



HM Government

T-LEVELS

T Level Technical Qualification in Education and Early Years (Level 3) QN: 610/5748/4

Employer set project (ESP)
Early Years Educator
Scenario and Control Documents

v1.1: Additional sample material
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Employer set project (ESP): preliminary research activity

You have already completed four pages of research notes based on the information in the scenario overview provided below. The scenario overview has been included for information and reference if required as you complete the ESP.

Scenario overview

You are an early years educator working for a pre-school. A child in the setting has been identified as not making the expected progress in some developmental areas. The child is aged 3 years 10 months. A member of staff at the pre-school is the child's key person and will observe and support the child. The child is also being supported by the early years special educational needs and disability co-ordinator (SENDCo).

You will be working with the key person and the SENDCo to support the child's personal, social and emotional development. You will carry out research that will inform your practice to effectively support the child's development.

You **must** consider the following:

- developmental norms and strategies that would be appropriate to support development
- the early years framework (early years foundation stage) and selection of suitable resources
- the roles of observation, assessment, planning and reflection
- partnership-working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Early Years Educator

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

Student instructions

You must read the following scenario, Control Document 1 (child profile) and Control Document 2 (individual progress review table) before beginning task 1 (a): early support plan.

Scenario

You work as an early years educator in a pre-school. The pre-school has 20 children attending each day. The pre-school is a setting for 2- to 4-year-olds which runs in a local church hall during school hours. The hall has access to a small, concrete outdoor space where the pre-school has a small vegetable patch and a variety of outdoor equipment. The pre-school is based in the centre of a large town.

Tom, aged 3 years 10 months, joined the pre-school setting just after he turned 2. He attends for 5 mornings a week. This is Tom's last year at pre-school as he will be starting reception at a local primary school in six months. You have been asked to work with the key person to support Tom's specific developmental needs.

A formative assessment was carried out at the start of the spring term to identify Tom's progress in all areas of development. Tom's current level of development can be seen in the following two documents:

Control document 1 (child profile) includes background information gathered by Tom's key person. Control document 2 (individual progress review table) outlines Tom's current level of development.

You are required to analyse the information provided within the scenario and control documents to plan the support required to promote Tom's personal, social and emotional development (PSED). The approach, including an early support plan and activity plan, will be shared with and approved by the key person. The non-statutory guidance, Development Matters has been used to indicate the expected level of development or benchmark typically reached by children of 3-4 years.

Routine informal reviews will take place to assess Tom's developmental progress against the expected benchmark, and the key person will formally review his development after 6 weeks.

Control Document 1: child profile

Setting:	Wonder Nest pre-school
Name:	Tom
Age:	3 years and 10 months
Family background notes:	Tom lives in a terraced house in the town centre with his parents, his older sister (11) and younger brother (2 years 2 months). Tom and his brother both attend the pre-school. After dropping their sister off at school, mum then walks Tom and his brother to pre-school. Tom's mum is often in a rush to get to work in the mornings so there is little time to discuss his needs. Tom's grandmother collects Tom and his brother from pre-school at lunchtime.
Health and wellbeing notes:	At Tom's 2-year check he enjoyed playing with toys when his mum was close by. Tom's mum had no health concerns but shared that she would like Tom to interact more with children his own age. The health visitor referred Tom's mum to some local family play groups. Tom is now 3 years and 10 months old and he continues to find separation from his mum difficult even though his brother is also at the pre-school. Tom constantly searches for his key person, becoming quite upset when she is not close by.
Other professional involvement:	The family have been receiving support from the early years special educational needs and disability co-ordinator (SENDCo) to support them with strategies to build on Tom's PSED.
Key person comments:	An updated formative assessment was carried out recently for the spring term (see Control Document 2 – Individual Progress Review Table). Tom generally enjoys being at pre-school and usually goes straight to the water tray when he arrives in the morning. He can get upset if the water tray is not available when he arrives. Tom will seek help from familiar adults. He will join group activities such as story time for short periods if he is able to sit by the early years practitioner. Tom enjoys sensory play, particularly water, shaving foam and paint and also enjoys the outdoor mud kitchen. He will play independently for extended amounts of time and will occasionally play alongside other children during these activities. Tom rarely plays with other children whilst in the setting and will sometimes invite an adult into his play. Tom finds it difficult if his play is interrupted by adults or children and can get very distressed quickly. He will cry and shout if asked to finish an activity or if another child has something he wants to use. Tom has begun to enjoy helping with the vegetable patch where he will follow adult directions and work alongside other children for short periods of time.

	Formative assessment and observation carried out on Tom has shown he is not meeting the expected levels in some aspects of personal, social and emotional development for his age.
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SAMPLE

Control Document 2: individual progress review table

Wonder Nest pre-school – assessment		
Name: Tom	Current age: 3 years and 10 months	Key person: K Lewis
Date of entry to setting: 6th September 2023	Date of interim assessment: 10 July 2025	

Comments towards Tom's interim assessment

Key:		
 Birth to 3 – babies, toddlers and young children will be learning to:	 3- and 4-year-olds will be learning to:	 Children in reception will be learning to:

				Observation checkpoint	Key person comments
Physical development		✓		Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	Tom will independently access resources from around the setting to use in his play. For example, he collected spoons, pots and pans to add to the mud kitchen area to help him 'cook'.
Personal, social and emotional development		✓		Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.	Tom can wash and dry his hands independently. He enjoys brushing his teeth during 'morning jobs'.
	✓			Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.	Tom plays confidently on his own but with limited interaction with other children. This week, he spent 1 hour playing in the mud kitchen area occasionally inviting his key person into his play.
	✓			Find ways of managing transitions, for example from their parent to their key person.	Tom uses the water tray to help him transition into pre-school in the morning. He finds transitioning to lunch time or group activities more difficult and gets upset when asked to stop.

	✓			Find ways to calm themselves, through being calmed and comforted by their key person.	Tom will calm when being hugged by a trusted adult. He will often lean into an adult or put their hand on his arm if he is feeling upset. Tom constantly seeks the reassurance of his key person.
Communication and language		✓		Start to develop conversation, often jumping from topic to topic.	Tom will have a conversation with an adult during play and will sometimes respond to peer talk. He does not yet start conversations with other children at pre-school.
		✓		Enjoy listening to longer stories and can remember much of what happens.	If sat close to his key person, Tom can listen to stories. Recently, he listened to the whole of "Room on the Broom" and could be seen afterwards acting the story out using the small world toys and equipment in the tuff tray.
Expressive arts and design		✓		Use all their senses in hands-on exploration of natural materials.	Tom enjoys getting messy and will explore the mud in the garden, water and the sand tray.

SOURCE: Development Matters: Non-statutory curriculum guidance for the early years foundation stage, revised September 2023

Document information

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