

**NCFE**

**CACHE**

**Mentoring programme: a useful document for employers and newly qualified staff or staff new to the setting as they work through their induction process**

**NCFE CACHE Level 2 Diploma for the Early Years Practitioner  
QN: 603/3723/0**

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## Introduction

This document has been developed to support newly qualified members of staff, and staff joining a new setting, as they develop their continuing skills and competencies as an early years practitioner. Newly qualified members of staff, and staff joining a setting whilst completing this programme, must be assigned a mentor to enable achievement of the induction programme, with opportunities for supervision and next steps collaboration.

The new member of staff will complete a **risk-rated self-analysis (table A)**, which will be shared with their mentor early in the induction process, this will enable further focused experiences in the setting. The mentor may also choose to feedback/comment on other experiences included in this document, as well as introduce any additional induction requirements unique to the setting.

On the next few pages, you will find the Department for Education's (DfE's) early years practitioner criteria with suggested examples of experiences/activities or tasks. Complete the risk rated self-analysis column using the key below and share this with your mentor. Your mentor may comment on your self-analysis to guide and support you during your induction.

## Self-analysis key

- red: mark any area where you feel you have no or limited experience in **RED**
- amber: mark any area where you feel you would benefit from further or wider experience in **AMBER**
- green: mark any area where you feel confident in **GREEN**

A **planning and reflective template (table B)** has been provided and should be used for criteria marked as RED and AMBER. These documents will support discussions with your mentor.

Areas of early years education have been identified for further/wider reading. It is important to stay up-to-date with your knowledge and understanding of developments in these areas post qualifying. Your mentor may signpost you to particular areas for wider reading as appropriate as part of continuous professional development.

All reference numbers relate to the DfE's early years practitioner criteria.

**Table A: unit criteria tables**

<p><b>DfE’s early years practitioner criteria</b></p>	<p><b>Risk rated self-analysis.</b></p> <p><b>For criteria with multiple criteria, it is possible to use a combined risk rated approach. For example, in some areas you may feel GREEN but in others RED or AMBER will apply. Use the space provided to add any comments.</b></p>
	<p><b>RED: mark any area where you feel you have no or limited experience in RED</b></p>
	<p><b>AMBER: mark any area where you feel you would benefit from further or wider experience in AMBER</b></p>
	<p><b>GREEN: mark any area where you feel confident in GREEN</b></p>
	<p><b>Risk rating: add RED, AMBER or GREEN</b></p>
<p>1.1 Describe how children learn and the expected pattern of babies and children’s development from birth to 5 years and their further development from age 5 to 7. Areas of development to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>	

<p>1.2 Understand the importance to children’s holistic development of:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>	
<p>1.3 Explain how babies’ and young children’s learning and development can be affected by their stage of development, wellbeing and individual circumstances</p>	
<p>1.4 Describe the significance of attachment, the key person’s role and how transitions and other significant events impact children</p>	
<p>1.5 Demonstrate how to support babies and young children through a range of transitions</p>	
<p>2.1 Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children</p>	
<p>2.2 Understand safeguarding policies and procedures, including child protection and online safety</p>	
<p>2.3 Explain own role and responsibilities in relation to safeguarding and security; including child protection, reporting and confidentiality of information</p>	

<p>2.4 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse include:</p> <ul style="list-style-type: none"> <li>• domestic</li> <li>• neglect</li> <li>• physical</li> <li>• emotional</li> <li>• sexual abuse</li> </ul>	
<p>3.1 Outline the legal requirements and guidance for:</p> <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>	
<p>3.2 Identify risks and hazards in the work setting and during off-site visits</p>	
<p>3.3 Describe own role and responsibilities, including reporting, in the event of:</p> <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>	

<p>3.4 Demonstrate skills and understanding for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	
<p>3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines</p>	
<p>3.6 Use equipment, furniture, and materials safely, following the manufacturers' instructions and setting's requirements</p>	
<p>3.7 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention</p>	
<p>3.8 Demonstrate how to encourage children to:</p> <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop personal hygiene practices, (including oral hygiene)</li> </ul>	
<p>4.1 Understand the impact of health and wellbeing on children's development</p>	

<p>4.2 Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active</p>	
<p>4.3 Promote health and wellbeing in settings by encouraging babies and young children to:</p> <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks, and drinks appropriate for their age</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> </ul>	
<p>4.4 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active</p>	
<p>4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> <li>• eating (feeding and weaning/complimentary feeding)</li> <li>• nappy changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>	
<p>5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication</p>	



<p>5.2 Demonstrate how to extend children’s development and learning through verbal and non-verbal communication</p>	
<p>5.3 Explain ways to communicate with all children appropriately for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech</p>	
<p>5.4 Encourage babies and young children to use a range of communication methods</p>	
<p>5.5 Demonstrate a range of communication methods to exchange information with children and adults</p>	
<p>6.1 Describe the statutory framework, including the learning and development requirements for babies and young children, that must be implemented by your setting</p>	
<p>6.2 Demonstrate inclusive practice, ensuring that every child is included and supported</p>	
<p>6.3 Explain the terms:</p> <ul style="list-style-type: none"> <li>• adult-led activities</li> <li>• child-initiated activities</li> <li>• spontaneous experiences</li> </ul>	

<p>6.4 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult-led and child-initiated), to support children’s holistic development through a range of play, creativity, social development and learning</p>	
<p>6.5 Implement and review activities to support children’s play, creativity, social development and learning and clear up after activities</p>	
<p>6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:</p> <ul style="list-style-type: none"> <li>• the child</li> <li>• the parents/carers</li> <li>• the early years setting in planning the next steps</li> </ul>	
<p>6.7 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and the setting’s requirements</p>	
<p>6.8 Describe how to refer concerns you may have about a baby’s or child’s development</p>	
<p>6.9 Demonstrate how to use learning activities to support early language development</p>	
<p>6.10 Support children’s early interest and development in mark making, writing, reading and being read to</p>	

<p>6.11 Support children's interest and development in mathematical learning, including numbers, number patterns, counting, sorting and matching</p>	
<p>7.1 Describe statutory guidance in relation to the care and education of children with special educational needs and disabilities</p>	
<p>7.2 Explain partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities</p>	
<p>7.3 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation</p>	
<p>7.4 Work in ways that value and respect the developmental needs and stages of babies and children</p>	
<p>7.5 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely</p>	
<p>8.1 Explain own role and expected behaviours and the roles of colleagues and the team</p>	
<p>8.2 Explain how to access workplace policies and procedures and your own responsibilities and accountabilities relating to these</p>	

<p>8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them</p>	
<p>8.4 Identify own responsibilities when following procedures in the work setting for:</p> <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul>	
<p>8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice</p>	
<p>8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge</p>	
<p>8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities</p>	
<p>9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory</p>	

<p>9.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning</p>	
<p>9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress</p>	
<p>9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development</p>	
<p>9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development</p>	

**Table B: planning and reflective template**

This document must be stored as confidential in line with setting policy and procedures.

Planning and reflection		
Name of employee:	Name of mentor:	Date:
Identified criteria RED/AMBER (please circle as appropriate)  <b>Planning</b>		
<b>Reflection</b>		

Planning and reflection		
Name of employee:	Name of mentor:	Date:
Mentor feedback		
Next steps		

## Further/wider reading

### Knowledge of child development

- [www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-3-award-for-the-early-years-child-development-advocate-programm-968](http://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-3-award-for-the-early-years-child-development-advocate-programm-968)

### Safeguarding

- [www.gov.uk/government/publications/keeping-children-safe-in-education--2](http://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

### Health and safety

- [www.hse.gov.uk/riddor/](http://www.hse.gov.uk/riddor/)
- [www.hse.gov.uk/coshh/](http://www.hse.gov.uk/coshh/)

### Wellbeing

- [www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-2-certificate-in-understanding-mental-health-in-the-early-years-1071](http://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-2-certificate-in-understanding-mental-health-in-the-early-years-1071)
- [www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-2-certificate-in-understanding-adverse-childhood-experiences-658](http://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-2-certificate-in-understanding-adverse-childhood-experiences-658)
- [www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-4-award-in-promoting-health-and-well-being-through-physical-act-1046](http://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-cache-level-4-award-in-promoting-health-and-well-being-through-physical-act-1046)

### Communication

- [www.ican.org.uk/i-cans-talking-point/professionals/tct-resources/](http://www.ican.org.uk/i-cans-talking-point/professionals/tct-resources/)

### Support the planning of and deliver activities, purposeful play opportunities and educational programmes

- [www.gov.uk/government/publications/development-matters--2](http://www.gov.uk/government/publications/development-matters--2)
- [birthto5matters.org.uk/](http://birthto5matters.org.uk/)

### Support children with special educational needs and disabilities

- [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Own role and development

Look at the models of reflection supported by Gibbs, Walker and Boud Kay  
Link to UN 17 SDGs: [www.sdg.un.org/](http://www.sdg.un.org/)

### Working with others: parents, colleagues, other professionals

- [www.gov.uk/government/publications/early-years-foundation-stage-framework--2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)



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