



Early Years Educator Apprenticeship

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe.

They work in a range of settings including full day care, children's centres, pre schools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

Entry

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

Duration

Typically this apprenticeship will take 13 months.

Level

This apprenticeship standard is set at level 3.

Progression

With additional experience, an Early Years Educator can become the manager of an early years setting.

Qualifications

Apprentices must successfully complete a Level 3 Early Years Educator qualification. Apprentices must also successfully complete the Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) to meet the EYFS requirements.

Industry Specific Requirements

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

Functional Skills

If the employee does not have maths and English GCSE passes at grade C or above, they will need to pass maths and English Functional Skills level 2 during their Apprenticeship.

End Assessment

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

C2C Professional Trainers

Alongside the apprentice they will agree on a personal learning and development plan, setting a timetable of learning activities in preparation for the End Point Assessment (EPA).

The C2C Training Consultant will meet with the apprentice regularly either online or face to face to complete and review assessments, provide further coaching where required and agree the next steps of learning.

For more information contact us at:

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An Early Years Educator:

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Supports children to develop numeracy and language skills through games and play
- Has key person responsibility to help ensure each child feels safe and secure.
- Observes each child and shapes their learning experience to reflect their observations
- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child.

Behaviours

These are the behaviours expected of all Early Years Educators carrying out their role:

Care and compassion	Provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
Being team focused	Work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.
Honesty, trust and integrity	Develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
Commitment	To improving the outcomes for children through inspiration and child centred care and education
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
Working practice take into account fundamental British values	Including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

An Early Years Educator

Knows and understands:

- The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
- The significance of attachment and how to promote it effectively.
- A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- The importance to children's holistic development of: - speech, language and communication - personal, social and emotional development - physical development.
- Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
- The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
- The current early education curriculum requirements such as the Early Years Foundation Stage.
- When a child is in need of additional support such as where a child's progress is less than expected.
- How to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/or carers.
- The importance of undertaking continued professional development to improve own skills and early years practice.
- The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Why health and well-being is important for babies and children.
- How to respond to accidents, injuries and emergency situations.
- 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 include domestic, neglect, physical, emotional and sexual.
- How to prevent and control infection through ways such as hand washing, food hygiene practices and dealing with spillages safely.

An Early Years Educator

Is able to:

- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.
- Promote equality of opportunity and anti-discriminatory practice.
- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
- Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
- Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
- Support and promote children's speech, language and communication development.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.
- Support children to manage their own behaviour in relation to others.
- Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
- Carry out and record observational assessment accurately.
- Identify the needs, interests and stages of development of individual children.
- Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.
- Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.
- Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.
- 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).
- Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- Promote healthy lifestyles for example 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 through the day.
- Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
- Carry out risk assessment and risk management in line with policies and procedures.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.
- Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- 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.
- Encourage parents and/or carers to take an active role in the child's play, learning and development.

Independent End Point Assessment

The end point assessment will only commence once the employer, apprentice and C2C Trainer are confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and clearly evidenced by the on-programme progression review

meetings and records. The independent end assessment ensures that all apprentices consistently achieve the industry set professional standard and can commence at any point once the apprentice is competent after the minimum period of learning and development.

Summary of independent end point assessment process

The synoptic end point assessment will include two distinct components. Firstly, the completion of a knowledge test answered through a multiple choice exercise (but not necessarily undertaken as an online or computer-based test) and secondly a professional discussion. To achieve final certification, the apprentices must have completed and achieved these end point assessments in addition to

functional skills English and maths, the level 3 Early Years Educator qualification and the Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF). The assessment will demonstrate that the apprentice can apply their knowledge, skills and behaviours in an integrated way and will satisfy the requirements for the award of an apprenticeship certificate.

Knowledge test

A multiple choice test is an effective way of accessing the associated knowledge and skills for this occupation as there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed. The test can be computer or paper based and will consist of 35 multiple-choice questions. Candidates will have a maximum of 60 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials.



Professional discussion underpinned by a portfolio of evidence

A professional discussion will be undertaken with an independent assessor. The discussion will be of no more than 90 minutes duration. Candidates can only apply to undertake the discussion component once the multiple choice assessment has been achieved. The discussion will draw questions and amplifications from prior learning and experience including, where applicable, the candidate's self-assessment and supporting evidence including testimony from users of services and a sample of standardised candidate questions asked of every apprentice candidate in the interview. These questions will be developed and made open and public on the internet.



Independent end point assessment organisations

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

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



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