Sample Assessment Materials (SAMs)

NCFE CACHE Level 3 Technical Occupational Entry for the Early Years Workforce (Early Years Educator) (Diploma)
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Introduction

Within this qualification there are 10 internally assessed units. Tasks have been created as a sample of assessment. These tasks are not mandatory. The sections and tasks within this booklet reflect a cross-cutting, holistic approach to the assessment.

You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks in Sections 1 to 5 have been designed to cover all of the knowledge statements contained within the Qualification Specification.

The professional skills log contains sample assessment materials to exemplify how the recommended assessment methods can be used to ensure full coverage of the professional skills and performance criteria contained within the Qualification Specification.

Note: this is sample assessment material, therefore, centres will set their own word counts and time limitations on the tasks to suit their own centres and needs of students.

Section 1: birth to seven years development research

There is currently a lack of early years provision for babies and children from birth to seven years in your local area. You are considering opening a new setting to ensure access to a high-quality provision.

Complete the following research tasks to help create a plan for your new setting.

Task 1 (a)

Produce a chart that shows babies and children's development from birth to seven years. Your chart must include all of the following areas of development:

- physical development
- cognitive development
- social development
- emotional development
- speech and language
- neurological.

Using the areas of development within your chart, describe holistic development from birth to seven years.

(L3WF 2: AC1.1, 1.2, 2.2)

Task 1 (b)

Develop a chart for language acquisition expectations from birth to five years. Your chart should include the following:

- expected language development
- possible delays or difficulties that may be experienced by babies and children as they acquire language for (include special educational needs and disabilities (SEND) and those with English as an additional language (EAL))
- suggestions and strategies for support for these issues, including specialist early intervention (include SEND and EAL)
- Reflecting on your chart above explain the importance of respecting individual babies and children's pace of language development.

(L3WF 4: AC2.1, 2.2, 2.3, 2.4, 3.1, 3.2)

Task 1 (c)

Add an analysis to your development chart, explaining the importance of valuing equality, diversity and inclusion (EDI) for effective communication and development.
Explain how you can:

- broaden communication skills
- challenge assumptions and biases
- cultivate empathy and cultural competence
- stimulate language development
- foster a multilingual environment.

(L3WF 4: AC3.3)

Task 2 (a)

Explain how play contributes to the holistic development of babies and children from birth to seven years. You should use theoretical frameworks in your response. You could choose to research some of the following traditional and contemporary theorists, including, but not limited to:

- Bowlby
- Skinner
- Piaget
- Vygotsky
- Bruner
- Ainsworth
- Harlow
- Noam
- Chomsky
- Sandseter (Risky Play)
- Gallahue
- Athey.

Your response should include a definition of holistic development. You should be able to explain the relationship between the following:

- cognitive development
- neurological and brain development
- speech, language and communication development
- understanding of language and early reading
- physical and sensory development
- personal, social, and emotional development.

A delay in learning and development does not always indicate special educational needs or disability. You should:

- explain development variability that babies and children from birth to seven years may exhibit
- identify examples of how individual circumstances and significant events may affect development (including biological and environmental factors)
- explain how communication and language is key to an early years curriculum and can provide all children with an equal chance of success
- describe the relationship between an effective communication curriculum and positive benefits for all children in early years settings, including their spoken language skills, their understanding of language, and their early reading skills, including children from disadvantaged backgrounds
- describe how scaffolded learning strategies and the design of flexible, adaptive daily routines and expectations can help babies and children to progress and overcome perceived delay in learning and development
- summarise the impact of planned and unplanned change, transitions and significant events that may affect learning and development
- discuss language and cultural factors and the influence these have on development
- share examples of how short-term factors like illness or emotional distress can impact on development
- explain benefits of physical activity for babies' and children's holistic health and wellbeing.

(L3WF 2: AC2.1, 3.4, 3.5, 4.1, 6.1, L3WF 3: AC1.2, 2.2, 2.3, L3WF 4: AC1.1, 1.2, L3WF 6: 7.1, L3WF 7 2.3)

Task 2 (b)

This series of tasks is designed to demonstrate a comprehensive understanding of the theories and factors that underpin children's development from birth to seven years. Attachment theory, the impact of

relationships and key life events, can influence a child's personal, social, and emotional growth. You will also explore how individual circumstances and developmental stages affect learning, behaviour and self-regulation, providing insight into how practitioners can effectively support children's holistic development in early years settings.

(i) Produce a written summary of the theory of attachment.

(ii) Analyse how attachment influences babies and children's (from birth to seven years) personal development and social world, including maintaining relationships and underpins their holistic development.

(iii) Discuss the significance of the key person and how different events (planned and unplanned) influence change and transition and significant events in their lives depending on current learning and development needs.

(iv) Identify ways babies and children's learning and development can be affected by their individual circumstances and significant events in their lives, including biological and environmental factors.

(v) Describe how self-regulation changes according to a child's age and stage of development.

(iv) Using examples, explain what co-regulation and self-regulation are, include the following:

- the significance of co-regulation for self-regulation
- the benefits for babies and children from birth to seven years when they learn from others
- how babies and children from birth to seven years develop social engagement and attachment.

(L3WF 2: AC3.1, 3.2, 3.3, 3.4, 3.5, 5.1, 5.2, 5.3, 5.4)

Section 2: curriculum and environment

You have completed the research required before opening your new setting.

To effectively promote your setting, consider what makes it unique, including the pedagogical approaches you use and the reasons behind your choices. You should also demonstrate your understanding by breaking down the areas of development outlined in the early years foundation stage (EYFS) framework.

Task 1 (a)

(i) Explain the areas of learning and development that make up the statutory EYFS framework. Consider the different philosophical and pedagogical approaches that your setting might use and underpin your organisation's approach and values. You need to think about your role and knowledge in the delivery of the statutory framework, to include:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design.

(ii) Research a range of evidence-based philosophical and pedagogical approaches that underpin early years development. Pedagogical approaches should include:

- play
- direct teaching
- adult explanations
- adult modelling
- learning from peers
- guided learning.

(iii) Explain which approach your setting is going to use, referring to your research. If you align with parts of different pedagogical approaches you will need to justify and reflect on why you have chosen the approach.

(L3WF 7: AC1.1, 1.2, 1.3)

Task 1 (b)

Now you have decided the pedagogical approach your setting is going to take, consider the staff you would like to hire.

(i) Explain their professional roles and responsibilities, to include desired skills, knowledge and behaviours.

(ii) Describe the following:

- the professional role of the early years educator regarding the potential of supervising other staff and leading the setting
- the opportunities that are available for staff to progress within the early years setting.

(iii) Explain the role of an early years educator to advocate for babies and children as an honest, respectful role model regarding:

- a high-quality early years environment

- development need
- parent / carer engagement
- the home learning environment
- transition, including micro transitions and significant events.

(L3WF 1: AC1.1, 1.2, L3WF 10: AC6.1)

Task 1 (c)

You should consider the type of environment you would like to create within your setting both indoors and outdoors.

Your response should include:
- how your setting and staff will provide an inclusive play environment
- the benefits of providing an environment that is rich in play types
- a description of the characteristics and elements in your setting that will provide enabling environments and how will this support learning and development for all children both indoors and outdoors
- an analysis of the benefits of outdoor play provision for babies' and children's development and learning
- an analysis of how the adults within your setting can influence, contribute and impact children within their immediate and wider environment.

(L3WF 7: AC3.1, 3.4, L3WF 9: AC4.1, 4.2, 5.1)

Task 2

(a) Create a table to provide a summary of **two** theories and **two** philosophies of play for the following age groups:
- birth to two
- two to four
- four to five.

(b) Describe how babies and children's play needs and preferences change in relation their interests and stages of development.

(c) Explain the significance of play for children's learning.

(d) Use examples to explain how play influences learning and holistic development for children.

(e) Explain how adaptable daily routines and expectations, in conjunction with an enriching environment, can effectively support and align with the evolving needs of babies and children.

(f) Discuss the significant role that adults play in influencing, contributing to, and impacting development within their immediate surroundings.

(L3WF 9: AC1.1, 2.1, 2.2, 3.1)

Task 3 (a)

(i) Create **three** play-based learning plans using a child-centred approach that exemplify holistic development for the following age ranges:
- birth to two years
- two to three years

- ages four to five.

All three play-based learning plans need to include some adult-led and some child-led activities. You could consider involving the older children in preparing and planning for an activity in which they would like to participate, taking into consideration children's needs and interests.

(ii) After creating your learning plans create a written piece to:
- summarise the benefits of a curriculum that is responsive to the needs and interests of babies and children
- explain how a carefully planned and sequenced curriculum scaffolds and embeds effective characteristics of teaching and learning for all children
- describe the influence, contribution and impact of adults on the child within their immediate and wider environment.

(L3WF 7: AC4.1, 4.2, 4.5)

Task 3 (b)

Create a written account using your plans to aid you, including:
- an analysis of the learning possibilities arising from well-designed, adequately equipped and appropriately supported indoor and outdoor learning experiences for babies and children, ensuring compliance with current legal obligations and regulations
- an explanation of how adaptable daily routines and expectations, in conjunction with an enriching environment, can effectively support and align with the evolving needs of babies and children
- examples to outline benefits of adult-led explicit teaching and child-initiated experiences
- discussion of the significant role that adults play in influencing, contributing to, and impacting development within their immediate surroundings
- a description of how babies' and children's play needs and preferences change in relation to their interests and stages of development.

(L3WF 7: AC4.3, 4.4, 4.5, 5.1, L3WF 9: AC3.1)

Task 4

To promote your new setting, you are creating a report for your local newspaper. Ensure your report covers the following:
- explain inclusive practice in an early years setting
- analyse the significance of adapting the curriculum and pedagogical practice to meet the needs and interests of each individual child, taking into account their prior knowledge and experience
- explain how an enabling environment fosters healthy dispositions to learning for children
- explain the importance of promoting diversity, equality and inclusion, and how will your setting ensure to respect children's social and cultural context
- describe the importance of diversity, equality and inclusion, and respecting children's social and cultural context for effective pedagogical practice
- explain how different cultural backgrounds a family circumstances can impact babies and children's (from birth to seven years) learning and development.

(L3WF 7: AC2.2, 2.3, 3.2, 3.3, 3.5, L3WF 3: AC2.1)

Task 5

You are now starting to work on your assessment of learning and development for the babies and children from birth to seven years.

Create a report on assessment and how this relates to the learning and development process.
Your report must cover:

- what is meant by formative assessment and how does it shape teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress
- the relationship between formative assessment and the learning and development process
- any benefits as well as limitations to formative assessment including observation records
- other assessment methods / techniques early years educators could use to inform next steps
- how, when and why the observation, assessment and the planning cycle is used to monitor and react to babies' and children's (from birth to seven years) development and interests
- key stages in assessments for child including progress check, baseline assessment and early years foundation stage (EYFS) profile
- the ways early years educators assess development
- how assessment supports effective pedagogical practice reflective of the needs of individual babies and children from birth to seven years
- the benefits of assessment for parents / carers and other educators
- how non-statutory guidance can support the planning cycle for babies and children from birth to seven years
- importance of prioritising interactions with children and babies over assessments carried out daily.

(L3WF 8: AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1)

Section 3: legislation and safeguarding

Task 1 (a)

Produce a table with a summary of the legislation that relates to early years to appreciate the legal rights of each individual child according to their current and future needs. You will need to expand the table to also describe your role as a practitioner within this legislation to demonstrate an understanding of the legislation. This will link into the research and preparation stage of your presentation.

Legislation to be covered:

- the Equality Act (2010) with a focus on the implications when providing an early years curriculum
- storing documents with a focus on why they need to be accurate and coherent
- identify and describe what legislation statutory and non-statutory frameworks and guidance for provision in early years including children with special educational needs and disabilities and how this would look in your setting (EYFS, SEND code of practice, Children and Families Act 2014)
- safeguarding policy and procedure that describes legislation on and includes what their role is within this legislation as a practitioner, to include:
    - safeguarding and welfare requirements
    - child protection including online safety
    - discrimination
    - whistleblowing
    - statutory and non-statutory guidance on health and safety, to include:
    - control of substances hazardous to health (COSHH)
    - reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR)
- the rights of children in relation to play, as detailed in the ‘UN Convention on the Rights of the Child’
    - the regulatory role of Ofsted and their responsibilities.

(L3WF 3: AC1.1, 1.3, L3WF 5: AC2.1, 2.3, L3WF 6: AC1.1, L3WF 7: AC2.1, L3WF 8: AC3.1, L3WF 9: AC1.2 L3WF 10 AC7.1)

Task 1 (b)

Summarise the four areas of need listed below. Then reflect on how having a detailed understanding of these areas we can best support individual children’s needs in relation to SEND:

- communication and interaction
- social, emotional and mental health
- cognitive and learning
- physical and sensory needs.

Your report must also include:

- female genital mutilation (FGM)
- sexual exploitation
- grooming
- bullying
- radicalisation
- discrimination.

(L3WF 3: AC1.2)

Task 2

a) Create a table that describes the signs of different kinds of harm and abuse, to include as a minimum:

- neglect
- physical
- emotional
- online
- domestic
- sexual abuse.

a) Create a flowchart of the process to take if you suspect harm or abuse.

b) Explain why safeguarding and security systems an important part of keeping babies and children from birth to seven years safe.

c) Analyse roles and responsibilities to keep babies and children safe, ensuring to cover the following:

- the appropriate supervision of others
- health and safety, safeguarding and security systems
- child protection
- duty of care
- reporting and confidentiality of information
- safeguarding staff.

(L3WF 5: AC1.1, 2.2, 3.1)

Section 4: engaging staff and partnership working

Establishing effective partnerships is crucial in meeting the comprehensive needs of babies and children from birth to seven years.

Your setting is getting ready to open. You need to create some resources for your staff induction. You also need to prepare information to provide parents and carers.

Task 1

Create a presentation to deliver to your newly appointed staff at your new early years setting. It is essential to cover key information relevant to their roles and responsibilities as an honest, respectful role model. You should explain the significance of developing and maintaining positive relationships and partnerships in an early years setting to ensure the needs of babies and children are met.

It is important for new staff members to understand that building relationships requires time and ongoing commitment to benefit the wellbeing of the child. Additionally, new staff members should be educated about multi-agency collaborations, including the role of colleagues and multi-agency working to support the child and how professionals collaborate to create strategies that support both families and children. Within your presentation, you should give identify some professionals and agencies who work alongside you, giving examples of their role.

The following are examples of the structure to support you with organising your presentation:

- introduction and objectives
- overview of the early years setting to include:
  - high-quality environment
  - legal and regulatory framework
  - curriculum and pedagogy
  - the importance of respecting and promoting diversity and inclusion, social and cultural differences, family circumstances when working effectively with parents and carers
- roles and responsibilities of other agencies and professionals who work with early years settings to include statutory, non-statutory, local authorities and other relevant agencies and bodies
  - multi-agency working, including the role of colleagues and multi-agency working to support the child
  - parent engagement, building good relationships and partnerships with families, the home learning environment and the links to academic achievement and challenges to effective engagement
- professional development and training
  - leadership roles
- developmental needs
  - learning and development
- strategies in place for transitions (micro and significant events) and children with special educational needs
- health and wellbeing
- importance of advocating for babies and children as an honest, respectful role model with regard to a high-quality early years environment, development need, parent / carer engagement, and the home learning environment
- conclusion.

(L3WF 2: AC4.2, L3WF 10: AC1.1, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 6.1)

Task 2

Health and safety are key aspects in an early years setting, ensuring children's, staff and visitors safety is paramount to creating a safe and enabling environment.

a) Create a resource pack for your new employees that explain policies and procedures in relation to health and safety in an early years setting to include:

- the principles of risk assessment and management and how to balance risks and benefits of activities for children
- security
- confidentiality of information
- personal hygiene including oral health
- meals and snacks
- accidents and emergencies
- illness
- routine safety checks
- fire drills
- safe use of equipment, furniture and materials and the consequences of misuse.

b) Explain reasons for ensuring equipment, furniture and materials are used safely, and the dangers of not doing so.

(L3WF 6: AC2.1, 3.1, 8.1)

Task 3

Design a set of safeguarding information key cards for a new member of staff (like those often seen on a keyring). This could be used as a quiz in training or team meetings.

Include a summary of each of the following policies and procedures in relation to keeping children and colleagues safe:

- legislation, including that relating whistleblowing
- safeguarding and welfare
- child protection (including keeping children safe online)
- discrimination
- whistleblowing
- reasons why the educator must stay up-to-date with changes in legislation.

(L3WF 5: AC2.1, 2.4)

Task 4

Design a ‘prevent and control infection table’ that can be used as a staff resource. Ensure your resource is underpinned by current legislation and guidelines in relation to infection control.

You may also wish to include the following key examples:

- specific measures that help prevent the spread of infection
- personal protective equipment (PPE)
- vaccinations
- illness reporting
- cleaning and disinfection
- food safety
- waste management

- staff training and education
- communication and awareness
- compliance monitoring.

(L3WF 6: AC4.1)

Task 5

Design a poster or series of posters to display at your setting on how to identify the signs and symptoms of injury and ill health in babies and children from birth to seven years. You will need to ensure your posters:

- describe the signs, symptoms and treatment of common illnesses and allergies in babies and children (images would be helpful)
- identify the signs of urgent dental attention in children
- identify minor injury requiring urgent medical attention in babies and children
- identify serious injuries requiring urgent medical attention in babies and children.

(L3WF 6: AC5.1, 5.2, 5.3, 5.4, 5.5)

Task 6

Design a digital or paper leaflet for parents or carers about the value each key stage of assessment for:

- babies and children
- the parents or carers
- curriculum adaptation
- the early years setting
- key stakeholders in planning the next steps.

Your leaflet should be visually appealing and easy to read to effectively convey information to its intended audience. The following are key areas to consider when designing a leaflet:

- size and format
- layout and organisation
- eye-catching cover
- clear and concise text
- visuals and graphics
- contact information
- proofreading and editing.

(L3WF 8: AC4.2)

Task 7

Create a brochure for parents on effective practice for babies and children from birth to seven years with SEND to include:

- introduction to SEND and developmental variability, environmental factors, individual differences, emotional and social factors as well as temporary factors of development
- early help and early intervention
- the graduated approach (give an outline of what this is and how it will work in the setting)
- early years offer (explain the early years pathway for your locality)
- changes in behaviour (consideration needs to be given here as this is not necessarily a sign of SEND)
- identify a range of specialist aids, resources and equipment
- summarise the role of the special educational needs and disabilities coordinator (SENDCo)

- analyse how working in partnerships is effective for supporting babies and children.

(L3WF 3: AC1.4, 2.4 3.1, 3.2, 3.3)

Task 8

Create a slideshow for a staff meeting to showcase some opportunities relevant to support staff with their continuing professional development (CPD) opportunities.

Your slideshow must include:

- an overview of supervisions
- an overview of how evidence-based reflective practice and CPD opportunities can improve practice for children's academic outcomes as well as well as increase their own career opportunities
- a description of methods of CPD and give **three** examples of CPD opportunities which you could access
- an explanation of progression opportunities in an early years setting, including leadership and management roles.

(L3WF 1: AC3.1, 4.1, 4.2)

Section 5: health and nutrition

You are now deciding the menu options for the children in each room of your setting.

Task 1 (a)

Create age-appropriate meal plans for your setting over one week that considers stages of weaning and nutritional guidelines for the following age ranges:

- birth to one year-old
- two to five years old.

For this task, research **current guidance** available to support with providing up-to-date, healthy and balanced menus for babies and children.

(L3WF 6: AC6.1, 6.2)

Task 1 (b)

Using your meal plan, explain how to keep children safe during mealtimes and the rationale for your decisions, to include:

- keeping children safe during mealtimes, including recognising the signs of choking and action to take
- keeping knowledge of food allergies and anaphylaxis up-to-date
- explaining the need to prepare food that is suitable for the age, personal need and development of babies and children, referring to the most up-to-date guidance.

(L3WF 6: AC6.4, 6.5, 6.6)

Task 2

Create an email for parents who requested information about how to support good oral health in young children and babies.

Current guidance: NHS website, The Eatwell Guide for EYFS.

(L3WF 6: AC6.3)

Section 6: Introduction to the early years educator (H/651/0792)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations demonstrating the following performance criteria:

- communicate with a good command of the English language in spoken and written form including, for example, when working with children, sending emails or in meetings and discussions
- work in adherence to policy and procedure regarding:
  - reporting
  - whistleblowing
  - protecting and promoting the welfare of children
  - safeguarding
  - confidentiality
  - information sharing
  - use of technology
  - referring development concerns
  - protecting educators, for example media and online presence
  - staff health and safety, including mental health and wellbeing support
- contribute to a culture of mutual support, teamwork and continuous improvement by partaking in supervision
- collect feedback from others to identify areas for improvement.

(L3WF 1: AC5.1, 9.1, 10.1, 11.1)

Task 1 (b)

In discussion with your tutor, you should respond to the following scenarios to assess how you would handle the following situations:

Scenario 1: Emma and Sarah work at a local nursery. Emma has noticed that Sarah frequently leaves cleaning supplies within reach of the children, which poses a safety risk.
Discuss the importance of whistleblowing in maintaining a safe environment, the appropriate steps to take when reporting concerns, and how to handle situations where initial attempts to address the issue are unsuccessful.

Scenario 2: Lily has observed that Tommy is not meeting the expected speech and language milestones for his age. She decides to refer her concerns to ensure Tommy receives the support he needs.
Discuss the importance of early identification and intervention for developmental concerns, the steps to take when referring a child, and how to communicate effectively with parents.

Scenario 3: Jessica, an early years practitioner, has noticed that Mr Smith frequently posts photos and videos of nursery activities on social media without consent, raising concerns about privacy and media exposure for both children and staff.

Discuss the importance of protecting privacy in the digital age, the steps to take when addressing unauthorised media sharing, and how to communicate policies effectively to parents.

(L3WF 1: AC9.1)

Task 1 (c)

Prepare for a professional discussion surrounding the role of the early years educator.

You are expected to prepare notes to assist you with meeting the following criteria:

- explain your own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team, including the significance of being self-motivated, proactive and able to use initiative
- explain how our own and others' behaviour can impact on babies and children, and the importance of role-modelling positive behaviours
- discuss the importance of challenging practice in the best interests of babies and children
- summarise steps to take when challenging the practice of colleagues
- discuss how effective supervision encourages confidential discussion of sensitive issues at all stages of a career
- discuss how the role of a mentor and supervision can support career goals.

(L3WF 1: AC6.1, 7.1, 8.1, 8.2, 10.2, 11.3)

Task 1 (d)

Develop a personal development plan to support your goals whilst in your placement / employment
Your personal development plan should include:

- clear goals with measurable outcomes
- specific actions you will take towards achieving these goals
- a target date for completing each goal (or action towards a goal).

You may wish to use the SMART model (specific, measurable, achievable, realistic and timely) when setting your goals.

(L3WF 1: AC11.2)

Task 1 (e)

Before creating your reflective log, complete a written report considering the following points about why reflective practice is an integral part of developing as an early years educator, to include:

- the role of reflective practice
- methods of reflective and reflexive practice
- analyse supervision as an opportunity and how this allows staff to discuss issues, concerns and plans
- opportunities for continuing professional development (CPD)
- progression opportunities in an early years setting. You must consider leadership and management positions.

Conclude your report summarising the follow points:

- reflective practice and CPD lead to improved practice, including participating in supervision for growth and improved practice
- improvement of children's academic outcomes and own career opportunities.

(L3WF 1: AC3.1, 4.1,4,2, 4.3)

Task 1 (f)

Create a reflective journal. Your focus for these reflections will be Unit 1. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

On your journey to becoming a reflective practitioner, you firstly need to consider and reflect on the following points in the table provided below:

- reporting and types of records expected
- whistleblowing procedures
- protecting and promoting child welfare of children in line with statutory requirements
- safeguarding in line with statutory requirements
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting self, for example, social media and online presence
- staff health and safety including mental health and wellbeing
- support and supervision.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 1: AC2.1, L3WF 2: AC11.1)

Section 7: Holistic child development (L/651/0795)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations demonstrating the following performance criteria:

- apply theories of attachment to demonstrate warm and responsive, professional relationships with babies, and children and their families with clearly established and age-appropriate boundaries, including supporting children to develop warm and responsive relationships with other children
- interact with babies and children to positively impact their health and wellbeing demonstrating care, compassion and sensitivity
- facilitate an enabling, nurturing environment encouraging emotional literacy
- maintain an effective and supportive emotional environment that enables the babies and children to feel safe, secure, respected and experience a positive sense of self and wellbeing, maintaining and prioritising the individual child's voice
- be able to use co-regulation to support babies and children when they are experiencing any range of emotions by providing warm, responsive interactions to help support the development of self-regulation.

(L3WF2: AC8.1, 9.2, 10.1, 10.2, 10.3)

Task 1 (b)

Prepare for a professional discussion surrounding holistic child development.

You are expected to prepare notes to assist you with meeting the following criteria:

- summarise processes used in an early years setting to support individual children through micro transitions making reference to the role of the key person
- identify strategies to support individual children through unplanned and significant life events
- shadow the role of a key person and reflect on key features of this role.

(L3WF 2: AC7.3, 7.4, 8.2)

Task 1 (c)

Throughout the course of your placement / employment, you should collate work products evidencing the following criteria:

- develop effective strategies to support children's ability to manage significant life events and daily micro transitions.

(L3WF 2: AC7.1)

Task 1 (d)

Create a reflective journal. Your focus for these reflections will be Unit 2. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theories and philosophical approaches, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

As a minimum, the reflection for this unit should address the following performance criteria:

- reflect on how early years educators prepare babies and children for planned transitions

- reflect on strategies used in an early years setting to encourage babies and children to:
  - consume healthy and balanced meals, snacks and drinks, taking account of cultural requirements including race, religion and belief system (considering good oral health)
  - teach children to develop skills to manage their own and others safety
  - be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors, being aware of personal safety and the safety of others
  - provide sensitive and respectful personal care to include personal hygiene practices and oral hygiene.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 2: AC11.1, 9.1, 7.2)

Section 8: Children with special educational needs and disabilities (SEND) (T/651/0798)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations that demonstrate the following performance criteria:

- create an effective and supportive emotional environment that enables the child to feel safe, secure, respected, and experience a sense of wellbeing, maintaining and prioritising the individual child's voice
- facilitate an environment that meets the individual needs of children in an early years setting
- promote and encourage a working environment that values and respects maintaining and prioritising the individual developmental needs and stages of babies and children with SEND, valuing and respecting the child's voice
- model inclusive practice to ensure children have equal access to opportunities to learn, develop, and reach their potential
- use specialist aids, resources and equipment available to support babies and children with SEND
- create an effective and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing, maintaining and prioritising the individual child's voice support babies and children to develop a positive sense of their own identity and culture
- promote equality of opportunity in the education and care of all children in early years provision, including children with SEND
- reflect on effective strategies in an early years setting to know how to identify, help and work appropriately with others to provide children and babies with any additional support they may need.

(L3WF 3: AC4.3, 7.1, 7.3, 7.4, 7.5, 8.1, 9.1, 9.2, 9.3)

Task 1 (b)

Prepare for a professional discussion surrounding children with SEND.

You are expected to prepare notes to assist you with meeting the following criteria:

- reflect on how policy and procedure in an early years setting adheres to the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach
- advocate for children's individual learning, considering their current development and uniqueness including those with SEND and EAL
- reflect on policy and procedure in an early years setting to describe ways to work effectively in partnership with others, including parents and carers, to identify, help, promote and implement appropriate strategies for supporting the progress of babies and children with SEND
- explain the importance of own professional skills and behaviour when liaising with parents / carers of children with SEND
- explain how to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers in an early years setting to include the initial assessment / implementation and ongoing review
- explain the importance of carrying out a child's care plan in a sensitive and respectful manner
- discuss how the setting supports babies and children to develop a positive sense of their own identity and culture valuing race, religion and belief systems.

(L3WF 3: AC4.1, 4.2, 5.2, 6.1, 6.2, 7.2)

Task 1 (c)

Create a reflective journal. Your focus for these reflections will be Unit 3. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.
There needs to be clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.
As a minimum, the reflection for this unit should address the following performance criteria:

- reflect on how policy and procedure in an early years setting adheres to the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach
- reflect on policy and procedure in an early years setting to describe ways to work effectively in partnership with others, including parents and carers, to identify, help, promote and implement appropriate strategies for supporting the progress of babies and children with SEND
- reflect on effective strategies in an early years setting to know how to identify, help and work appropriately with others to provide children and babies with any additional support they may need.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 3 AC4.1, 5.1, 9.3)

Section 9: Effective communication in an early years setting (K/651/0801)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations demonstrating the following performance criteria:

- read stories in the following situations:
  - with an individual baby or young child
  - with small groups of children (up to four children)
  - with large groups of children (five children or more)
- demonstrate the following skills and techniques:
  - reading aloud stories and talking about them to build familiarity and understanding, and develop conversation through sensitive questioning
  - exploring vocabulary in wider contexts once children know a story well through conversation and sensitive questioning, using a rich range of vocabulary and language structures
- participate in songs and rhymes with babies and children to support an awareness of sounds
- promote and facilitate children's interpersonal communication through experiences and activities for social interactions and relationships to blossom
- communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development
- use appropriate strategies and ways of working to facilitate a language-rich environment for babies and children
- use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.

(L3WF 4: AC4.1, 4.2, 4.3, 4.4, 6.1, 7.1, 9.1)

Task 1 (b)

Prepare for a professional discussion surrounding effective communication in an early years setting. You are expected to prepare notes to assist you with meeting the following criteria:

- explain ways the early years educator is able to identify delays in communication development
- describe appropriate support services for babies and children
- summarise how the early years educator can support children to catch up with language development through planned use of pronunciations, words, and phrases
- use examples from practice to describe ways the early years educator can adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those with EAL are supported to catch up through effective communication.

(L3WF 4: AC5.1, 5.2, 7.2, 8.1)

Task 1 (c)

Create a reflective journal. Your focus for these reflections will be Unit 4. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theories and philosophical approaches, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

Criteria (which of the professional skills does your reflection address?)	Reflection on your own practice (including clear links to evidence-based theory, where appropriate)

(L3WF 2: AC11.1)

Section 10: Safeguarding and welfare requirements (Y/651/0806)

Task 1 (a)

Prepare for a professional discussion surrounding keeping children safe.

You are expected to prepare notes to assist you with meeting the following criteria:

- discuss signs to recognise when a baby or child is in danger or at risk of abuse including from online and the procedure to follow to protect them in an early years setting
- discuss how the early years educator would apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting demonstrating vigilance and professional curiosity
- discuss Ofsted's Whistleblowing Policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This may be about activity that is illegal or poses risks others health and safety
- discuss how the early years educator carries out and acts upon responsibilities, including:
  - providing appropriate supervision of others in relation to safeguarding and security
  - child protection
  - duty of care
  - reporting and confidentiality of information.

(L3WF 5: AC4.1, 5.1, 6.1, 7.1)

Task 1 (b)

Create a reflective journal. Your focus for these reflections will be Unit 5. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

As a minimum, the reflection for this unit should address the following performance criteria:

- explain ways the early years educator can stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 5: AC5.2)

Section 11: Health, wellbeing, and safety (L/651/0811)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations demonstrating the following performance criteria:

- assist others in the safe use of equipment, furniture, and materials, following the manufacturer's instructions and setting's requirements
- apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting to ensure adherence with:
  - health and safety
  - confidentiality of information
  - promoting the welfare of babies and children
- apply the principles of risk assessment and risk management in line with daily procedure to include a working knowledge of how to complete documentation within practice
- apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting to include:
  - risk assessment
  - food safety and allergies
  - COSHH
  - accidents, injuries, and emergencies
- demonstrate effective handwashing techniques
- share information (written or verbal) with parents regarding:
  - the importance of healthy balanced diets
  - looking after teeth and oral health
  - being physically active.

(L3WF 6: AC9.1, 10.1, 11.1, 11.2, 14.1, 16.1)

Task 1 (b)

Prepare for a professional discussion surrounding health, wellbeing and safety.

You are expected to prepare notes to assist you with meeting the following criteria:

- discuss sleep safety and precautions to take to keep babies and children safe
- outline ways risk benefit is managed in an early years setting
- explain the role of the early years educator in relation to records and reports (referring to policies and procedures) to include:
  - medication requirements
  - special dietary needs, including approaches to starting and storing solid foods
  - planning
  - observation and assessment
  - health, safety, and security
  - accidents and near misses
  - daily registers
- outline the immunisation schedule
- discuss policy and procedure to explain the role and responsibilities of the early years educator regarding:
  - preparing children's food that respects individual need and preference, including cultural requirements such as race, religion and belief systems
  - planning care routines that are sensitive to the culture, race, religion and belief systems of children regarding food and personal care
  - a baby or young child requiring urgent medical or dental attention
  - a non-medical incident or emergency

  - identifying risks and hazards
  - receiving, storing, recording, administering and the safe disposal of medicines (mapped to LO5)
- shadow qualified staff as they prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance and supervise children whilst eating.

(L3WF 6: AC9.2, 11.3, 12.1, 13.2, 13.3, 13.4, 14.4, 15.1)

Task 1 (c)

Create a reflective journal. Your focus for these reflections will be Unit 6. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

You need to show clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

As a minimum, the reflection for this unit should address the following performance criteria:

- reflect on policy and procedure in an early years setting to describe the role of an early years educator regarding:
  - supervision of children whilst eating (feeding and weaning and complementary feeding)
  - nappy-changing procedures
  - potty and toilet training
  - care of skin, teeth, and hair
  - rest and sleep provision
- reflect on policy and procedure regarding:
  - food hygiene
  - dealing with spillages safely
  - safe disposal of waste
  - using correct personal protective equipment (PPE)
- explain the exclusion processes to describe knowledge of common childhood illnesses.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 6: AC13.1, 14.2, 14.3)

Section 12: promoting an effective early years curriculum (T/651/0814)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations that demonstrate the following performance criteria:

- high quality, fair and inclusive practice
- contribute to educational programmes that reflect:
  - stage of development
  - individual interests, needs and circumstances
  - entitlement to new, important and interesting knowledge
- advocate for children's individual learning, considering their current development and uniqueness
- facilitate, scaffold and support adult-led opportunities and child-centred experiences with children based on their curriculum and pedagogy
- provide ongoing, effective learning experiences underpinned by a holistic understanding of the child
- use appropriate curriculum and practice to facilitate child-centred dynamic, innovative and evolving experiences and opportunities for babies and children both indoors and outdoors
- use knowledge of the early years curriculum and the needs and interests of children in an early years setting to choose, plan and sequence what all children need to learn
- be child-centred and empathetic, valuing EDI and the uniqueness of each child
- be playful, creative and imaginative in a range of interactions to demonstrate:
  - giving encouragement
  - introducing the child to new interests
  - applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking
- demonstrate an appropriate balance of adult and child-led activities
- work in ways that demonstrate effective role-modelling and supporting children's group learning and socialisation
- demonstrate reading a story with expression and clarity
- interact with children to explain new concepts with clarity and precision
- demonstrate strategies for supporting early literacy
- demonstrate strategies for supporting early mathematics
- promote and facilitate children's interpersonal communication to support the development of their social interactions and relationships
- adapt experiences and opportunities to suit the current and next steps learning needs of babies and children
- advocate for children's individual learning, considering their current development and uniqueness
- use appropriate curriculum and practice to facilitate child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors, in line with non-statutory guidance
- review pedagogical practice for improved child-centred experiences in line with curriculum requirements
- review effective learning experiences underpinned by a holistic understanding of the child's needs, stage and interests
  - exemplify inclusive practice to ensure children have equal access to opportunities to learn, develop, and reach their potential
  - be child-centred and empathetic, valuing diversity and the uniqueness of each child paying attention to avoidance of stereotypes, for example, those based on gender, culture, or race, and explain how they can cause damage (how they might encourage prejudice)
- analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development
- plan to assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.

(L3WF 7: AC6.1, 7.1, 7.2, 7.3, 7.4, 8.1,8.2, 8.3, 9.1, 9.2, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8)

Task 1 (b)

Create a reflective journal. Your focus for these reflections will be Unit 7. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

As a minimum, the reflection for this unit should address the following performance criteria:

- reflect how an organisation's approach and values underpin the environment in an early years setting.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 7: AC10.1)

Section 13: Assessment of children's learning and development (A/651/0816)

Task 1 (a)

Apply the observation and planning cycle to carry out a minimum of **10** observations on children in line within your own setting's procedures.

Analyse the observation evidence to assess children's development needs. Plan holistic, individual learning based on your understanding of the child's needs and interests.

Share observational records appropriately and store securely in line with processes and procedures in an early years setting to maintain confidentiality.

(L3WF 8: AC7.1, 7.2, 7.3)

Task 1 (b)

Prepare for a professional discussion surrounding assessment of children's learning and development. You are expected to prepare notes to assist you with meeting the following criteria:

- work with others to discuss children's progress and plan the next stages in their learning
- use information gathered from assessment to provide ongoing, effective learning experiences underpinned by a holistic understanding of the child
- work with colleagues to identify efficient approaches to assessment, making recommendations.

(L3WF 8: AC5.1, 6.1, 7.5)

Task 1 (c)

Create a reflective journal. Your focus for these reflections will be. Unit 8 Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theory, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

As a minimum, the reflection for this unit should address the following performance criteria:

- describe how assessment informs pedagogy in an early years setting.

Criteria (which of the professional skills does your reflection address?)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 8: AC7.4)

Section 14: Understanding play for holistic development and learning (L/651/0820)

Task 1 (a)

Throughout the course of your placement / employment, you should collect evidence from direct observations demonstrating the following performance criteria:

- plan, lead and evaluate **six** experiences with babies and children in an early years setting. A minimum of **one** play experience must be carried out in an outdoor environment, including some adult-led and some child-led experiences
- support individual children's participation in planned and unplanned play experiences regarding the child's stage of development and personal interests.

(L3WF 9: AC6.1, 7.1 L3WF 7: 4.3)

Task 1 (b)

Plan **six** experiences with babies and children. **One** of these experiences needs to be carried out in an **outdoor environment.**

You need to make clear links to theoretical perspectives and philosophical approaches.

(i) Plan play experiences demonstrating links to theoretical perspectives and philosophical approaches.

(ii) Plan, lead and evaluate **six** experiences with babies and children in an early years setting. A minimum of **one** play experience must be carried out in an outdoor environment.

(iii) Review **one** learning experience using theoretical perspectives and philosophical approaches to play which support the developmental stage, needs and interests of children. Also reflect on the importance of balancing child-led and adult-led activities.

Below are the recommended headings for use on an activity plan:

- activity title
- overview of activity
- age of children
- number of children (considering the ratio of adults: children)
- aim of activity
- links to EYFS:
- planning and resources needed
- health and safety considerations
- any adaptations needed
- next steps.

Task 1 (c)

Create a reflective journal, your focus for these reflections will be unit 9. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theories and philosophical approaches, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

Criteria (which of the professional skills your reflection will address)	**Reflection on your own practice (including clear links to evidence-based theory, where appropriate)**

(L3WF 2: AC11.1)

Section 15: Partnership working (Y/651/0824)

Task 1 (a)

Prepare for a professional discussion surrounding assessment of children's learning and development. You are expected to prepare notes to assist you with meeting the following criteria:

- describe effective partnership working with parents / carers to develop effective strategies to support children's ability to manage significant life events and daily micro transitions
- work alongside colleagues who engage with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development
- discuss the significance of parent / carer contributions to a child's learning experiences
- discuss the role of a key person and how they apply and theories of attachment to develop effective relationships with children
- develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child
- discuss ways early years educators encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development
- explain approaches and strategies to engage parent / carers during change, transition, including micro transitions and significant life events
- discuss how early years educators communicate in a multi-professional capacity to meet the individual needs of the child, other agencies and professionals working with children and the setting from both statutory, and non-statutory
- work co-operatively with a key person in an early years setting
- communicate effectively with key persons and colleagues, including the safe use of technology
- discuss ways to communicate effectively with other professionals, and agencies to meet the needs of babies and children and enable them to progress
- discuss the role of the early years educator as an advocate for babies and children
- make additional provisions to support babies' and children's education and development where they lack this support from parents and carers
- engage effectively with Ofsted's early years inspection framework.

L3WF 10: AC6.2, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 10.1, 11.1, 11.2, 12.1, 12.2, 13.1)

Task 1 (b)

Create a reflective journal, your focus for these reflections will be unit 10. Please use **one** reflective model to support you in your journey to becoming a reflective practitioner.

There needs to be clear links to evidence-based theories and philosophical approaches, where appropriate, and how it links to practice in your reflections. You could choose from Bowlby, Bandura, Vygotsky, Piaget or Freud, for example.

Criteria (which of the professional skills does your reflection address?)	Reflection on your own practice (including clear links to evidence-based theory, where appropriate)

(L3WF 2: AC11.1)

Change history record

Version	Description of change	Date of issue
V1.0	First publication	August 2025