these, write a short piece about each of the 3 and include some explanation of why each is different from the other.

Has the research helped you to consider any next stages in your career, for example, a preferred type of setting or occupational role?

Use the box below to identify your goal and set targets outlining steps that you may take on your journey.

Topic 5 was Professional Practice.

This was about creating a good first impression and of course maintaining this!

Some things you should know before beginning your placement include:

- know the dress code
- understand the policies and procedures of the setting before you enter (if possible)
- understand your role
- be organised and punctual – make sure you have everything you need for your shift to hand
- plan to arrive early to allow for changing and readying yourself, and the room in which you work, for the children.

Can you recall some of the do's and don'ts for early years settings? List them out below:

In Module 2 we started by looking at legislation, policy and procedure, don't forget the more you can understand about these the better your experience in your placement (when it comes) will be.

We asked you to look at the EYFS and to investigate the following areas:

- health and safety
- equality and diversity
- safeguarding and child protection.

Once you are in your setting you will find that following legislation, policy and procedure will be part of your everyday routine. Take the time now to brush up your knowledge around these areas, I promise it will make your life easier once you are in a setting.

You then looked at the impact of COVID-19 on early years settings. Government guidance changes regularly as we are sure you know, but the essence of the guidance remains the same:

- clean your hands often
- clean surfaces that are touched frequently
- minimise contact and mixing
- wear face masks

And so, follow hands, face, space until such time as the guidance changes. Each setting will have their own requirements, be sure to find out what these are before entering your placement.

In module 3 we looked at continuing professional development and career paths. I hope you found this interesting and you have been thinking about where your career could take you once you are qualified.

Hopefully this short re-cap has helped you to look at the different areas you explored in the first modules and refreshed your memory, so you are ready to move on to Phase 2!

Phase 2

Employability skills

So once you have completed your qualification some of you may be lucky enough to have already gained a position in a setting, others will be looking at what options are available to you. By honing your employability skills you will give yourselves the best chance to secure the position you are looking for.

This next section will help to reinforce those employability skills ready for when you are able to enter the workforce.

In early years it is important to understand how to motivate children to learn, the following will help build your understanding around this

All of these headings are areas which employers will be looking for in an Early Years Educator or Practitioner.

The EYE or EYP should be able to:

Motivate children to learn, encourage through meaningful learning and play experiences

Level 3 DfE EYE criteria touched upon 1.3, 5.1, 5.2, 5.7

Level 2 DfE EYP criteria touched upon 2.1, 3.1, 6.4, 6.5, 6.9

What does it mean when Early Years Educators and Practitioners talk about meaningful learning and play experiences for babies and young children?

Children are naturally driven to explore their environment and play is the ideal medium through which a strong desire to understand their world begins!

When children play, they develop, practice and refine holistic skills they will need in life, including mental and emotional resilience. All this means they are learning through play. Children who are actively engaged in meaningful play experiences demonstrate curiosity, attentional skills, communication, deep thought, negotiation, problem solving and so much more! When children have the security and safety they need to experiment and try new ideas they become immersed in play.

Task



Reflect on an experience/activity you have been involved in with children or a planned activity if you have not been able to go out on placement yet.

Now identify the holistic learning opportunities offered by the activity and describe your role as the educator/practitioner

Activity Sheet

Resources

Activity

Learning Opportunities

Health and Safety considerations

Provide care and support to children in a secure environment

Level 3 DfE EYE criteria touched upon 2.9

Level 2 DfE EYP criteria touched upon 2.1

As you will have learnt if children are not emotionally secure they may feel vulnerable, this leads to the inability to concentrate and thrive. It is important to be mindful of this when considering the needs of a baby or young child settling in a childcare setting where everything will appear new.

How can we provide a secure environment for babies and young children?

We should make sure that the child is at the centre and then look at the influences which affect their life. There are many factors that impact the lives of babies, young children and their families and it is important to appreciate individual needs and personal circumstances in order to support a child-centred, emotionally secure relational environment.

A secure and nurturing environment can help to foster healthy holistic development and self-regulation in children whilst also promoting secure attachments. A strong nurturing environment can promote and refine children's holistic development for healthy dispositions to blossom.

Task



Describe what you understand by a nurturing environment? Do you think that a nurturing environment can support self-regulation in children? Find out about the role of co-regulation for self-regulation and summarise your findings.

Now reflect upon the role of the key person when providing care and support to children in a secure environment.

Activity Sheet

A Nurturing Environment is

Can a Nurturing Environment support self-regulation in Children?

What is the role of co-regulation for self -regulation? Summarise your findings.

Reflection

THE EARLY YEARS STATUTORY FRAMEWORK

Assist with children's holistic development

Level 3 DfE EYE criteria touched upon 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 3.3

Level 2 DfE EYP criteria touched upon 1.2, 6.1, 6.4

Early Years Educators and Practitioners take a holistic approach to child development. Babies and young children can learn and develop holistically, meaning that many areas are interdependent and can typically be found in all experiences with children.

For example, when a child can use a spoon it meets a physical need, which then leads to greater independence and increased self-esteem which meets an emotional need.

A holistic approach allows early years practitioners to plan for future activities involving the child, which will help in their overall learning, development and wellbeing.

Task



Identify the prime areas within the EYFS and suggest how early years practitioners support children's holistic development through these?

If possible, work with others (if not then work alone) to plan from a holistic viewpoint an activity or experience. This may seem challenging at first, but in fact, many activities/experiences are naturally holistic in their nature.

Develop one activity plan for children in each of the following age ranges, show examples of holistic planning using the prime areas

- 0-2 years
- 3-5 years

Activity Sheet

Prime Areas in the EYFS

How do early years practitioners/educators support children's holistic needs through the prime areas?

Incorporate in your plans how you ensure the health and safety of children is maintained during activities.

Activity plan for children 0-2 years

Activity plan for children 3-5 years

Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play.

Level 3 DfE EYE criteria touched upon 2.6

Level 2 DfE EYP criteria touched upon 3.6, 6.11

Children should be given opportunities to explore in their play. If we stop to think about how mathematical and creative development can be incorporated into play situations, we can start by considering the opportunities from our everyday life. Encouraging children to count, to match, to compare size, to look for shapes and number are all examples that can be easily derived from everyday experiences.

Opportunities for problem solving, reasoning, critical thinking and reflection can be sourced in play and provide opportunities to make the most of their emergent understanding of mathematics.

Practitioners can help children to develop and grow, extending play, intervening, as appropriate to encourage sustained shared thinking through provoking communication, and to maximise 'in the moment' planning to facilitate child-centred learning.

Observing children's play will help you to see any emerging mathematical understanding and will reveal ways to support their development. Stories, songs and creative arts all provide opportunities for early mathematical concepts, can you think of any examples of how maths can be introduced in this way?

children's holistic development for healthy dispositions to blossom.

Task



Describe what you understand by a nurturing environment? Do you think that a nurturing environment can support self-regulation in children? Find out about the role of co-regulation for self-regulation and summarise your findings.

Now reflect upon the role of the key person when providing care and support to children in a secure environment.

We have developed a scenario around mathematics for you to think about:

Joe is an early years practitioner and he has been asked to lead on activity planning for innovative mathematical ideas. Joe begins his task by listing resources available to him in the setting.

Joe's resource list:

- Action rhymes and songs
- The hungry caterpillar by Eric Carle <https://www.youtube.com/watch?v=vkYmvxPOAJI>
- Creative area (sand, water, mark making, construction, role play)
- Dressing up clothes including socks and hats
- Baking

Consider the resources that Joe has and identify any mathematical opportunities/experiences. Can you explain the importance of following manufacturer's instructions when working with resources? Look at how you ensure the health and safety of children is maintained during activities?

Work with children to help them to develop curiosity and knowledge

Level 3 DfE EYE criteria touched upon 1.3, 2.2

Level 2 DfE EYP criteria touched upon 1.1, 6.6

Curiosity fuels provocation, child-centred learning and holistic development. Nurturing children's curiosity is one of the most important ways an Early Years Educator/Practitioner can help children to feel confident. Curiosity fuels learning and an eagerness to explore through trial and error, repetition and scaffolded opportunity.

Reflect on the thoughts of the following theorists in relation to how children learn:

Bandura	
Piaget	
Vygotsky	

Take away points

- children learn so much more through activities that keep their attention and provoke imagination to encourage natural interests
- use open ended questioning as appropriate to the child's stage of development
- create interesting nurturing environments
- allow time for imaginative activities

Introducing children to any new concept can be approached in the same way. So scientific concepts can be incorporated into play situations in the same way as mathematical concepts can. Children's curiosity will draw them into activities, often the best activities to look at scientific concepts with early years children are hands on and often messy play which can stimulate excitement and learning. If you can draw on children's natural enthusiasm you will be able to help establish a love of science at an early age.

Task



Take a look at the video and see how one setting uses outdoor play to enhance learning https://www.youtube.com/watch?v=fYfUkC_rTzg

Have a look at some outdoor science-based activities
<https://www.youtube.com/watch?v=LN34TM1si1Q>

Identify 3 ways that children can be introduced to early scientific concepts?

TEAMWORK

Share knowledge gained with other practitioners and build and maintain relationships with colleagues, parents/carers

Level 3 EYE DfE criteria touched upon 6.1, 6.2

Level 2 DfE EYP criteria touched upon 8.1

Being part of an effective team not only supports the achievement of common goals, but it also improves the quality of care and education for the early years. Effective communication within a team is important to ensure not only that team members views are heard and taken onboard but that positive role models will be seen by the children within the setting.

Effective teamwork will only work when each team member knows and understands their own and others responsibilities. You should have the ability to think for yourself and use your initiative whilst still maintaining communication with others, respecting the boundaries of your role and working in partnership to support and to collaborate towards shared goals.

Having respect for different opinions and ideas will create a trusting environment where staff members feel valued and listened to.

You will need to use many skills to ensure you are part of an effective team

- engage in active listening when communicating with your colleagues
- trying to understand each other's feelings and points of view
- sharing information and resources
- respecting and appreciating the knowledge and skills of others.
- working together to solve problems
- supporting each other
- reflect on practice
- contribute new and innovative ideas and approaches.

Task



Scenario 1

J is a room leader in the 3 to 5 years room in your setting. J telephones into the setting to say her bus has broken down and she has started to walk rather than wait for another bus, however she knows she will be late arriving. What do you do to support your team member?

Answer:

Task



Scenario 2

This afternoon the baby room has flooded! Everyone is busy in their own rooms, but you can see the room leader is panicking, describe how you might help.

Answer:

Consider the two following scenarios and explore the needs of the parent/carer by summarising each situation. Outline ways the lead practitioner can support the family as well as other professionals and services that may be able to provide useful support.

Task



Scenario 1

At the beginning of the nursery day, you notice that one of the parents appears upset and confides in you to say that he has just lost his job and is concerned about the impact to the family. You acknowledge the parent's concerns and ask your line manager for support.

Answer:

Task



Scenario 2

At the end of the day one of the parents begins to express herself and can be overheard by children and other parents. The parent is visibly angry, animated and increasingly agitated. When the manager speaks with the parent, the parent confides that she is unable to pay the nursery fees due to a change in home circumstances and that she has emailed previously to discuss this.

Answer:

PARTNERSHIP WORKING

Level 3 DfE EYE criteria touched upon 1.4, 2.10, 2.11, 4.2, 4.3, 6.1, 6.2

Level 2 DfE EYP criteria touched upon 1.3, 7.2, 8.5, 8.6, 8.7, 9.1, 9.3

Case Study 1

Mo is five years old. He attends his local primary school and has settled well in the reception class. Mo has a sensory impairment which significantly impacts his hearing.

Discuss how a hearing impairment may affect Mo's holistic development and wellbeing.

Identify professionals who may be able to support Mo. Select one professional and explain key features of their role, and how they may be able to support Mo.

Case Study 2

Sian is 2 years old. She is living with her mum and younger sibling. Mum is often very late arriving at the setting and often without snack and lunch provision or spare clothes for Sian. When the Nursery Manager asks to speak to her to chat through Sian's needs, mum becomes very upset and discloses an increasing dependency on alcohol.

Identify professionals who may be able to support Sian and her family. Select one professional and explain key features of their role, and how they may be able to support Sian and her family.

Now take some time to reflect on the role of the EYP in relation to

- Establishing relationships
- Maintaining relationships
- Reflecting on own development needs including CPD
- The importance of supervision

OBSERVE, ASSESS AND RECORD EACH CHILD'S PROGRESS

Level 3 DfE EYE criteria touched upon 2.1, 2.2, 2.3, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1

Level 2 DfE EYP criteria touched upon 6.7, 6.7

The observation and assessment cycle is critical to understanding each individual child. Look at the Early Years Statutory Framework and summarise what is included around the importance of observation and assessment.

Read the following observation, evaluate the observation and make recommendations for next steps – make sure you give reasons for your responses.

Child observation: magic spells at the water tray

Brief description:

Child S is aged 3 years 6 months. S attends the Day Nursery fulltime and is settled into the routine with an established relationship with his key person, other regular staff and enjoys the company of his peers.

Observation takes place 09.30am-10.00am inside and outside of the Nursery.

S waves bye to his mum and baby sister who wave at the window. S continues to gaze through the window turning around to the sound of his key person.

"S that was a lovely wave for your mummy, shall we see if G is here, I think she has saved you an apron for the water. S runs over to the water tray and G starts to talk to S about the bubbles in the tray and how they are making magic spells. S takes the apron from the key person and starts to put it on, his key person allows S to work out the apron, which is inside out and S sorts this and is puts it on, just needing some support to straighten the arm on the left-hand side and Velcro the back.

Key person: "OK S and G I will be back to see the magic spells in 5 minutes" S " yes you can have some of the green spell if you want", S and G laugh. Key person "I hope there are no creepy crawlies and frogs in there" S There are snakes and flies in it" G laughs and adds. "yes and I think a frog is in it" Key person pretends to faint as she walks away and S and G giggle.

S and G chat to each other and add bubbles to the water. S is able to use the ladle to transfer water from large containers to small ones and pours the water without spilling it. S holds out his tongue and focuses on the task, taking care with his work. He chats to G throughout about the spell and asks G to find some grass for the spell to make it better. G searches for objects for the spell and brings grass in from outside and a leaf. G finds a plastic paint pot and spoons in the spell whilst G holds the pot still. The key person has been watching from a distance and approaches to say she is ready to buy the spell. S it's nearly ready and it is 10 pounds so do you want it?". G takes the 'money' and S hands over the spell, drink it now, both S and G laugh as the key person pretends to drink from the pot and placing the pot to the side she starts to wobble and shake, the children laugh loudly and scramble to take their aprons off as the key person pretends to 'catch them' with arms outspread!

Evaluate the observation and make recommendations for next steps.

You will now have worked through a lot of different scenarios and looked at many different areas of the EYFS. All the work you have done will be useful to you in meeting the type of employability skills employers will be looking for from a newly qualified practitioner, as well as helping you towards your goal of achieving your Early Years Educator or Early Years Practitioner qualification.

We hope you have enjoyed Phase 2 of our programme and wish you every success as you move forward in your journey.

Appendix



Risk rated approach to assessment – for assessors and tutors when assessing the learner against the EYE and EYP criteria.

Department for Education's (DfE) Early Years Educator criteria Level 3.

The DfE Early Years Educator criteria have been risk rated to maximise and optimise the student's opportunities within the real work environment. The key provided within this document will guide the Assessor when students are in placement and the risk rated approach should be referred to, this will help to inform planning.

The Centre must ensure that all amber risk rated criteria is observed, either directly by Assessor observation or the Expert Witness Testimony (EWT) and planning can ensure that these criteria are observed during any placement opportunity. If criteria have been observed by an EWT, the Assessor must supplement the evidence through additional methods such as professional discussion before the criteria is signed off. The Assessor is responsible for all competency signing.

Students can prepare for all other criteria in line with the approach suggested on the risk rated mapping document

EYE Assessment RAG rating against Department for Education's EYE Criteria

Early Years Educator Criteria (Each criteria must be met in full by each individual student)	Key	Completion of Phase 2 will help to create evidence which cover the EYE knowledge criteria. Where the criteria are touched upon in Phase 2 is listed below and next to the headings in the document above. Students may use this to complement the underpinning knowledge in the units of the qualifications.
	Grey-Knowledge only	
	Mint-Suitable alternative	
	Purple-Alternative to be used with caution where assessor is unable to access for direct observation and is relying on EWT. These criteria must be observed.	
Support and promote children's early education and development		
1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7. Children's development patterns to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development 	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	
1.2 Understand the significance of attachment and how to promote it effectively.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	
1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Work with children to help them develop curiosity and knowledge
1.4 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Partnership working
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	

<p>1.6 Understand the importance to children's holistic development of:</p> <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development 	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>	<p>Assist with children's holistic development</p>
<p>1.7 Understand systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>	<p>Assist with children's holistic development</p>
<p>1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives. Transitions and significant events include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers 	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>	
<p>1.9 Understand the current early education curriculum requirements.</p>	<p>Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.</p>	<p>Assist with children's holistic development</p>
<p>1.10 Promote equality of opportunity and anti-discriminatory practice.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	

Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school		
<p>2.1 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.</p> <p>To include</p> <ul style="list-style-type: none"> • Communication and language (extending vocabulary, language structure, and dialogue, for example) • Physical development • Personal, social and emotional development • Literacy • Mathematics • Understanding the world • Expressive arts and design 	<p>Alternative: Child observations form the basis of activity planning. Activity planning can be undertaken in the classroom environment at the Centre. Leading purposeful experiences could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	<p>Assist with children's holistic development – Planning only.</p> <p>Observe assess and record each child's progress</p>
<p>2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children.</p>	<p>Alternative: Evidence must be sourced to child observation. This criterion may be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection</p>	<p>Observe assess and record each child's progress</p> <p>Assist with children's holistic development</p>
<p>2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	<p>Assist with children's holistic development – Planning only</p>
<p>2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	
<p>2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p> <p>To ensure students are exposed to a range of strategies scenarios/case studies can be used to broaden awareness of strategies used to develop and extend children's learning and thinking, including opportunities to foster sustained shared thinking</p>	

2.6 Support and promote children's speech, language and communication development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Student understanding may be broadened through case studies, as well as a reflective account and professional discussion to ensure clear understanding.	Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play.
2.7 Support children's group learning and socialisation.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Student understanding may be broadened through case studies, as well as a reflective account from the learner and professional discussion to ensure clear understanding	
2.8 Model and promote positive behaviours expected of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
2.9 Support children to manage their own behaviour in relation to others.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Provide care and support to children in a secure environment
2.10 Understand when a child is in need of additional support.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Partnership working Observe assess and record each child's progress
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Partnership working Share knowledge gained with other practitioners and build and maintain relationships with colleagues, parents/carers.
Make accurate and productive use of assessment		
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Observe assess and record each child's progress
3.2 Carry out and record observational assessment accurately.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Observe assess and record each child's progress- Planning only
3.3 Identify the needs, interests and stages of development of individual children.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Observe assess and record each child's progress Assist with children's holistic development

3.4 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Observe assess and record each child's progress
3.5 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Observe assess and record each child's progress Partnership working
Develop effective and informed practice		
4.1 Demonstrate a good command of the English language in spoken and written form.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Written form covered throughout Phase 2 Observe assess and record each child's progress Share knowledge gained with other practitioners and build and maintain relationships with colleagues, parents/carers.
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).	Alternative: Can be evidenced via Personal Development Plans, reflective accounts and professional discussion.	Partnership working
Safeguard and promote the health, safety and welfare of children		
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	Motivate children to learn, encourage through meaningful learning and play experiences
5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Learner understanding could be broadened through exposure to the range of criteria through scenarios/case studies to ensure the criteria are fully met.	Motivate children to learn, encourage through meaningful learning and play experiences

5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	
5.5 Understand how to respond to accidents and emergency situations.	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	
5.6 Demonstrate skills and knowledge for the prevention and control of infection. Prevention and control of infection including: hand washing, food hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment knowledge of common childhood illnesses and immunisation exclusion periods for infectious diseases	Achieved through a combination of methods as applicable. This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. <ul style="list-style-type: none">hand washing,food hygiene,dealing with spillages safely,safe disposal of waste,using correct personal protective equipment Can be evidenced in students assessed work. Criteria must be clearly identified on the learner's tasks, and /or professional discussion: <ul style="list-style-type: none">knowledge of common childhood illnesses and immunisationexclusion periods for infectious diseases	
5.7 Carry out risk assessment and risk management in line with policies and procedures.	Alternative: Based on the learner's engagement with risk assessment in an early years setting, this outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion, potentially using a work product.	Motivate children to learn, encourage through meaningful learning and play experiences
5.8 Understand safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse including: <ul style="list-style-type: none">domestic,neglect,physical,emotionalsexual abuse	Can be evidenced in learner assessed work. Criteria must be clearly identified on the learner tasks, and/or professional discussion.	

<p>5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • Medication • special dietary needs • planning • observation and assessment • health, safety and security, accidents • daily registers 	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	
<p>Work in partnership with the key person, colleagues, parents and/or carers or other professionals</p>		
<p>6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	<p>Partnership working Teamwork</p>
<p>6.2 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>	<p>Partnership working Teamwork</p>
<p>6.3 Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>	<p>Alternative: This may be achieved by case study/scenario.</p>	

Department for Education's (DfE) Early Years Practitioner criteria Level 2.

Unit Criteria (Each criteria must be met in full by each individual student)	Key	Completion of Phase 2 will help to create evidence which cover the EYP knowledge criteria. Where the criteria are touched upon in Phase 2 is listed below and next to the headings in the document above. Students may use this to complement the underpinning knowledge in the units of the qualifications.
	Grey-Knowledge only	
	Mint-Suitable alternative	
	Purple-Alternative to be used with caution where assessor is unable to access for direct observation and is relying on EWT. This criteria must be observed.	
	Red-Assessor Direct Observation only (not applicable for this document)	
Knowledge of Child Development		
1.1 Describe how children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from age 5 to 7. Areas of development to include: <ul style="list-style-type: none"> cognitive speech, language and communication physical emotional social brain development literacy and numeracy 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
1.2 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> speech, language and communication personal, social and emotional development physical development literacy and numeracy 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Assist with children's holistic development. Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play
1.3 Explain how babies' and young children's learning and development can be affected by their stage of development, wellbeing and individual circumstances.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
1.4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
1.5 Demonstrate how to support babies and young children through a range of transitions.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	

Safeguarding		
2.1 Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Motivate children to learn, encourage through meaningful learning and play experiences. Provide care and support to children in a secure environment.
2.2 Understand safeguarding policies and procedures, including child protection and online safety.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
2.3 Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
2.4 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: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
Health and Safety		
3.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> • health and safety • security 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Motivate children to learn, encourage through meaningful learning and play experiences.
3.2 Identify risks and hazards in the work setting and during off site visits.	Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner.	
3.3 Describe own role and responsibilities, including reporting, in the event of: <ul style="list-style-type: none"> • a baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	

<p>3.4 Demonstrate skills and understanding for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> • hand washing • food preparation and hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment 	<p>Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.</p>	
<p>3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.</p>	<p>Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.</p>	
<p>3.6 Use equipment, furniture, and materials safely, following the manufacturers' instructions and setting's requirements.</p>	<p>Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.</p>	<p>Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play.</p>
<p>3.7 Identify 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.</p>	<p>Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.</p>	
<p>3.8 Demonstrate how to encourage children to:</p> <ul style="list-style-type: none"> • be aware of personal safety and the safety of others • develop personal hygiene practices (including oral hygiene) 	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	
<p>Well Being</p>		
<p>4.1 Understand the impact of health and wellbeing on children's development.</p>	<p>Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.</p>	
<p>4.2 Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.</p>	<p>Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.</p>	
<p>4.3 Promote health and wellbeing in settings by encouraging babies and young children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks, and drinks appropriate for their age • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors 	<p>Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.</p>	

4.4 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> Eating (feeding and weaning/complimentary feeding) nappy changing procedures potty/toilet training care of skin, teeth and hair rest and sleep provision 	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
Communication		
5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
5.2 Demonstrate how to extend children's development and learning through verbal and non-verbal communication.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
5.3 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
5.4 Encourage babies and young children to use a range of communication methods.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
5.5 Demonstrate a range of communication methods to exchange information with children and adults.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
Support the planning of and deliver activities, purposeful play opportunities and educational programmes		
6.1 Describe the statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Assist with children's holistic development

6.2 Demonstrate inclusive practice ensuring that every child is included and supported.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
6.3 Explain the terms: <ul style="list-style-type: none"> • Adult led activities • Child initiated activities • Spontaneous experiences 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
6.4 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.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. This could be strengthened by simulation.	Assist with children's holistic development Motivate children to learn, encourage through meaningful learning and play experiences
6.5 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Activities can be reviewed in the classroom environment at the Centre.	Motivate children to learn, encourage through meaningful learning and play experiences
6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: <ul style="list-style-type: none"> • the child • the parents/carers • the early years setting in planning the next steps 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Work with children to help them to develop curiosity and knowledge.
6.7 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. Plan and review could be completed in the classroom environment at the Centre. Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.	Observe assess and record each child's progress
6.8 Describe how to refer concerns you may have about a baby's or child's development.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	

6.9 Demonstrate how to use learning activities to support early language development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Motivate children to learn, encourage through meaningful learning and play experiences.
6.10 Support children's early interest and development in mark making, writing, reading and being read to.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
6.11 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Encourage mathematical and creative development through stories, songs, games, drawing and imaginative play.
Support children with special educational needs and disabilities		
7.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
7.2 Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
7.3 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.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. OR Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding.	
7.4 Work in ways that value and respect the developmental needs and stages of babies and children.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	
7.5 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	

Own role and development		
8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Share knowledge gained with other practitioners and build and maintain relationships with colleagues, parents/carers.
8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
8.4 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> reporting whistleblowing protecting and promoting the welfare of children safeguarding confidentiality information sharing use of technology 	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	
8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
Working with others – parents, colleagues, other professionals		
9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	Partnership working
9.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.	Can be evidenced in students assessed work. Criteria must be clearly identified on the student's tasks, and/or professional discussion.	

9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection.	Partnership working
9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. OR Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding. Scenarios will be provided by CACHE.	
9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	Alternative: This outcome could be assessed via expert witness testimony, that is triangulated with a professional discussion with both learner and EWT and learner reflection. OR Alternative: Simulation could be used for this outcome, as well as a reflective account from the learner and professional discussion to ensure clear understanding. Scenarios will be provided by CACHE.	

You will now have worked through a lot of different scenarios and looked at many different areas of the EYFS. All the work you have done will be useful to you in meeting the type of employability skills new employers will be looking for from a newly qualified practitioner, as well as helping you towards your goal of achieving your Early Years Educator or Early Years Practitioner qualification.

We hope you have enjoyed Phase 2 of our programme and wish you every success as you move forward in your journey.