

## **Early Years Educator (EYE) Assignment 2, Part 1: support for competencies**

(Generation 1 and Generation 2 qualifications)

### **Competency guidance**

To support you and your students to prepare for this assignment, we've created this guidance document to answer some common queries about the criteria and provide some practical tips.

<b>Competency</b>	<b>Guidance</b>
<p>1.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.</p> <p>2.1 All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p>	<p>Many students link these two criteria points together. This is effective when student responses cover the requirements across both statements.</p>
<p>1.2 An effective early years educator knows the expected patterns of babies' and children's development from birth to 5 years old and has an understanding of further development from 5 to 7 years.</p> <p>1.3 An effective early years educator understands babies' and children's development patterns, including: cognitive speech, language, and communication development physical emotional neurological and brain development</p>	<p>Ensuring all areas and ages are discussed for competency with significant milestones. The student should use their plan to support discussions and demonstrate understanding.</p>
<p>1.5 There is a range of evidence-based theories, philosophical approaches and research that underpin early years development. Some approaches are not evidence-based and do not support childhood development.</p>	<p>To ensure this criteria is fully met by the student, they must demonstrate an understanding that some approaches are not evidence-based and don't support childhood development.</p>
<p>1a (a) Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.</p> <p>1a (h) Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.</p>	<p>The student should reflect as much of this in practice as possible, particularly around celebrating diversity of culture and family backgrounds within the setting and being observed promoting equality of opportunity through inclusive and anti-discriminatory practice.</p>

6.6 Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	
<p>1a (j) Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> <li>• moving school</li> <li>• starting and moving through or between early years settings</li> <li>• birth of a sibling</li> <li>• family breakdown</li> <li>• living outside of the home</li> <li>• loss of significant people or bereavement</li> <li>• social events that impact their lives, such as COVID-19</li> <li>• adoption and care; and including the significance of adverse childhood experiences and trauma</li> </ul>	Ensure <b>all</b> bullets are evidenced for full competency of this criteria.
1.14 The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.	For the student to be fully competent, ensure this criteria is linked to children from disadvantaged backgrounds and the impact of effective communication.
1b (g) Identify delays in communication development and describe appropriate support services for babies and children.	Best practice is to use child observation to support this criteria. Also, appropriate support services must be described not just mentioned.
<b>1d (a)</b> Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the Early Years Foundation Stage Statutory Framework and setting's requirements.	Your student should complete a child observation and show how this observation has been used to inform planning.
<b>1.10</b> The Early Years Foundation Stage (EYFS) sets out the early education curriculum requirements from birth to age 5. These are: - communication and language - physical development - personal, social and emotional development – literacy – mathematics - understanding the world - expressive arts and design.	The assessor/student should ensure they are looking at the prime and specific areas from the EYFS for this criteria. The student should also include these within their planning.
<b>1.19</b> The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	This criteria requires the student to demonstrate effective use of both indoor and outdoor environments to support learning and development. While

	<p>professional discussion can be used to support this, the best practice is to observe the student outdoors.</p> <p>The professional discussion must show a deeper understanding of how the outdoor environment is used as a curriculum resource and how it enhances children's experiences and learning opportunities.</p>
2d Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	Professional discussion points to consider regarding how education health care plans are used in an early years settings; referring to the setting's procedures where students are unable to be directly involved; how to effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review is evident.
3a Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	<p>To achieve this criteria, the student should demonstrate their understanding of the term 'abuse'. They should explain ways to recognise abuse, including online. They should give examples on action to take if abuse is seen.</p> <p>This criteria links to 3.5 in the specification, understanding items below, but not limited to:</p> <ul style="list-style-type: none"> <li>individual factors: child or young person has a physical or developmental disability, child or young person has been impacted by an abusive relationship, lack of secure attachment with parent/carer</li> <li>parental factors: parent has already abused a child or young person, parent was abused when growing up, parents have unrealistic expectations of the child or young person, parents lack parenting skills, parent is isolated and has limited support, parent has a mental illness or parent is suffering with drug or alcohol addiction</li> <li>environmental factors: overcrowding in the home, poverty or lack of opportunity to improve the family's resources, presence of domestic abuse.</li> </ul>
4e Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met.	A professional discussion is allowed. However, where possible evidence should be observed and the student should be encouraged to share records as part of the discussion linking to practice.
4f Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with	Where possible, aspects of this criteria should be observed in the student's practice while keeping babies and children

<p>regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> <li>- equipment</li> <li>- furniture</li> <li>- materials</li> </ul>	<p>safe and acting on their responsibilities. The student is expected to use equipment, furniture, and materials safely, following both the manufacturer's instructions and the setting's requirements, <b>with particular regard for sleep safety</b>. They should also demonstrate the ability to assist others in the safe use of equipment, furniture, and materials as part of maintaining a safe environment.</p> <p>Professional discussion: If not fully observed, the student should be able to explain how they ensure safety when using or supporting others to use these resources, and how this contributes to children's wellbeing and safety within the setting.</p>
<p>4g Share information with parents and carers about:</p> <ul style="list-style-type: none"> <li>- the importance of healthy balanced diets</li> <li>- looking after teeth and oral health</li> <li>- being physically active</li> </ul>	<p>Best practice is when the student shares how they have promoted the bullet points listed with parents and carers – for example, through the creation of a leaflet.</p>
<p>5.3 Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p>	<p>Assessors should be able to observe aspects of the student building and maintaining good relationships with both adults and children during day-to-day interactions. The student should demonstrate respectful communication, a caring approach, and consistent, professional behaviour that fosters trust and collaboration.</p> <p>Through the professional discussion, the student can reflect on the importance of strong relationships in early years settings and recognises that building relationships with parents and carers can be challenging. They demonstrate an appreciation that such relationships often require sustained effort, sensitivity, and ongoing support to develop and maintain effectively. Best practice is to share some of the ways they may engage with harder to reach families to support competency.</p>
<p><b>6.3</b> Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.</p>	<p>The student is able to articulate a good understanding of the role of supervision as an opportunity for staff to discuss any issues, identify solutions to address issues as they arise, and receive coaching to improve their personal effectiveness.</p> <p>This should link to the EYFS requirements rather than general supervision practice.</p>

	You can find more information on supervision requirements on page 29 of <a href="#">this document</a> .
6.5 Engaging in reflective practice and evidence-based, continuous professional development can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.	Professional discussion: The response given explains continuous professional development (CPD) supported by the use of examples. The student has developed a plan for CPD, reflecting own strengths and interests. The response explains how engaging in reflective practice and evidence-based CPD can improve their own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes – <b>especially seeing positively impacted outcomes in areas of disadvantage.</b>
6g Be confident in supporting or challenging the practice of colleagues.	The student should demonstrate understanding by providing examples of how they may support or challenge others.

If you have any questions on the above, please contact our team via email at [moderation@ncfe.org.uk](mailto:moderation@ncfe.org.uk).