

Apprenticeships +

Early Years Practitioner

Apprenticeship Level 2



**The
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College**

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Quick Information

New Apprenticeship Standard designed by employers for employers

Sector

Education and childcare

Who is it for?

School leavers, new recruits and existing staff

Start date

September

Level

Level 2

Minimum Duration

12 months

How does it work?

4 days in the workplace and 1 day per week release to attend college delivery which will be a combination of classroom delivery and online learning

Assessment

Written assignments, observation by assessor, witness testimonies by colleagues in the setting, professional discussion throughout the duration

Qualification

Level 2 Early Years Practitioner Standard

Additional qualifications

NCFE Cache Level 2 Diploma for the Early Years Practitioner (603/3723/0)

Review

After 3 Years

Early Years Practitioners

Early Years Practitioners work and interact directly with children on a day to day basis supporting the planning of and delivery of activities.

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.

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.



Key Areas of Study

The apprentice will cover essential knowledge, skills and behaviours on their programme, as set out below.

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.

Typical Job Roles: Nursery Assistant, Early Years Practitioner, Nursery Practitioner, Nursery Nurse, Assistant Childminder, Nanny and Early Years Worker

Occupation duties

Knowledge, Skills and Behaviours required, referenced in blue below each duty.

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.

Knowledge – K19 K21 K23 K24 K28 K29

Skills – S13 S21 S22 S23 S24 S25

Behaviours – B2 B3 B4 B5 B6

- Duty 2

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

Knowledge – K14

Skills – S7

Behaviours – 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.

Knowledge – K5 K6 K7 K26

Skills – S2

Behaviours – B2 B3 B4 B5

- Duty 4

Carry out self-reflection and use continuous professional development opportunities to improve practice.

Knowledge – K27

Skills – S21

Behaviours – B3 B7

- Duty 5

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

Knowledge – K8 K9 K10 K11 K12 K13 K22

Skills – S3 S4 S5 S6 S8

Behaviours – B3 B4

- Duty 6

Use their knowledge of child development to work with parents and carers to improve children outcomes and well-being, including those with disabilities and additional needs.

Knowledge – K1 K2 K3 K4 K13

Skills – S1

Behaviours – 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.

Knowledge – K16 K17 K18 K22 K29

Skills – S13 S14 S15 S16 S17 S18 S19 S20

Behaviours – B1 B3 B4 B5 B6

- Duty 8

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

Knowledge – K15 K25

Skills – S9 S10 S11 S12

Behaviours – 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.

Knowledge – K18

Skills – S15 S19

Behaviours – B1 B4 B5

- Duty 10

Support the well-being of all children including those with additional needs and disabilities.

Knowledge – K5 K14 K20 K22

Skills – S7

Behaviours – B1 B3 B4 B5 B6

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 well-being 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, whistle blowing, 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.relater 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.

Training, Tutoring and Assessment

The whole programme takes a minimum of 12 months to complete, typically 15 months, at which point your Apprentice can start their End Point Assessment, by agreement with you and us. The pace at which the Apprentice progresses will be driven by you and the Apprentice. We will work closely with you to plan and deliver appropriate support and training. Your Apprentice will mainly learn on the job, but training and tutoring/college delivery of knowledge elements are a key part of the new Apprenticeship standards, not just assessment, with more time on tutoring as part of the 20% off-the-job training.

We will carry out joint reviews with you at 10-12 week intervals to discuss progress. You can use your normal performance management processes to monitor the progress of the Apprentice, provide feedback and guide development. Your Apprentice will be expected to keep a portfolio to track their learning and development throughout the Apprenticeship.

End Point Assessment

In conjunction with us, you will be asked to formally sign-off that the Apprentice has met the minimum requirements for knowledge, skills and behaviours within the Apprenticeship standard and confirm they are ready to move on to the End Point Assessment.

The EPA for the Early Years Practitioner consists of 2 assessments:

- Professional Discussion underpinned by a Portfolio of Evidence
- Knowledge Test.

Each EPA method covers distinct criteria from the standard. The Sheffield College will arrange End Point Assessment.

For more information on the assessment for the Early Years Practitioner Apprenticeship please see the full assessment plan in the Apprenticeship Standard. We will arrange the End Point Assessment.



Apprentice Entry Requirements

A minimum of 4 GCSE's at grade D or above including English Language and Maths. Maths and English equivalents can be accepted.

Apprentices without Level 2/GCSE grade C or above in English and Maths will need to take the test for Level 2 English and Maths prior to taking the End Point Assessment. We will arrange the tutoring for these qualifications where required.

More Information

To find out more about the opportunities and financing of Apprenticeships and to discuss your particular requirements, please email apprenticeshipsandtraining@sheffcol.ac.uk or call **0114 260 2600** to speak to one of our friendly employer advisors.

Get In Touch

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Why choose The Sheffield College?

As one of the region's largest providers of Apprenticeships, The Sheffield College is more than just your local provider; we deliver the dedicated support you need to source, train and get the best out of your Apprentice.

We appreciate how difficult and time consuming it can be to recruit suitable staff. That's why we will source, shortlist and prepare candidates before you meet them.

We help you get the best deal by finding the right funding and we handle the paperwork to make the process of arranging an Apprenticeship training programme as smooth as possible. Our Employer Partnership Team, Apprenticeship Tutors and assessment staff are experts, and we invest time and money in training and upskilling them regularly so their knowledge is up-to-date and industry standard.

At The Sheffield College we go above and beyond; we know that every business is different and we help to develop Apprentices who will meet the needs of your business.