

Early Years Practitioner Apprenticeship Standard (Level 2)

"History will judge us by the difference we make in the everyday lives of children." Nelson Mandela

This apprenticeship standard is for people who want to build a career looking after and helping develop children and young people. The qualification develops the skills to work with children under supervision and covers a range of job roles in children's settings such as nurseries and daycare centres.

Key Facts



Eligibility

You must be at least 16 years old.



Qualifications

You will gain a Level 2 Early Years Practitioner apprenticeship standard which includes the achievement of the Level 2 Diploma for the Early Years Practitioner. If you have not previously passed GCSEs Maths and English, your apprenticeship will enable you to achieve equivalent qualifications in these subjects by the time you finish.



Duration

12 to 18 months



Training

A programme of structured on and off-the-job training including classes at the tpm training centre, webinars, workshops and practice sessions on skills and professional behaviour, self-directed learning, and distance learning.



Support

You will have a tpm personal trainer who will support you by phone and email. They visit you in the workplace every 6 to 8 weeks to review progress, plan next steps and identify any specific support you need.

Course content

This apprenticeship standard will give you a full portfolio of professional skills, behaviours and knowledge required to be an effective Early Years Practitioner alongside a qualification at level 2. Topics covered include:

- Partnership working
- Using play to encourage healthy life choices
- Safeguarding and child protection
- Self-reflection and professional development
- Hygiene and safety
- Child development
- Planning and organising activities
- Communicating and engaging with children
- Equality and inclusion

Apprenticeship journey

Step 1 Initial & Diagnostic Assessment

You will undergo initial and diagnostic assessments to establish your levels of English and maths. You will also complete skills scans with your trainer to accredit your prior learning and achievements so you don't undertake training for skills you already have. Your trainer will ask you about any learning difference you have, e.g. dyslexia so that they can put additional training support in place.

Step 2 Training

The main phase of your apprenticeship is when you undertake your programme of on and off-the-job training. A learning plan will be developed specifically for you, using your job role as the guide for your training and assessments against the NVQ. A minimum of 20% of your contracted working hours must be spent on off-the-job training. You will develop your knowledge, skills and professional behaviour through different learning activities, including skills sessions at the tpm training centre, webinars, workshops, tpmonline, and distance learning. You will also do regular mock assessments to test your competence.

Step 3 Assessment

This is a point towards the end of your apprenticeship when you engage in discussions and decision-making sessions with your trainer and your employer to assess whether you are ready for your end point assessment or whether you need additional training. You must have achieved your Functional Skills to Level 1 (or GCSE) and be deemed competent in all skills, knowledge and behaviours. You must have also completed all assessments within your NVQ.

Step 4 End Point Assessment (EPA)

This is the last stage of your apprenticeship, where the skills, knowledge and professional behaviours you have acquired are assessed by an independent end point assessor organisation. You will sit a multiple-choice knowledge test and have a professional discussion underpinned by the evidence portfolio you will have built up.

Progression

After you have completed this apprenticeship standard you can progress onto level 3 Early Years Educator or level 3 Team Leading.

To apply

Speak to your employer to ensure you have their support to undertake this apprenticeship standard, as they play an important role in the training process. The team at tpm are always available to provide advice to you and your employer. Call 0151 709 6000 for more details on how to apply.



Early Years Practitioner Apprenticeship Standard (Level 2)

Duties

Duty 1 Work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child in line with company policies and procedures.

KSBS

K19 K21 K23 K24 K28 K29
S13 S21 S22 S23 S24 S25
B2 B3 B4 B5 B6

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

K14
S7
B3 B4 B5 B6

Duty 3 Identify issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted and safeguarded and to report any child protection concerns to the person in charge.

K5 K6 K7 K26
S2
B2 B3 B4 B5

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

K27
S21
B3 B7

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

K8 K9 K10 K11 K12 K13 K22
S3 S4 S5 S6 S8
B3 B4

Duty 6 Use their knowledge of child development to work with parents and carers to improve children outcomes and wellbeing, including those with disabilities and additional needs.

K1 K2 K3 K4 K13
S1
B3 B4 B5 B6

Duty 7 Contribute to the planning and organise activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage.

K16 K17 K18 K22 K29
S13 S14 S15 S16 S17 S18 S19 S20
B1 B3 B4 B5 B6

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

K15 K25
S9 S10 S11 S12
B1 B3 B4 B5 B6

Duty 9 Support the collection of accurate and up-to-date records which identify children's individual needs, abilities and progress and use these as a basis for future planning.

K18
S15 S19
B1 B4 B5

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

K5 K14 K20 K22
S7
B1 B3 B4 B5 B6

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Knowledge

What is required (through formal learning and applied according to business environment)

- K1 How children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy.
- K2 The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.
- K3 How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.
- K4 The significance of attachment, the key person's role and how transitions and other significant events impact children.
- K5 The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
- K6 Safeguarding policies and procedures, including child protection and online safety.
- K7 Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
- K8 The legal requirements and guidance for, Health and safety and Security.
- K9 Risks and hazards in the work setting and during off site visits.
- K10 Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards.
- K11 The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.
- K12 The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention.
- K13 The impact of health and wellbeing on children's development.
- K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.
- K15 Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech.
- K16 The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.
- K17 The terms adult led activities, child-initiated activities and spontaneous experiences.
- K18 The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/ carers and the early years setting in planning the next steps.
- K19 How to refer concerns about a baby's or child's development.
- K20 The statutory guidance in relation to the care and education of children with special educational needs and disabilities.
- K21 Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.
- K22 What specialist aids, resources and equipment are available for the children you work with and how to use these safely.
- K23 Own role and expected behaviours and the roles of colleagues and the team.
- K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.
- K25 How behaviour can impact on babies and children and influence them.
- K26 Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.
- K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.
- K28 The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
- K29 The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.

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Skills

What is required (acquired and demonstrated through continuous professional development)

- S1 Support babies and young children through a range of transitions. e.g. moving onto school, moving house or the birth of a sibling.
- S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.
- S3 Identify risks and hazards in the work setting and during off site visits, relating to both children and staff.
- S4 Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment.
- S5 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
- S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
- S7 Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.
- S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/ complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision.
- S9 Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
- S10 Extend children's development and learning through verbal and non-verbal communication.
- S11 Encourage babies and young children to use a range of communication methods.
- S12 Use a range of communication methods to exchange information with children and adults.
- S13 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.
- S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
- S15 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
- S16 Use learning activities to support early language development.
- S17 Support children's early interest and development in mark making, writing, reading and being read to.
- S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.
- S19 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.
- S20 Work in ways that value and respect the developmental needs and stages of babies and children.
- S21 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.
- S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
- S23 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
- S24 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
- S25 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.

Early Years Practitioner Apprenticeship Standard (Level 2)

Behaviours

What is required (developed and exhibited in the workplace)

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Behaviours

What is required (developed and exhibited in the workplace)

- 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.
- S7 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.