

NCFE

CACHE

Sample Assessment Materials (SAMs)

**NCFE CACHE Level 3 Extended Diploma for
Working in the Early Years Sector (Early Years
Educator)**

QN: 610/6133/5

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Introduction

EYE L3 WF 16 Enabling play environments in an early years setting (T/651/7204)

The unit considers curriculum and pedagogical practice to develop an enabling environment in an early years setting, making reference to playwork principles and the play cycle. The unit builds upon EYE L3 WF 7 Promoting an effective early years curriculum and EYE L3 WF 9 Understanding play for learning and holistic development.

Task 1a: developing an early years curriculum

You are asked to compile a report on the impact of the statutory framework and non-statutory guidance in the development of an early years' curriculum. Your report will demonstrate your understanding of influences on enabling play environments in an early years setting.

You must include and refer to the characteristics of effective teaching and learning identified in the early years foundation stage (EYFS) statutory framework and non-statutory guidance provided in Birth to 5 Matters.

Think about space, resources, safety, risks, language, variety, and choice.

Learning outcome and assessment criteria

LO1 AC1.1

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand influences on enabling play environments in an early years setting	1.1 The impact of the statutory framework and non-statutory guidance in the development of an early years curriculum	Summarise the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.	Explain the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.	Evaluate the impact of the statutory framework and non-statutory guidance in the development of an early years curriculum.

Task 1b: teaching and learning

For this task you will plan an example activity that could be used in a setting that provides care for children aged 0 to 5. You can present your idea as a lesson plan or as a combination of writing and pictures.

You must refer to the characteristics of effective teaching and learning identified in the early years foundation stage (EYFS) statutory framework, and how these are embedded in a quality curriculum in the early years.

Consider collaboration with your team, peers, and parents. Remember to include each child's individual needs and interest.

Remember that all settings that provide care for children aged 0 to 5 must meet safeguarding and welfare requirements.

Learning outcome and assessment criteria

LO1 AC1.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
1. Understand influences on enabling play environments in an early years setting	1.2 How the characteristics of effective teaching and learning are embedded in a quality curriculum in the early years	Identify the characteristics of effective teaching and learning in the context of the early years.	Explain the characteristics of effective teaching and learning in the context of the early years.	Evaluate the characteristics of effective teaching and learning in the context of the early years.

Task 2: play principles and the play cycle

For this task, you will create an information booklet that could be used as an induction resource for a new member of staff joining your organisation. This will demonstrate your knowledge about the Playwork Principles and the Play Cycle for children's development, learning and wellbeing.

Your booklet must cover the following:

- the Playwork Principles and the Play Cycle for children's development, learning and wellbeing
- play for children's holistic development and wellbeing
- the term 'compound flexibility' for children's increasing resilience
- the stages of the Play Cycle
- how the Play Cycle can inform and benefit play provision in an early years setting.

Think about safe and stimulating environments, developmental stages of play, social, emotional and cognitive development. Also, consider the range and diversity of resources and how self-directed play is essential for a child's development.

Learning outcome and assessment criteria

LO2 AC2.1 and AC2.2

Learning outcome (LO) The learner will:	Assessment criteria (AC)	Pass The learner will be able to:	Merit The learner will be able to:	Distinction The learner will be able to:
2. Know about the Playwork Principles and the Play Cycle for children's development, learning and wellbeing	2.1 The Playwork Principles	Identify the Playwork Principles.	Explain the Playwork Principles and how these can be used in the early years setting.	Assess the Playwork Principles and how these can be used in the early years setting.
	2.2 Play for children's holistic development and wellbeing	Describe play for children's holistic development and wellbeing.	Explain play and consider the benefits of play for children's holistic development and wellbeing.	Evaluate play and the benefits of play for children's holistic development and wellbeing.
	2.3 The term compound flexibility for children's increasing resilience	Define the term compound flexibility for children's increasing resilience.	Discuss the term compound flexibility for children's increasing resilience.	Evaluate the term compound flexibility for children's increasing resilience.
	2.4 The stages of the Play Cycle	Identify the stages of the Play Cycle.	Explain the stages of the Play Cycle.	Evaluate the stages of the Play Cycle.
	2.5 How the Play Cycle can inform play provision in an early years setting	Describe how the Play Cycle can inform play provision in an early years setting.	Explain how the Play Cycle can inform and benefit play provision in an early years setting.	Evaluate how the Play Cycle can inform and benefit play provision in an early years setting.

Change history record

Version	Description of change	Approval	Date of issue
1.0	First publication		October 2025