Sample Assessment Materials (SAMs) (holistic)

NCFE CACHE Level 2 Technical Occupational Entry for the Early Years Practitioner (Diploma)
QN: 610/4587/1

Version 1.0 August 2025

Contents

Introduction **5**

EYP 1: Roles and responsibilities of the early years practitioner **6**

Knowledge criteria 6

Task 1: create a mind map with a written paragraph 6

Task 2: create PowerPoint slides (or similar software) 6

Task 3: essay 6

Task 4: factsheet 6

Be able to criteria 7

Task 5 (a): direct observation (to include a walk and talk) 7

Task 5 (b): professional discussion 8

EYP 2: Health and safety of babies and young children in the early years **9**

Knowledge criteria 9

Task 1 (a): factsheets 9

Task 1 (b): mind maps 9

Task 2: written procedure 9

Task 3: case study scenario 10

Be able to criteria 10

Task 4: activity planning 10

EYP 3: Equality, diversity and inclusive practice in early years settings **11**

Knowledge criteria 11

Task 1: make a poster 11

Task 2: professional discussion 11

Be able to criteria 11

Task 3: observation OR reflective piece 11

EYP 4: Safeguarding, protection and welfare of babies and young children in early years settings **13**

Knowledge criteria 13

Task 1: make a user-friendly guide 13

Task 2: respond to the scenario 13

Task 3: complete the table 14

Be able to criteria 14

EYP 5: Understand how to support children's development **15**

Knowledge criteria 15

Task 1: create a PowerPoint presentation 15

Task 2: create a booklet 15

EYP 6: Support care routines for babies and young children 17
Knowledge criteria 17
Task 1: complete the tables 17
Task 2 (a): write a response to the scenario 18
Task 2 (b): write a paragraph 18
Task 3: create a leaflet 18
Be able to criteria 19
Task 4: observation OR reflective account 19
Task 5: professional discussion 19

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes 20
Knowledge criteria 20
Task 1: create a poster for parents / carers 20
Be able to criteria 20
Task 2: carry out a planning cycle 20
Task 3: observation 20
Task 4: professional discussion with an assessor 21

Appendix 22
Appendix 1: observation task 22
Appendix 2: assessment 24
Appendix 3: planning 24

EYP 8: Promote play in an early years setting 26
Knowledge criteria 26
Task 1: case study scenario and presentation 26
Be able to criteria 26
Task 2: observation of performance and professional discussion 26

EYP 9: Support wellbeing of babies and young children for healthy lifestyles 28
Knowledge criteria 28
Task 1: case study scenario and booklet 28
Task 2: create a leaflet 28
Be able to criteria 28
Task 3: activity plan and observation of performance 28
Task 4: professional discussion 29

EYP 10: Support babies and young children to be physically active 30
Knowledge criteria 30
Task 1: complete the chart and written answers 30

Be able to criteria 31
Task 2: work product and observation 31
Task 3: professional discussion 31

EYP 11: Support the needs of babies and young children with special educational needs and disability 32
Knowledge criteria 32
Task 1: essay 32
Be able to criteria 32
Task 2: observation and professional discussion 32

EYP 12: Promote positive behaviour in early years settings 33
Knowledge criteria 33
Task 1: case study and written response 33
Be able to criteria 33
Task 2: direct observation 33
Task 3: written reflection 33

EYP 13: Partnership working in the early years 35
Knowledge criteria 35
Task 1: make a tri-fold leaflet responding to the scenario 35
Task 2: professional discussion 35
Be able to criteria 35
Task 3: observation of performance 35
Task 4: oral questions and answers 36

EYP 14: Support the needs of the child in preparing for school 37
Be able to criteria 37
Task 1 (a): observation 37
Task 1 (b): professional discussion 37
Task 2 (a): observation 37
Task 2 (b): professional discussion 38

Change history record 39

Introduction

We have created sample tasks for the internally assessed units. These tasks are not mandatory. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover the knowledge learning outcomes (LOs) for all units and provide opportunities for stretch and challenge.

When planning the sequence of delivery, it may help you to look at the assessment tasks first. Tasks have been designed to maximise opportunities for holistic assessment and so some themes may be taught more widely. For example, transition appears in EYP 5, EYP 11 and EYP 14. One task has been designed to capture evidence across all three units to reduce the workload for tutors and learners and duplication of criteria. Transition first appears in EYP 5 and so should be taught widely enough to support learners to complete the task. This task can then be cross-referenced across all three units.

EYP 1: Roles and responsibilities of the early years practitioner

Knowledge criteria

Task 1: create a mind map with a written paragraph

(EYP 1: AC1.1, 1.3)

Create a mind map to explain the knowledge, skills and behaviours needed for the early years practitioner role, as part of a professional team.

Include a paragraph under your image to discuss the duties, responsibilities, limits and boundaries of the early years practitioner.

Task 2: create PowerPoint slides (or similar software)

(EYP 1: AC1.2, 5.1, 5.2, 5.3, 5.4)

(cross-reference EYP AC11: 1.2, 4.1)

Create a series of PowerPoint or similar presentation slides to be read by your tutor which demonstrate your understanding of working relationships in an early years setting. These slides do not have to be presented. The content of the slides must:

- identify settings which provide early years education and care
- identify different working relationships for effective team practice in early years settings
- explain how a working relationship is different to a personal relationship
- explain the roles and responsibilities of other agencies that work with and support early years settings, both statutory and non-statutory, to include when supporting children with special educational needs and disabilities (SEND)
- explain the importance of the voice of the child and parent / carer engagement for the home learning environment and their roles in early learning, including for families and children with SEND.

Task 3: essay

(EYP 1: AC4.1, 4.2)

Write an essay of no more than 500 words with the title: ‘Understanding facts impacting on communication in practice’.

The essay must have an introduction, main body and a conclusion. You will need to research factors impacting on communication in practice to inform the essay.

The essay must include:

- an explanation of ways to communicate with all children appropriate for all their stages of development, including those:
  - for whom English is an additional language (EAL)
  - who have delayed speech
- a conclusion, which must include an explanation of how communication affects all aspects of practice.

Task 4: factsheet

(EYP 1: AC6.1, 6.2)

Create a factsheet for a newly qualified early years practitioner. The information must be presented as one single page document. It must include:

- a definition of the term 'reflective practice' for professional development
- an explanation of the importance of reflective practice and continuing professional development (CPD) to improve own skills and early years practice.

Be able to criteria

Task 5 (a): direct observation (to include a walk and talk)

(EYP 1: AC3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9)
(EYP 1: AC2.1, 2.2)

(cross-reference EYP 2: AC9.1, 9.2)

(cross-reference EYP 4: AC4.1, 4.2)

During a holistic observation in your work / industry placement, your assessor must see you:

- communicate with babies and young children in ways that are understood by the children, using both verbal and non-verbal communication methods
- extending children's learning and development using both verbal and non-verbal communication methods
- encouraging babies and young children to use a range of communication methods (**note**: this may be during play or daily routines)
- using a range of communication methods to exchange information with young children and adults in your setting
- using effective communication with colleagues, parents / carers and other professionals
- demonstrating co-operative working with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
- demonstrating working alongside parents and / or carers and recognising the role in the baby's / child's health, wellbeing, learning and development
- work in a confidential, ethical and empathetic manner with a common sense and professional attitude to develop trust.

During your walk and talk observation, you will:

Show your assessor how you access policies and procedures in the setting.

Tell your assessor an outline of the setting's policies and procedures for safeguarding babies and young children. You must include:

- knowledge of who your setting's designated safeguarding lead (DSL) is
- steps you would take if you were concerned about a child
- policies and procedures for safeguarding, including online safety, confidentiality, and security.

Show your assessor where the forms are kept that must be completed in the event of an:

- accident
- incident
- emergency
- administration of medicine.

Summarise the role of the early years practitioner in relation to policies and procedures.

Explain procedures for receiving, storing, recording, administering and the safe disposal of medicines in early years settings.

Recognise when a child is in danger, at risk of serious harm or abuse and follow policies and procedures to protect them.

Task 5 (b): professional discussion

(EYP 1: AC3.1, 7.1, 7.2, 7.3)

Following your observation, you will have a professional discussion with your assessor to:

- identify reasons why people communicate and different communication methods that may be used
- reflect on the CPD you have engaged in and share examples of how it has been used to improve your own skills, practice and subject knowledge
- show how you use feedback, mentoring and supervision to support your areas for development, goals and career opportunities
- show how you demonstrate a commitment to CPD and reflective practice, adhering to legislation, policy and procedure with a positive disposition to work.

You can make notes to use as prompts to ensure the AC are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Note: assessment criteria (AC) that include working with parents / carers and / or other professionals (3.6, 3.7, 3.8) may be difficult to evidence through direct observation and so it may be more appropriate to evidence these through professional discussion.

AC7.1 and 7.2 may be more appropriate to discuss nearer the completion of the qualification to give the learner more time to engage with CPD and receive feedback and mentoring.

All ACs may be observed over time and may not all be observed in one observation.

EYP 2: Health and safety of babies and young children in the early years

Knowledge criteria

Task 1 (a): factsheets

(EYP 2: AC1.1, 2.1, 2.2)

Create a series of legislation factsheets aimed at early years practitioners that can be displayed on the health and safety notice board. Each factsheet must be presented as a single page document that contains concise information about legislation. The factsheets must outline the legal requirements and guidance for health and safety in early years settings **and** security in early years settings.

The legal requirements and guidance must include:
- the Health and Safety at Work Act 1974
- RIDDOR 2013
- COSHH 1989.

Explain how legislation and guidelines for health and safety inform day-to-day practice with babies and young children. The legislation and guidelines must include:
- the early years foundation stage (eyfs)
- attendance
- indoor and outdoor risk assessments
- online safety in line with own setting, to keep babies, children and yourself safe.

Identify policies and procedures relating to the health and safety of babies and young children.

Task 1 (b): mind maps

(EYP 2: AC6.1, 6.2, 7.1, 8.1, 8.2)

Illustrate four mind maps for display on the health and safety notice board. The mind maps must organise and present information using a mixture of text and images.

Mind map 1: list accidents, incidents and emergencies which may occur in an early years setting and explain how they are recorded.

Mind map 2: identify the signs and symptoms of allergic reaction and intolerances in babies and young children.

Mind map 3: identify common childhood illnesses and allergies.

Mind map 4: identify the signs and symptoms that may indicate that a baby or young child is injured, unwell or in need of urgent medical / dental attention.

Task 2: written procedure

(EYP 2: AC3.1, 8.3)

Write a health and safety procedure for early years practitioners to follow in an early years setting. The procedure must:
- describe the role and responsibilities of the early years practitioner in relation to reporting identified risks and hazards

- describe actions to take in the event of a baby or young child requiring emergency medical / dental attention
- describe actions to take in the event of a baby or young child requiring non-urgent medical attention
- describe actions to take in the event of a baby or young child requiring attention for a non-medical incident or emergency.

Task 3: case study scenario

(EYP 2: AC3.2, 4.1)

Scenario

A group of six nursery children aged 6 months to 4 years will walk or travel by pushchair off-site to visit the library. They will be accompanied by the correct ratio of early years practitioners.

The children and early years practitioners will proceed along and cross several busy roads without pedestrian crossings. They will also walk through a park used by dog walkers during their journey to the library.

The library is open to the public, located on the second floor with access gained via a staircase and automatic door. The library has tall bookshelves, seating, public toilets and an area serving hot drinks.

The early years practitioners and children will travel back to the nursery by public bus and walk along a busy road, without pedestrian crossings.

Write a list that:
- identifies risks and hazards for babies and young children during the off-site visit presented in the scenario
- identifies risks and hazards to health and safety in the early years setting and during off-site visits, relating to both children and staff presented in the scenario.

Be able to criteria

Task 4: activity planning

(EYP 2: AC5.1, 5.2)

These criteria will be met holistically when creating plans for EYP 9, EYP 10 and EYP 14. In those units, your activity plans must include:
- identification of risks and hazards in the early years setting in relation to the activities
- how you will use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements
- how you will encourage the children to be aware of personal safety and the safety of others and develop personal hygiene practice (including oral health).

EYP 3: Equality, diversity and inclusive practice in early years settings

Knowledge criteria

Task 1: make a poster

(EYP 3: AC1.1)

You are working as an early years practitioner in a nursery. Make a poster for display in the nursery reception area. The poster must explain the terms:

- equality
- diversity
- inclusion
- discrimination.

Task 2: professional discussion

(EYP 3: AC1.2, 2.1)

Plan for a professional discussion to demonstrate your understanding of key legislation and statutory guidance related to equality, diversity and inclusive practice.

During this, you will be expected to explain legislation and statutory guidance relating to equality, diversity and inclusive practice, including:

- the Equality Act 2010
- the early years foundation stage (EYFS) statutory framework
- SEND Code of Practice 2014.

Identify policies that the early years organisations may have to ensure equality, diversity and inclusive practice and their significance in creating an inclusive environment.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Be able to criteria

Task 3: observation OR reflective piece

(EYP 3: AC3.1, 3.2, 3.3)

During holistic observation, your assessor must see you:

- interacting with babies, young children and parents / carers in a way that values them and meets their individual needs.

Note: if possible, this would be assessed through observation, but it may not be achievable or the learner may not have the opportunity. Reflection can be used as a substitute in this instance.

Write **three** reflective accounts that show ways that you have interacted with others to support equality, diversity and inclusive practice at your industry / work placement.

The reflective accounts must give details of when you have interacted to value and meet the individual needs of:

- babies
- young children
- parents / carers.

Your reflections must include the impact of your own attitudes, values and behaviours when supporting equality, diversity and inclusive practice.

Work in a non-discriminatory way by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.

EYP 4: Safeguarding, protection and welfare of babies and young children in early years settings

Knowledge criteria

Task 1: make a user-friendly guide

(EYP 4: AC1.1, 1.2, 1.3, 3.5)

Scenario

An early years practitioner is starting work in a new job at a nursery. The nursery is registered for 50 children, aged 6 weeks to 4 years with after school provision for up to 7 years and is open from 7am until 6.30pm. The early years practitioner's role at the nursery is to plan and provide a range of routines and activities to safeguard, protect and promote children's welfare, learning and development.

The nursery manager will introduce the early years practitioner to their role in safeguarding, protection and welfare of babies and young children by sharing an induction pack. An induction pack comprises short and simple essential information a new employee needs to know. In this induction pack, the focus is safeguarding, protection and welfare of babies and young children.

Provide a simple, user-friendly guide for new early years practitioners joining the nursery. You must include the following information:

- outline the legal requirements and guidance for:
  - safeguarding
  - security
  - confidentiality in information sharing
  - promoting the welfare of babies and young children
- identify relevant policies and procedures, including:
  - safeguarding
  - child protection
  - online safety
- explain the early years practitioner's roles and responsibilities in:
  - reporting / dealing with a disclosure
  - child protection and promoting the welfare of babies and young children
  - safeguarding and security
  - confidentiality
  - information sharing
  - technology usage
- explain why child safeguarding practice reviews are required.

Task 2: respond to the scenario

(EYP 4: AC2.1, 2.2)

Respond to the scenario with a written piece.

Scenario

You are a level 2 early years practitioner working at a local nursery. While supervising a group of children during playtime, you notice some concerning behaviour from a fellow practitioner. This practitioner seems to be neglecting their responsibilities, which could potentially put the children's safety at risk.

Your responsibility in this scenario is to:

- explain what is meant by the term 'whistleblowing'
- discuss the responsibility of the early years practitioner in relation to whistleblowing in this situation
- explain the steps you must take, including reporting concerns to the appropriate authority and maintaining confidentiality while ensuring children's safety.

Task 3: complete the table

(EYP 4: AC3.1, 3.2, 3.3, 3.4)

Complete the following table to explain how an early years practitioner should respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse.

	Explain procedures to be followed to protect babies and young children
Domestic abuse	
Emotional abuse	
Neglect	
Physical abuse	
Sexual abuse	
Identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse	
Explain the benefits of working with others in the context of safeguarding, protection and welfare of children	
Explain support and advice available when a baby or child has been or is at risk of serious harm or abuse for:	
The child	
Parents / carers	
Early years practitioners	

Be able to criteria

The be able to criteria from this unit has been included in the EYP 1 walk and talk activity.

EYP 5: Understand how to support children's development

Knowledge criteria

Task 1: create a PowerPoint presentation

(EYP 5: AC1.1, 1.2, 1.3, 1.4, 1.5, 2.1)

(cross-reference EYP 11: AC2.1, 2.2, 2.3)

Scenario

As an early years practitioner, you have been tasked with supporting the delivery of a workshop which will be delivered to parents to enhance their understanding of child development and its role in early years education.

The PowerPoint should:

- describe how children learn and the sequential development from birth to seven years in the following areas:
  - cognitive
  - speech, language and communication
  - physical
  - emotional
  - social
  - brain development
  - literacy
  - numeracy
- explain the difference between the sequence and the rate of development
- give two examples of activities, each for a different age range, and explain the importance of holistic development and how each activity supports holistic development, to include:
  - speech, language and communication
  - personal, social and emotional development
  - physical development
  - literacy and numeracy
- explain two ways that children's learning and development can be affected by a child's needs and stage of development (for example, does a one year-old learn in the same way as a five year-old? Why?)
- explain one way that children's wellbeing can affect a child's learning and development and one way that individual circumstances can affect a child's learning and development.

You must provide a copy of your presentation with written / word-processed notes and submit this to your tutor for their feedback.

Task 2: create a booklet

(EYP 5: AC3.1, 3.2, 4.1, 4.2)

(cross-reference EYP 11: AC3.1, 3.2, 3.3)

(cross-reference EYP 14: AC1.1, 1.2, 2.1, 2.2)

Create a booklet for parents / carers to show the importance of attachment and the needs of babies and young children during transitions. The booklet must include the following.

Part 1

- a definition of attachment with an explanation of how attachments develop
- a description of why attachments are important for babies and young children
- a summary of the role of the key person in an early years setting, including how developing attachments supports children's holistic development.

Part 2

- a definition of what is meant by transition
- identification of two planned transitions and two unplanned transitions – for each transition, discuss the impact on babies and young children to include children with SEND.

Note: you must not include transition to school in part 2. Transition to school will be covered in part 3.

Part 3

- identify others involved in helping children prepare for school
- describe the holistic needs of the child as they prepare for school
- explain how the early years practitioner supports children to prepare for school
- describe the information required to enable the school to meet the individual needs of the child during transition.

Your booklet must include a contents page and be supported with words and images. As a booklet for parents / carers, the language should be simple, and you can refer to 'your child'. Your booklet should be supported with examples from your placement.

EYP 6: Support care routines for babies and young children

Knowledge criteria

Task 1: complete the tables

(EYP 6: AC1.1, 1.2, 4.1, 4.2)

Complete tables 1 to 4 to describe the care routines for babies and young children and the role of the early years practitioner during each care routine.

Table 1: eating

Age	Describe care routines in relation to eating (feeding and weaning / complementary feeding)	Explain the early years practitioner role during care routines
0 – 6 months		
6 – 12 months		
1 – 2 years		
3 – 5 years		

Table 2: toileting

Age	Describe care routines in relation to toileting (nappy changing, potty / toilet training)	Explain the early years practitioner role during care routines
0 – 6 months		
6 – 12 months		
1 – 2 years		
3 – 5 years		

Table 3: skin, teeth and hair

Age	Describe care routines in relation to care of skin, teeth and hair	Explain the early years practitioner role during care routines
0 – 6 months		
6 – 12 months		
1 – 2 years		
3 – 5 years		

Table 4: rest and sleep

Age	Describe care routines in relation to rest and sleep patterns	Explain the early years practitioner role during care routines (to include safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS))
0 – 12 months		
18 months		
3 years		
5 – 7 years		

Task 2 (a): write a response to the scenario

(EYP 6: AC2.1)

The early years setting accommodates 25 children from 6 weeks to 5 years. The nursery is divided into different rooms and all rooms have direct access to an outdoor space, toilet and changing area, and small kitchen for preparing snacks and formula feeds. The early years setting's daily timetable includes the following key events:

- group breakfast, lunch and tea
- informal self-service snack
- continuous provision / access to different types of play activities
- outdoor play
- toileting
- sleep / rest.

Outline the hygiene practices that should be promoted to control infection during the key events which are included in the scenario in relation to:

- handwashing
- food preparation (including preparing formula feeds and sterilising equipment)
- comforters
- dealing with spillages safely
- safe disposal of waste
- using correct personal protective equipment (PPE).

Your answer must include babies and young children 0 – 5 in the routine provided.

Task 2 (b): write a paragraph

(EYP 6: AC2.2)

Write a paragraph to explain how poor hygiene may affect the health of babies in relation to:

- preparing formula feeds
- sterilisation.

Task 3: create a leaflet

(EYP 6: AC5.1, 5.2, 5.3)

Create a leaflet to support parents / carers to understand childhood immunisation. The leaflet must:

- outline the reasons for immunisation
- identify the immunisation schedule

- discuss the reasons why some children are not immunised
- include title, subheadings and key information presented in an attractive way to support parents / carers.

Be able to criteria

Task 4: observation OR reflective account

(EYP 6: AC3.1)

Arrange for an observation of performance at a time when you can show you can use hygienic practice to minimise the spread of infection in early years settings.

The assessor will observe your performance to evidence that you are able to demonstrate skills for the prevention and control of infection, including the following:

- handwashing
- food preparation and hygiene, including preparing formula feeds and sterilising equipment
- comforters
- dealing with spillages safely
- safe disposal of waste
- using correct PPE.

Where assessment criteria (AC) have not been observed, learners must write a reflective account to show they can demonstrate skills for the prevention and control of infection for the areas stated above.

Your assessor must also see you work in ways that encourage children to develop personal hygiene practices in relation to stage and needs.

Task 5: professional discussion

(EYP 6: AC6.1, 6.2)

Plan a professional discussion in which you show you can meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs. Obtain copies of your work / industry placement's policies that relate to care needs, to refer to and support your professional discussion.

Prepare a professional discussion which allows you to discuss how you follow policies and procedures to carry out respectful personal care routines appropriate to the development, stage, dignity and needs of the child, in relation to:

- eating / feeding / weaning / complementary feeding
- nappy changing procedures
- potty / toilet training
- care of skin, teeth and hair
- rest and sleep provision.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Note: observable evidence provided in EYP 1 may be useful to reflect on here to meet encouraging children to develop personal hygienic practices in relation to stage and needs.

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Knowledge criteria

Task 1: create a poster for parents / carers

(EYP 7: AC1.1)

Create a poster for parents / carers that:

Shows how children's learning and development is supported through play opportunities by explaining, with examples:

- adult-led activities
- child-initiated activities
- spontaneous experiences.

Be able to criteria

Task 2: carry out a planning cycle

(EYP 7: AC2.4, 2.6, 3.2, 3.4)

Choose **one** child in your placement to observe and ask for permission from the room leader and child's parents / carers.

Plan **three** observations for your chosen child.

Carry out **three** planned observations of your chosen child.

Assess the observations using the early years foundation stage (EYFS) statutory framework to identify the child's current achievements.

Plan for **one** of the next steps.

Use this observation task to explain the value of the observation for:

- the child
- the parents / carers
- the early years setting in planning next steps.

Note: proformas are included in the appendix at the end of this unit to support this (Appendix 1: observation, Appendix 2: assessment and Appendix 3: planning and explanation).

Task 3: observation

(EYP 7: AC2.2, 3.1, 3.2, 3.3, 3.4)

The following must be directly observed in your placement by your assessor:

Provide both child-initiated and adult-led activities and spontaneous experiences that support children's holistic development.

Work with colleagues to identify and plan enabling environments both indoors and outdoors in your placement to show commitment to improving outcomes for children through inspiration and child-centred care and education.

Plan, implement, lead and review activities and experiences to support children's play, creativity, social development and learning, (including clearing away at the end of the activity).

The activities must:
- demonstrate inclusive practice with care and compassion, providing the very best childcare to every child every day and ensuring every child is included and supported, combined with the ability to identify opportunities for development
- support language development
- be both indoors and outdoors.

Note: if possible, this would all be assessed through observation, but this potentially may not be achievable, or the learner may not have opportunity for a spontaneous experience. Reflection can be used as a substitute for this.

You may use activity plans for activities in EYP 9, EYP 10 and EYP 14 to evidence the criteria above.

Task 4: professional discussion with an assessor

(EYP 7: AC2.1, 2.3, 2.5, 2.7, 3.5)

Review your activities from an observation with an assessor and discuss how they:
- supported children's play
- supported creativity
- supported social development
- supported learning
- could be improved in the future.

Explain reasons for tracking children's progress.

Explain how you would refer concerns about a baby or child's development.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Appendix

Appendix 1: observation task

- choose one child in your placement to observe and ask for permission from the room leader and the child's parents / carers
- plan three observations for your chosen child
- carry out three planned observations of your chosen child
- assess the observations using the EYFS to:
  - identify the child's current achievements
  - plan for one of the next steps
- use this observation task to explain the value of the observation for:
  - the child
  - the parents / carers
  - the early years setting in planning next steps.

Name	**PIN**
I confirm that I have completed this task in my work placement. I have maintained confidentiality throughout this task and I have shared my findings with my supervisor following expected statutory framework and setting's requirements.	
Signed (learner)	**Date**
Signed (supervisor)	**Date**

Observation 1 (written narrative)

Observation 2 (Post-it note)

Observation 3 (tracker – outside)

Appendix 2: assessment

Area of learning	Current achievement	Next steps
Personal, social and emotional development		
Physical development		
Communication and language development		
Literacy development		
Mathematical development		
Understanding the world		
Expressive art and design		

Appendix 3: planning

Activity name	
Learning outcome (next step)	
Rationale (why have you chosen this activity?)	
Implementation (step by step detailed instructions)	
Holistic links to learning opportunities across the EYFS areas of learning	
Equality, diversity and inclusion (how does your activity promote EDI?)	
Risk assessment	

Explanation

Now that you have carried out an observation, assessment and planning cycle, explain the value of observation for:

- the child
- the parents / carers
- the early years setting in planning next steps.

EYP 8: Promote play in an early years setting

Knowledge criteria

Task 1: case study scenario and presentation

(EYP 8: AC1.1, 1.2, 2.1, 2.2, 4.1)

A few parents query why their nursery aged child is always playing and not engaged in formal educational activities such as numeracy and literacy during the nursery day. As a result, the manager suggests putting on an open day for parents. The purpose of the open day would be to express the importance and value of play in the nursery environment.

You have been asked to prepare a presentation. You do not need to present this. Your presentation must cover all criteria below.

Socialisation is how children learn the norms and values of the society or culture in which they live. Include in your presentation:

- an explanation of what is meant by the 'play environment'
- an explanation of how environments support play
- a description of how early years practitioners support children's socialisation within play environments
- examples to explain how early years practitioners' behaviour can impact on and influence babies and young children.

Be able to criteria

Task 2: observation of performance and professional discussion

(EYP 8: AC3.1, 4.1, 4.2)

Prepare for your assessor to observe your practice for the following criteria in this unit:

Model positive behaviour to encourage social skills within an early years setting as appropriate to the stage and needs of individual children, maintaining a positive work ethic and professional standards.

Promote activities which support babies' and young children's:

- physical play
- creative play
- imaginative play
- sensory play
- heuristic play.

Note: these may be observed holistically through planned activities for EYP 9, EYP 10 and EYP 14, or through unplanned and spontaneous opportunities that are captured during your holistic observation. They may also be observed over a series of observations. Any type of play not evidenced through direct observation may be evidenced through professional discussion.

Following your observations, you will have a professional discussion with your assessor. You will explain the benefits of the following types of play:

- physical play
- creative play
- imaginative play
- sensory play

- heuristic play.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

EYP 9: Support wellbeing of babies and young children for healthy lifestyles

Knowledge criteria

Task 1: case study scenario and booklet

(EYP 9: AC1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 5.1, 5.2, 5.3)

Read the case study.

Parents / carers of children who attend a nursery frequently ask early years practitioners about healthy eating, and how the early years practitioners at the nursery promote and support provision of healthy balanced diets. The manager of the nursery suggests creating an information booklet supporting parents / carers. The booklet should:

- summarise current dietary guidance for early years settings
- explain the importance of a healthy balanced diet for babies and young children, with reference to current dietary guidance for early years
- explain nutritional value of main food groups
- describe importance of hydration for babies and children
- explain strategies to encourage healthy eating
- explain the impact of poor diet on babies' and young children's health, development and wellbeing and how this impacts development in both the short-term and long-term
- identify reasons for special dietary requirements, and keeping and sharing coherent records regarding special dietary requirements
- explain the role of the early years practitioner in meeting children's individual dietary requirements and preferences
- describe benefits of working in partnership with parents / carers in relation to special dietary requirements.

Provide an information booklet to meet the nursery manager's requirements. Use research to inform the content of the booklet. When presenting information, remember that the booklet is aimed at parents / carers.

Task 2: create a leaflet

(EYP 9: AC4.2)

Create a leaflet explaining how emotional resilience / mental health impacts upon holistic wellbeing.

Be able to criteria

Task 3: activity plan and observation of performance

(EYP 9: AC3.1, 6.1, 6.2)

(cross-reference EYP 2: AC4.1, 5.1, 5.2)

(cross-reference EYP 3: AC3.1)

(cross-reference EYP 6: AC3.1)

(cross-reference EYP 8: AC4.2)

Provide a word-processed plan which details an activity you will prepare **and** implement to support healthy eating in your own industry / work placement setting.

Your plan must:
- include age group of children
- include overview of activity
- include adult to child ratio, and health and safety considerations
- include links to intended LOs relating to the early years foundation stage (EYFS)
- include contingency planning
- include risk assessment to meet EYP 2: AC4.1, 5.1, 5.2
- promote at least one type of play as identified in EYP 8: AC4.2
- show how your activity can be implemented to meet the individual needs of babies and children
- demonstrate skills for the prevention and control of infection.

Task 4: professional discussion

(EYP 9: AC6.3, 6.4, 3.2)

After implementation of the activity, and with your assessor, reflect on own role when planning and implementing the healthy eating activity and supporting healthy eating in your setting. You will be expected to reflect on:
- your own role when supporting healthy eating in own setting, detailing how you encourage babies and young children to consume healthy and balanced meals, snacks and drinks appropriate to their age
- recommendations for healthy eating in own setting
- how you share information with parents / carers about the importance of healthy balanced diets for nutrition, wellbeing and oral health.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

EYP 10: Support babies and young children to be physically active

Knowledge criteria

Task 1: complete the chart and written answers

(EYP 10: AC1.1, 1.2, 1.3, 1.4)

Complete the chart below to demonstrate your understanding of why babies and young children need to be physically active, with reference to:

- current dietary guidance for early years. Give at least **two** examples for each age range
- a description of the benefits of the possible short-term **and** long-term impacts on health, development and wellbeing of a lack of adequate physical activity on babies' and young children's health, development and wellbeing.

Age range	Benefits
Under 2s	
2 – 5 years	
5–7 years	
Short-term impacts of inadequate physical activity on babies' and young children's health, development and wellbeing	
Long-term impacts of inadequate physical activity on babies' and young children's health, development and wellbeing	

- use current guidance for early years to explain why it is important for babies and young children to be physically active
- describe the benefits of working in partnership with parent / carers when supporting babies' and young children's physical activity.

Be able to criteria

Task 2: work product and observation

(EYP 10: AC2.1, 2.2)

(cross-reference EYP 2: AC4.1, 5.1, 5.2)

(cross-reference EYP 3: AC3.1)

(cross-reference EYP 8: AC4.2)

Plan for your assessor to come and observe your practice. You will be required to plan two activities to support children's physical development, ensuring one outdoor **and** one indoor opportunity.

You will need to demonstrate within your practice that you can:

Encourage babies / young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.

Your plan must:
- include age group of children
- include overview of activity
- include adult to child ratio, and health and safety considerations
- include links to intended LOs relating to the early years foundation stage (EYFS)
- include contingency planning
- include risk assessment to meet EYP 2: AC4.1, 5.1, 5.2
- promote at least one type of play as identified in EYP 8: AC4.2
- show how your activity can be implemented to meet the individual needs of babies and children
- demonstrate skills for the prevention and control of infection.

Task 3: professional discussion

(EYP 10: AC2.3, 3.1)

- reflect on activities carried out in a discussion with your assessor, which support babies' and young children's physical activity in an indoor and outdoor space in an early years setting
- discuss how you might adapt your activities for children older / younger (as appropriate, to cover the range 0–5 years)
- discuss how you share information with parents / carers about the importance of physical activity for babies' and young children's health and wellbeing.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

EYP 11: Support the needs of babies and young children with special educational needs and disability

Knowledge criteria

Task 1: essay

(EYP 11: AC1.1)

Create a written essay focused on statutory guidance describing the care and education of children with SEND. The title of the essay is: 'Caring for children with SEND: statutory guidance in early years'.

Further guidance: your essay will focus on the EYFS framework and the SEND code of practice and you will:

- give an overall summary of the purpose of the statutory guidance
- identify five key points from the statutory guidance
- describe how each key point is carried out in an early years setting
- describe the categories of SEND that are included in the statutory guidance.

Be able to criteria

Task 2: observation and professional discussion

(AC EYP 11: 5.1, 5.2, 5.3, 6.2, 6.3, 6.4)

The following criteria will be met during holistic observation of performance in your industrial work placement.

To help your assessor capture evidence, tell them if any of the children in the room where you are working have any special educational needs or disabilities or if any of the children are experiencing transition.

Criteria that may be evidenced over more than one holistic observation of performance:

- work in ways that value and respect the developmental needs and stages of babies and children, including supporting children during a range of transitions
- support the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation in line with the 'graduated approach'
- explain what specialist aids, resources and equipment are available for the children you work with and how to use these safely
- demonstrate team focused, effective and co-operative working with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress
- work alongside parents and / or carers and recognise their role in the baby's / child's health, wellbeing, learning and development
- encourage parents and / or carers to take an active role in the baby's / child's care, play, learning and development.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Note: the following criteria may be difficult to evidence in practice and so may be met by professional discussion instead: EYP 11: AC5.2, 5.3, 6.2, 6.3, 6.4 – 2.1, 2.2, 2.3 have been omitted here as these criteria have been assessed during EYP 5 task 1

EYP 12: Promote positive behaviour in early years settings

Knowledge criteria

Task 1: case study and written response

(EYP 12: AC1.1, 1.2)

Read the case study.

Noah is a student on industry / work placement in an early years setting.

During his 6-week review with his placement mentor, Noah says that he enjoys working with the children, but sometimes the children do not listen, ignore him or get upset when he reminds them not to do something. Noah does not like feeling as though he has upset the children. The placement mentor wants to support Noah and they agree Noah will read the setting's policies and together they will discuss them.

Noah will also observe the experienced practitioners and see how they apply the policies by focusing on and modelling positive behaviour.

Identify **three** of the setting's policies that Noah should follow relating to children's behaviour and give a procedure from each to support the children's behaviour.

Explain **two** reasons why Noah should behave consistently in his placement when applying boundaries for children's behaviour.

Be able to criteria

Task 2: direct observation

(EYP 12: AC2.3, 2.4, 3.1)

When planning for observations of performance, consider how you can capture that you are able to follow policy and procedure for behaviour and are able to:

- use agreed strategies for managing behaviour
- use positive reinforcement with children
- model positive behaviour.

This aspect of practice and associated assessment criteria (AC) should be seen naturally during your placement observations, and you do not need to plan specifically for these assessment criteria (AC) as they should inform part of a holistic observation of performance.

Task 3: written reflection

(EYP 12: AC2.1, 2.2, 3.1, 3.2, 4.1)

Reflect on **two** occasions where you have used strategies for managing children's behaviour in your placement. The strategies must:

- include encouraging and rewarding positive behaviour
- include modelling positive behaviours.

Use the following bullet points to aid reflection and inform writing of a short written / word-processed summary:

- describe the situation in which you needed to manage behaviour

- what the benefits / impacts of the strategies you used
- which policy you followed when implementing the strategies
- what your role was in relation to managing the children's behaviour
- what you think you did well in this situation
- what you will do differently the next time a situation like this occurs
- describe the procedures to follow to record and report concerns about changes in a child's behaviour
- ask your placement supervisor to sign and date your reflection.

EYP 13: Partnership working in the early years

Knowledge criteria

Task 1: make a tri-fold leaflet responding to the scenario

(EYP 13: AC1.1, 1.2, 2.1, 2.2)

Read the scenario and complete the task.

Scenario

The nursery manager will mail out a welcome pack containing information about the nursery to parents / carers before their children start attending the nursery. The manager asks you to prepare a tri-fold leaflet relating to working in partnership which will be included in the pack.

Fold an A4 piece of paper into three to make a tri-fold leaflet which will fit into an envelope. The tri-fold leaflet must include text and images, be aimed at parents / carers who have children starting the early years setting, and should:

Identify **three** reasons for working in partnership:
- describe partnership working in relation to current frameworks
- explain the roles of others involved in partnership working when:
  - meeting children's additional needs
  - safeguarding children
  - supporting transitions
- explain the benefits of working in partnership with parents / carers.

Task 2: professional discussion

(EYP 13: AC4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3)

Plan a professional discussion in which you discuss the challenges of partnership working and the recording, storing and sharing of information in relation to partnership working. The professional discussion should:
- identify barriers to partnership working
- explain how to overcome barriers when working in partnership
- give examples of support which may be offered to parents / carers
- identify skills and approaches needed for resolving conflict
- identify records to be completed in relation to partnership working
- explain reasons for accurate and coherent record keeping
- explain the reasons for confidentiality and security when maintaining and storing records.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Be able to criteria

Task 3: observation of performance

(EYP 13: AC3.2, 3.3, 3.4)

As part of a holistic observation of practice, your assessor should see you work alongside and communicate with parents / carers, the key person, colleagues and other professionals regarding children's health, wellbeing and development.

The observation of practice must show that you are able to discuss children's progress and plan the next steps in their learning with the key person, colleagues, parents or carers and other professionals involved in the care and education of the baby / child, and:

- collaborate with others to demonstrate team practice within the early years
- work alongside parents / carers and recognise their role in the baby / child's health, wellbeing, learning and development
- encourage parents / carers to recognise their role in baby / child's health, wellbeing, learning and development.

Task 4: oral questions and answers

(EYP 13: AC3.1)

Explain to the assessor the roles of colleagues and the team members in an early years setting.

Note: to encourage holistic assessment, AC3.3 and 3.4 could be excluded from the assessment here as these criteria may be observed through EYP 11: AC6.3 and 6.4

To encourage holistic assessment, AC3.3 may be excluded from the assessment here as this criteria may be observed in EYP 1: AC3.8

EYP 14: Support the needs of the child in preparing for school

Be able to criteria

Task 1 (a): observation

(EYP 14: AC3.1, 3.2)

Arrange for an observation of performance at a time when you can support children's language and communication needs, early interest and development in mark making, writing, reading and being read to, in preparation for school.

The assessor will observe your performance to evidence that you are able to support children's early interest and development in:

- mark making
- writing
- reading
- being read to.

The observation of performance could take the format of either option one or two:

Option 1

- observation of an adult-led activity that you are involved in, which includes opportunities to support children's language and communication needs, early interest and development of mark making, writing, reading and being read to.

or

Option 2

- comprises a series of observations that capture that you can support children's language and communication needs, early interest and development in mark making, writing, reading and being read to during the setting's continuous provision.

Task 1 (b): professional discussion

After the observation of performance, explain to the assessor what is meant by 'a language rich environment', giving examples from the real work environment to illustrate the explanation.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Task 2 (a): observation

(EYP 14: AC4.1, 4.2)

(cross-reference EYP 2: AC4.1, 5.1, 5.2)

(cross-reference EYP 3: AC3.1)

(cross-reference EYP 8: AC4.2)

Arrange for an observation of performance at a time when you can support children's mathematical development and interest in mathematical learning, including numbers, number patterns, counting, sorting and matching, in preparation for school.

The assessor will observe your performance to evidence that you are able to support children's interest and development in:

- numbers
- number patterns
- counting
- sorting
- matching.

The observation of performance could take the format of either option one or two:

Option 1

- observation of an adult-led activity that you are involved in which includes opportunities to support children's mathematical development, interest and development in numbers, number patterns, counting, sorting and matching.

or

Option 2

- comprises a series of observations that capture that you can support children's mathematical development, interest and development in numbers, number patterns, counting, sorting and matching during the setting's continuous provision.

Your activity plans must:

- include age group of children
- include overview of activity
- include adult to child ratio, and health and safety considerations
- include links to intended LOs relating to the early years foundation stage (EYFS)
- include contingency planning
- include risk assessment to meet EYP 2: AC4.1, 5.1, 5.2
- promote at least one type of play as identified in EYP 8: AC4.2
- show how your activity can be implemented to meet the individual needs of babies and children (EYP 3: AC3.1).

Task 2 (b): professional discussion

After the observation of performance, describe to the assessor how to create an environment which supports children's mathematical development. Give examples from the real work environment to support the description.

You can make notes to use as prompts to ensure the assessment criteria (AC) are fully evidenced. This will not be checked prior to the discussion but can be used by your assessor to inform the assessment decision. Participants in the professional discussion may ask you further questions to establish your knowledge and understanding of the topics being discussed.

Change history record

Version	Description Of Change	Date of Issue
v1.0	First publication	August 2025