

# Apprenticeship Standard for Early Years Educator STO135 V1

## Over view of Role

Highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe

## Occupational Profile

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 centers, preschools, 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.

## 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
- With additional experience, an Early Years Educator can become the manager of an early years setting
- Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

## Entry Requirements

- You should be at least 16 years old.
- Be requirement to undergo an enhanced Disclosure and Barring Service (DBS) check.
- Employed in a suitable job role
- Supported by a professional within the Real Work Environment.
- Working at least 24hrs a week, if working less than 30 this will extend the length of program.
- BCC requires that you must have GCSE Grade 4 or above or be able to achieve Level 2 functional skills in English and Maths, this will be determined on results of initial assessment.

The Apprenticeship Standards consist of the following elements:

<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Apprentices must successfully complete a Level 3 Early Years Educator qualification. Please refer to the DfE list of approved EYE qualifications: <a href="https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications">https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications</a></li><li>• Apprentices without Level 2 English and maths will need to achieve this level prior to taking their end point assessment. For those with an education, health and care plan or a legacy statement, the apprenticeships English and maths minimum requirements are Entry Level 3, and the British Sign Language qualification is an alternative to English qualifications for apprentices for whom this is their primary language.</li><li>• Apprentices must 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.</li></ul>
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## Standards

### Knows & 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 handwashing, food hygiene practices and dealing with spillages safely.

## 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

## Level 3 Diploma For The Early Years Workforce (Educator)

Learners must achieve

23 mandatory Units – 61 credits

Units are structured around three themes

### **1 Health & Wellbeing**

- 1.1 Support healthy lifestyles for children through the provision of food and nutrition
- 1.2 Support healthy lifestyles for children through exercise
- 1.3 Support physical care routines for children
- 1.4 Support children's emotional wellbeing
- 1.5 Understand how to support children who are unwell

### **2 Legislation, frameworks & Professional Practice**

- 2.2 Understand legislation relating to safeguarding, protection and welfare of children
- 2.3 Use legislation relating to the health and safety of children
- 2.4 Follow legislation relating to equality, diversity and inclusive practice
- 2.5 Working in partnership
- 4.1 Engage in professional development

### **3 Play, development and learning for schools readiness**

- 3.1 understand the value of play in Early Years
- 3.2 Plan, lead and review play opportunities which support children's learning and development
- 3.4 Promote enabling play environment
- 3.5 Developing children's emergent literacy skills
- 3.6 Developing children's mathematical skills
- 3.7 Support children's transition to school
- 3.9 Develop children's cognitive skills
- 3.10 Promote children's speech, language and communication
- 3.11 Promote children's physical development
- 3.12 Promote children's personal, social and emotional development
- 3.13 Support children with additional needs
- 3.14 Use observation, assessment and planning to promote the development of children
- 3.15 Use longitudinal studies to observe, assess and plan for children's needs.

<p><b>Entry requirements</b></p>	<ul style="list-style-type: none"> <li>You should be at least 16 years old.</li> <li>It is a requirement to undergo an enhanced Disclosure and Barring Service (DBS) check.</li> <li>As the level of this qualification determines that the apprentice should be working at a level where they may either be working on their own or supervising others under the guidance and supervision of a suitably experienced/ qualified practitioner. The apprentice should be employed in a position whereby they would be able to demonstrate the competencies required at this level .</li> <li>Employed in a related job role preferably for at least 30 hours/week. Can be working for fewer hours but will extend the length of time on programme. BAL requires that you must be working a minimum of 25hrs a week.</li> </ul>
<p><b>Who is it for?</b></p>	<p>This qualification is suitable for a range of learners, either working or wishing to work in early years education and care. The Children and Young People's Workforce (Early Years Educator) prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.</p>

<p><b>Cost</b></p>	<p>£6000</p> <ul style="list-style-type: none"> <li>If your company is a Levy payer this will come out of your Levy account.</li> <li>If the learner is 16-18, employers will receive a payment of £1000 which is paid in two instalments to support the learning programme.</li> </ul> <p>For more information please contact us on 01296 383470</p>
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<p><b>Duration</b></p>	<p><b>On Programme</b> - Approximately 18 months. If prior experience/qualifications are identified then this may reduce the duration.</p> <p>A further 3 months for End Point Assessment.</p>
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<p><b>Start Date</b></p>	<p>Available throughout the year</p>
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<p><b>Functional Skills Maths Level 2</b> <b>Functional Skills English Level 2</b></p>	<p>From 3 April 2017, the requirement for Level 3 Early Years Educators (EYE) to hold GCSE English and maths A*-C. This will enable staff with an EYE qualification and Level 2 English and mathematics qualifications to count in the Level 3 staff: child ratios in childcare settings. This includes those who already hold an EYE qualification, began studying an EYE from September 2014, or will achieve an EYE in the future.</p> <p>Please refer to the Early Years Workforce Strategy (March 2017) for further details.</p> <p>If you do not hold the relevant GCSE grades in Maths and English, you will complete these functional skills, you may be required to attend taught sessions depending on your current qualifications in:</p> <ul style="list-style-type: none"> <li>English Level 2</li> <li>Maths Level 2</li> </ul> <p>Practical assessment &amp; External Computer Based Exam</p>
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<p><b>Teaching and assessment methods for vocational qualification &amp; Standard</b></p>	<ul style="list-style-type: none"> <li>• Dependent on the results of your Skills Scan at the beginning of your programme a training plan will be individually set up for you.</li> <li>• Off-the-Job training will make up 20% of your programme, learning is usually front ended</li> <li>• Your qualifications will be delivered on the whole in your workplace through a combination of one-to one sessions with your tutor, independent learning on electronic learning platform, Skype and off-site workshops/ training days</li> <li>• Contact will be made as a minimum each 4 weeks with online contact in between visits.</li> <li>• Formal review meetings will be conducted with your tutor and employer every 12 weeks as a minimum, to check that you stay on track.</li> <li>• Practical assessments will be assessed in your workplace; a combination of work based evidence, direct observation by an assessor, professional discussion, learners own work products.</li> <li>• Knowledge assessments will be uploaded to an E-portfolio; written assignments, reflection on own practice, questions and answers</li> <li>• External exams will be conducted off-site.</li> <li>• End Point Assessment will be assessed by CACHE</li> </ul>
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<p><b>Delivery Method for Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) to meet the EYFS requirements.</b></p>	<p>Will be delivered by your workplace by your employer.</p>
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<p><b>Further Progression</b></p>	<p>Learners can progress to the Level 4 Certificate for the Early Years Advanced Practitioner or other higher level early years qualifications</p> <p>Upon achievement of this qualification learners will gain their licence to practise and it is intended that learners will be able to enter the workforce as Early Years Educators. Learners can progress into various job roles in the statutory, voluntary or private sectors such as:</p> <ul style="list-style-type: none"> <li>• Assistant in Children's Centres</li> <li>• Practitioner in nursery schools</li> <li>• Practitioner in reception classes in primary schools</li> <li>• Pre-school worker</li> </ul>
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