

NCFE

CACHE

Tutor guidance

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

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Summary of changes

This section summarises the changes to this tutor guidance.

Version	Publication Date	Summary of amendments
v1.0	June 2019	First publication
v1.1	September 2021	<p>The following amendments have been made:</p> <ul style="list-style-type: none"> • EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings – terminology has been updated within this unit, safeguarding practice reviews has now replaced serious case reviews • EYP 5: Understand how to support children's development – links to the statutory framework for the early years foundation stage have been changed to the most up-to-date framework • EYP 13: Partnership working in the early years – links to the statutory framework for the early years foundation stage have been changed to the most up-to-date framework
v1.2	May 2023	<p>Public Health England (PHE) has been changed to The UK Health Security Agency.</p> <p>Additional guidance has been added to 'EYP 9: Support well-being of babies and young children for healthy lifestyles' regarding choking hazards.</p>
v1.3	October 2023	<p>The Early Years Foundation Stage (EYFS) link has been removed throughout the document. The current version of the EYFS should be referred to on the gov.uk website.</p> <p>Links throughout the document have been replaced with recommendations of where to find useful information/resources.</p>

Section 1: General introduction

Introduction

This document includes:

- tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication

These tools will assist with the planning and delivery of this qualification.

Qualification introduction and purpose

The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, 0–5 years. The qualification content meets the Department for Education's (DfE) Level 2 full and relevant criteria for a Level 2 Early Years Practitioner in the workforce.

Upon successful completion of this qualification, learners can enter the workforce as a qualified Level 2 Early Years Practitioner or continue to study for a Level 3 Diploma holding Early Years Educator status. Further details can be found on the NCFE website. Learners can also refer to the Early Years Progression Map for further details of careers in the early years.

As part of this qualification, CACHE recommends completing a Paediatric First Aid qualification.

Rules of combination

To gain this qualification, learners must achieve a total of 37 credits from all 14 mandatory units.

Progression

This qualification allows a learner to count towards the Level 2 ratio as a qualified Level 2 Early Years Practitioner within the Early Years Workforce. Learners may work under supervision in a variety of roles such as:

- nursery practitioner
- classroom assistant
- pre-school practitioner.

Learners are also able to progress onto Level 3 Early Years Educator qualifications and other relevant Level 3 qualifications.

Entry Requirements

Entry is at the discretion of the centre. However, learners must be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification

Learners registered on this qualification should not undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Placement Hours

Learners will need to be working, volunteering or on practical placement to show competence in both knowledge and skills. We recommend learners complete 250 placement hours whilst undertaking this qualification.

Placement opportunity must allow for sufficient skills application with babies and young children to meet the assessment criteria for the qualification.

Unit achievement log

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
	R/617/2630	EYP 1	Roles and responsibilities of the Early Years Practitioner	Knowledge / Skills	2	2	20	
	Y/617/2631	EYP 2	Health and safety of babies and young children in the early years	Knowledge / Skills	2	3	21	
	D/617/2632	EYP 3	Equality, diversity and inclusive practice in Early Years Settings	Knowledge / Skills	2	2	21	
	H/617/2633	EYP 4	Safeguarding, protection and welfare of babies and young children in Early Years Settings	Knowledge / Skills	2	3	24	
★	K/617/2634	EYP 5	Understand how to support children's development	Knowledge	2	4	30	
	M/617/2635	EYP 6	Support care routines for babies and young children	Knowledge / Skills	2	3	20	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
	T/617/2636	EYP 7	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	Knowledge / Skills	2	4	30	
	A/617/2637	EYP 8	Promote play in an Early Years Setting	Knowledge / Skills	2	3	24	
	F/617/2638	EYP 9	Support well-being of babies and young children for healthy lifestyles	Knowledge / Skills	2	2	16	
	J/617/2639	EYP 10	Support babies and young children to be physically active	Knowledge / Skills	2	2	15	
	L/617/1993	EYP 11	Support the needs of babies and young children with Special Educational Needs and Disability	Knowledge / Skills	2	2	20	
	F/617/2641	EYP 12	Promote positive behaviour in Early Years Settings	Knowledge / Skills	2	2	15	

	Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GLH	Notes
	J/617/2642	EYP 13	Partnership working in the early years	Knowledge / Skills	2	2	15	
	L/617/2643	EYP 14	Support the needs of the child in preparing for school	Knowledge / Skills	2	3	22	

Section 2: Tutor hints and tips

EYP 1: Roles and responsibilities of the Early Years Practitioner

Unit reference	R/617/2630	Unit level	2
Credit value	2		
Guided learning	20		
Unit aim	This unit provides the learner with an introduction to the roles and responsibilities of the Early Years Practitioner.		

Tutor hints, tips and teaching aids**Lessons 1–3 covering learning outcome 1 (1.1–1.3)**

Begin this unit with a large group discussion around the aim of the qualification and the units covered by sharing the unit titles and each aim:

EYP 1: Roles and responsibilities of the Early Years Practitioner – This unit provides the learner with an introduction to the roles and responsibilities of the Early Years Practitioner.

EYP 2: Health and safety of babies and young children in the early years – This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to seven years.

EYP 3: Equality, diversity and inclusive practice in Early Years Settings – This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings.

EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings – This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years.

EYP 5: Understand how to support children's development – This unit aims to develop knowledge and understanding of children's development from birth to seven years of age.

EYP 6: Support care routines for babies and young children – This unit provides the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care.

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes – This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.

Tutor hints, tips and teaching aids

EYP 8: Promote play in an Early Years Setting – This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting.

EYP 9: Support well-being of babies and young children for healthy lifestyles – This unit provides the learner with the knowledge, understanding and skills to support well-being of babies and young children for healthy lifestyles.

EYP 10: Support babies and young children to be physically active – This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.

EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability – The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.

EYP 12: Promote positive behaviour in Early Years Settings – This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years Settings.

EYP 13: Partnership working in the early years – This unit provides the learner with the knowledge to understand how to work in partnership in the early years.

EYP 14: Support the needs of the child in preparing for school – This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school.

Next focus on EYP 1 and share the topics to be covered in this unit by considering the learning outcomes:

- LO1 – Understand the role of the Early Years Practitioner
- LO2 – Be able to locate policies and procedures in an Early Years Setting
- LO3 – Be able to communicate with babies, young children and others
- LO4 – Understand factors impacting on communication in practice
- LO5 – Understand working relationships in Early Years Settings
- LO6 – Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner
- LO7 – Demonstrate CPD

Tutor hints, tips and teaching aids

LO1: Understand the role of the Early Years Practitioner

In a large group, learners can share examples of different settings that offer services for children and their families. Following a large 'mind map' exercise learners can be introduced to the different categories of service provision such as statutory, voluntary and private/independent services. Learners can offer their own definitions for each type of service provision followed by research to find an accurate reference/definition. Definition can be shared before beginning some group work. In small groups, learners can consider the range of settings that had been included on the initial 'mind map' exercise to categorise information service provision. A table may be a useful way of presenting this:

Statutory	Voluntary	Private/independent

Learners can then share their work in a large group situation.

Returning to work in small groups, learners can now consider one setting from each category and think about the aim and function of the specific service. As part of this research, learners can find an example of a service and use their findings to help to explain the service offered to children and their families.

Questions to support this exercise:

- what is the main aim of this service? Is the main aim education, for example?
- identify opening and close time
- who works there? What do they do?
- why would children and families use this service?

Peer presentation and class display.

To conclude this learning outcome, learners should be given (or able to access) job descriptions for Early Years Practitioners. Using the job description, the learners should summarise the main features of the job role.

As a large group, discuss roles and responsibilities and identify the skills, attributes and behaviours that are associated with effective early years work. Each skill/behaviour and attribute should be written clearly on a strip of paper or card and distributed to the learners. Learners can then be asked to consider why the card they are holding is so important to the role of the Early Years Practitioner. The card and the explanation should be added to a display so that the roles and responsibilities, skills and attributes of the Early Years Practitioner can be referred to throughout the course.

Tutor hints, tips and teaching aids**Lessons 4–5 covering learning outcome 2 (2.1–2.2)*****LO2: Be able to locate policies and procedures in an Early Years Setting***

This is a skills-based learning outcome, requiring learners to be able to provide evidence for all assessment criteria in relation to their own experience within a relevant work setting.

Begin this lesson by considering the range of policies followed in an Early Years Setting as a large group discussion with prompts such as:

- what are policies?
- can anyone name a policy that they have heard of?

To give this a childcare steer, move discussions on to consider policies that might be in place in an Early Years Setting (or instruct learners to undertake research and feedback). Policies to consider include as a minimum:

- health and safety
- inclusion/diversity
- safeguarding and child protection
- partnership working

Share sample policies with the groups or, and preferably, ask learners to download a sample policy from their own setting/work placement. Learners can then summarise the main aims and objectives of each policy and give examples of how these policies are implemented in the setting through procedures. The policy and associated procedures should be discussed to ensure learners are confident in their understanding of own role, expectations and requirements. Learners should be challenged to find out where policies and procedures are stored at their own setting/work placement.

Conclude this lesson with the legislation, policy and procedure activity below:

Prepare for this activity by writing the name of each policy on A4 and displaying each of the policy cards around the room. Learners have strips of paper or card and using sticky tac they are asked to write down a procedure and attach this to the most relevant policy. If the procedure might support more than one policy the learner can use wool or string to safely connect the procedure to other policies - creating a web like formation across the room. Following the exercise, learners can be asked to explain each procedure and the relationship it has with this policy, ie why they have placed it with this policy. It would be useful to end this lesson by outlining current legislation in place for Early Years Settings, for example The Equality Act 2010 aims and objectives and how policy and procedures help to maintain inclusive practice.

Tutor hints, tips and teaching aids**Lessons 6–7 covering learning outcome 3 (3.1–3.8)*****LO3: Be able to communicate with babies, young children and others***

This is a skills-based learning outcome, requiring learners to be able to provide evidence for all assessment criteria in relation to their own experience within a relevant work setting.

Begin this lesson as a large group discussing what is meant by communication. Questions to support the discussion may include:

- why do people communicate?
- what different methods of communication can you think of?
- when might we use different methods of communication?
- why is listening an important element of communication?

In small groups, the importance of listening for effective communication can be explored by practising active listening strategies.

Active listening exercise:

Working in pairs, learners can think of two important pieces of information and share this with their partner. For example, details around a day out including times and meeting places. The learner cannot repeat any aspects of the detail and no notes must be taken. When the information is shared, it will be interesting to consider how much information the learners were able to remember. This can lead to a wider discussion around the potential consequences of not listening as part of effective communication in the context of caring for children such as during medication administration or involving personal circumstances.

Use this as an opportunity to introduce legislation around the use of communication and information sharing, the UK GDPR and the importance of confidentiality.

As a large group, discuss the most preferred method of communication in the following situations:

- to talk to a parent/carer about a child's development when a concern has been raised
- sharing policy and procedures with a new member of staff
- when offering support to an anxious parent/carer
- letting people know about an open day event at the setting
- recording minutes from a team meeting

Tutor hints, tips and teaching aids

Discuss reasons for methods selected.

In small groups, learners can be asked to think about how they communicate in the work setting:

- as a professional team with colleagues and other professionals
- with parents/carers
- with babies and children

With permission it may be useful for learners to speak to a member of staff at the setting to consider how they communicate in the work setting:

- with colleagues and other professionals
- with parents/carers
- with babies and children

Conclude this lesson by revisiting the assessment criteria and ensuring learners feel confident in being able to provide evidence for them.

Lessons 8–9 covering learning outcome 4 (4.1–4.2)

LO4: Understand factors impacting on communication in practice including English as an Additional Language (EAL) and Speech, Language and Communication Needs (SLCN) and how communication affects all aspects of practice.

Begin by considering the learning outcome and associated assessment criteria in a large group. Recap the learning from previous lessons:

- how do we communicate?
- why is communication so important to everyday practice?

Working in small groups, allow learners an opportunity to produce a mind map identifying factors that impact communication. This could include factors such as time, language, terminology and any additional needs.

Learners will be considering child development in other units but it would be useful here to include a chart of normative milestones so that expectations in relation to language development, stages/sequences can be discussed and SLCN introduced.

The Communication Trust website has useful materials and resources for language development and SLCN.

The current version of the Early Years Foundation Stage (EYFS) also shows the development of literacy goals for normative stages and sequences. EAL alone is not a SEND and so it is important to be mindful of the guidance included within the current version of the EYFS to support children for whom English is an additional language.

Tutor hints, tips and teaching aids

A useful task, with permission, would be to arrange to interview a member of staff about how communication impacts all aspects of practice including children with SEND and EAL. As an alternative, or to build from this, a guest speaker from an Early Years Setting or a parent/carer with a child with SLCN or EAL would be beneficial to consolidate learning here.

Tutor hints, tips and teaching aids

Lesson 10 covering learning outcome 5 (5.1–5.4)

LO5: Understand working relationships in Early Years Settings

Begin this lesson by considering what learners understand by the term ‘relationship’:

- what does the term relationship mean to you?

Create a mind map through this large group discussion before introducing informal and formal/professional relationships. Ask learners to give examples of each one and help them to consider any differences between informal and professional relationships alike before sharing their views on why professional relationships are important when working as an Early Years Practitioner.

In small groups, learners can list the many different professional relationships an Early Years Professional may have, giving examples to explain the nature of the relationship, ie the Early Years Practitioner may have a relationship with the parent/carer and this will help when exchanging information. Once the groups have compiled their lists these can be shared.

This will lead well into an exploration of teamwork:

- why is working as part of a team integral to professional practice?
- how can effective teamwork support the child and family?

Next, focus on the relationships that practitioners hold with the children they care for. Use the current version of the EYFS to explore the role of the Key Person and discuss why this is crucial to holistic development, including during transition. Emotional development and the significance of attachment for healthy development will be further reinforced across other units, but it is important to begin learning around attachment and the role of the Key Person early on in the qualification and build on this throughout. The importance of listening to children, child-centred practice and respect for the child’s voice in all aspects of care should be considered and discussed.

Lessons 11–12 covering learning outcomes 6 (6.1–6.2) and 7 (7.1–7.2)

LO6: Understand why Continuing Professional Development (CPD) is integral to the role of the Early Years Practitioner

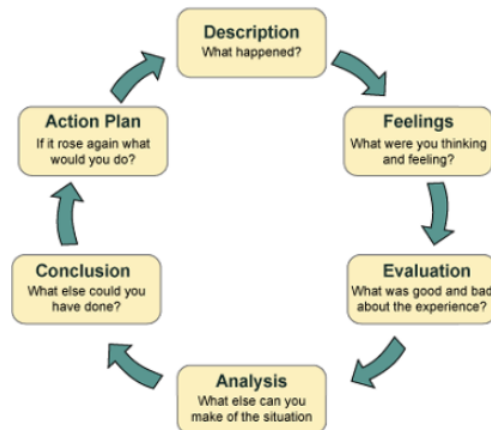
LO7: Demonstrate CPD

Begin this lesson with a large group discussion around roles and responsibilities of the Early Years Practitioner. Use job descriptions used in a previous lesson to consider the role of the reflective practitioner:

- what does the term ‘reflective practitioner’ mean? This can be explored through a large group discussion and followed by research to find definitions which learners can then share
- once the term ‘reflective practitioner’ has been appreciated, cycles of reflection can be introduced. Use a handout to refer to when discussing reflective cycles such as Gibbs Reflective Cycle

Tutor hints, tips and teaching aids

Gibbs Reflective Cycle



As a large group, explore the term CPD in relation to one of the models of reflection and ask learners to consider their own developmental needs through action planning using a Personal Development Plan. Learners should record their career goals and aspirations on their Personal Development Plan and reflect on their own career goals within early years practice. This career map should support learners to identify goals and next steps as part of their journey.

Sources of support to help learners with feedback and accurate action planning should be explored from class discussion, as well as from work placement to further support effective action planning. Learners should be introduced to the cycle of appraisal:

- what is appraisal?
- how does appraisal support own development?
- how can appraisal improve practice in the setting?
- how can appraisal contribute to the reflective cycle?

Conclude this lesson by returning to a theoretical model of reflection and reinforce links between reflection and improved practice, raising an awareness for the appreciation of CPD as integral for the Early Years Practitioner. Learners should be encouraged to update their Personal Development Plan regularly.

Tutor hints, tips and teaching aids**Lesson 13**

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory task provided in the Qualification Specification, tutors can introduce it now.

Lessons 14–15

This time can be used for assessment workshops.

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

Unit reference	Y/617/2631	Unit level	2
Credit value	3		
Guided learning	21		
Unit aim	This unit provides the knowledge, understanding and skills development to support the health and safety of children from birth to seven years.		

Tutor hints, tips and teaching aids**Lessons 1–2 covering learning outcome 1 (1.1)**

Begin EYP 2 with a large group discussion around the aim of the unit and sharing the topics to be covered in this unit by considering the learning outcomes:

- LO1 – Understand legislation and guidelines for health and safety in Early Years Settings
- LO2 – Understand policies and procedures for health and safety in Early Years Settings
- LO3 – Understand risk management in Early Years Settings
- LO4 – Be able to identify hazards in an Early Years Setting
- LO5 – Be able to manage risk within an Early Years Setting in line with statutory requirements
- LO6 – Understand how to identify and record accidents, incidents and emergencies
- LO7 – Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children
- LO8 – Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children
- LO9 – Be able to access documentation in the event of accidents, incidents or emergencies

LO1: Understand legislation and guidelines for health and safety in Early Years Settings

Following the unit overview, encourage a large group discussion around what is understood by health and safety. There may be some reflection on EYP 1 where learners thought about policy and procedures in Early Years Settings.

Working in small groups, learners can be asked to consider legislation for health and safety.

Tutor hints, tips and teaching aids

In small groups, learners are asked to summarise current legislation and guidance in relation to health and safety and the implications for early years practice.

Learners must be made aware of legislation around each of the following and demonstrate this through examples applied in context:

- Control of Substances Hazardous to Health (COSHH)
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

Learners can present small group work before moving on to security.

When discussing security, include information about physical security as well as introducing online safety. The National Society for the Prevention of Cruelty to Children (NSPCC) website has useful information on preventing abuse and online safety.

Discussions around keeping self-safe should also be encouraged.

Lessons 3–6 covering learning outcomes 2 (2.1–2.2), and 3 (3.1–3.2) and preparing learners for skills-based criteria in learning outcomes 4 (4.1) and 5 (5.1–5.2)

LO2: Understand policies and procedures for health and safety in Early Years Settings

LO3: Understand risk management in Early Years Settings

LO4: Be able to identify hazards in an Early Years Setting

LO5: Be able to manage risk within an Early Years Setting in line with statutory requirements

This section focuses primarily on policy and procedures for health and safety in Early Years Settings.

Learners should be able to outline the connection between legislation, policy and procedure. Further reference can be made to EYP 1 and the activities around identifying policies and procedures in an Early Years Setting. Working together as a large group, learners can begin to list a range of factors impacting health and safety:

Tutor hints, tips and teaching aids

Factors to include:

- lock in
- evacuation routines including fire drill
- first aid
- COSHH
- RIDDOR
- security
- correct use of equipment
- personal safety and the safety of others
- online safety
- registration and collection routines
- risk assessment including the identification of hazards indoors and outdoors
- food safety
- personal hygiene
- minimising cross infection
- personal protective equipment (PPE)
- safe handling of waste

Where possible, some practical activities/experiences may be useful for the learners, especially around risk assessment (indoors and outdoors). For other procedures, learners could work in small groups to research and describe a selected factor/s. Scenarios could also be used here, for example:

Scenario 1

The fire alarm has been raised in the Day Nursery. Parents, visitors and children look for staff to take control of the situation. Consider the following questions below:

- why are fire drills important?
- what is an evacuation plan?
- how can staff support children, parents/carers, visitors as well as babies through an evacuation plan?
- what other situations may occur in an Early Years Setting that require an evacuation plan?
- identify the roles and responsibilities of the Early Years Practitioner during a fire drill procedure

Scenario 2

Describe the role of the Early Years Practitioner in the following situations:

- child with nosebleed
- child with grazed knee
- child with small bump on the head

Learners should be informed about cross-contamination and know ways to minimise cross infection in an Early Years Setting. Each procedure should be detailed to show understanding. This could be presented as a series of factsheets or through a class display.

Tutor hints, tips and teaching aids

Lessons 7–9 covering learning outcome 6 (6.1) and preparing learners for skills-based criteria in learning outcome 9 (9.1–9.2)

LO6: Understand how to identify and record accidents, incidents and emergencies

LO9: Be able to access documentation in the event of accidents, incidents or emergencies

Begin this topic with an overview of the types of accidents and incidents that might occur in an Early Years Setting.

Use the Royal Society for the Prevention of Accidents (ROSPA) website to support the introduction to these learning outcomes.

Learners can reflect on the types of accidents and incidents that may occur, how they can be actioned and ways to minimise the reoccurrence. Any associated reporting and recording procedures in an Early Years Setting should also be discussed and explored for practice. Where possible learners should be able to refer to forms currently used in practice to record and store accidents and incidents, including paper as well as online records. If possible, learners should be tasked to arrange a time to speak to staff in an Early Years Setting about completing records and safe storage, including reporting processes and the importance of accurate records handled confidentially. Learners will need time to prepare their questions.

Lesson 10 covering learning outcome 8 (8.1–8.3)

LO8: Understand the roles and responsibilities of the Early Years Practitioner in recognising signs and symptoms of illness in babies and young children

Building on the knowledge already gained around accidents, incidents and emergencies, the main focus now will be on child health. Learners can contribute to a large group discussion to identify signs and symptoms of ill health. Working as a group learners can then look at common childhood illnesses:

- name of common childhood illness
- signs and symptoms
- treatment

The learners could present their findings and work could be collated to produce a booklet which can be used as a classroom resource or copied for each learner for reference.

Learners then need to be encouraged to consider non-urgent as well as emergency situations which may occur as a result of a health condition, including dental conditions and the procedures to follow when faced with either situation. This should lead to a discussion around how to promote health and well-being in an Early Years Setting.

Tutor hints, tips and teaching aids**Lessons 11–12 covering learning outcome 7 (7.1)**

LO7: Understand the roles and responsibilities of the Early Years Practitioner in recognising allergies and intolerances in babies and young children.

Begin this with a large group discussion around:

- what is an allergy?
- identify common allergies
- what is an allergic reaction?
- what are the potential dangers of an allergic reaction?
- describe treatment following an allergic reaction
- how do Early Years Practitioners record accurate information about children's individual dietary requirements?

Repeat this but this time considering food intolerances. The Food Trust website provides a range of reference materials to support this work.

Lesson 13

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 14–15

This time can be used for assessment workshops.

EYP 3: Equality, diversity and inclusive practice in Early Years Settings

Unit reference	D/617/2632	Unit level	2
Credit value	2		
Guided learning	21		
Unit aim	This unit provides the knowledge, understanding and skills required to support equality, diversity and inclusive practice in Early Years Settings.		

Tutor hints, tips and teaching aids**Lessons 1–4 covering learning outcome 1 (1.1–1.2)**

Begin this lesson with an overview of the learning outcomes for this unit.

- LO1 – Understand legislation and statutory guidance for practice in the early years
- LO2 – Understand how policies and procedures inform equality, diversity and inclusive practice
- LO3 – Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting

LO1: Understand legislation and statutory guidance for practice in the early years

Begin this learning outcome with a class discussion to consider learners' understanding of the following terms:

- equality
- diversity
- inclusion
- discrimination

Follow the discussion with small group work looking for definitions of the terms above and share these with the larger group. As the definitions are shared, lead discussions by offering examples in context to support the learners understanding of what may be new terms.

Follow this with a practical workshop aiming to explore discrimination. Use media clips and journal articles to explore discrimination. Allow learners to consider any discrimination in the media and any subsequent impact on development and general well-being, both in the short and long-term. Different types of discrimination can be considered. Use this as an opportunity to introduce legislation: The Equality Act 2010.

- how does the Act support equality?
- how does it impact policy and practice in Early Years Settings?

Tutor hints, tips and teaching aids**Lessons 5–6 covering learning outcome 2 (2.1)*****LO2: Understand how policies and procedures inform equality, diversity and inclusive practice***

Learners are asked to consider the policy and procedures for equality, diversity and inclusion in own setting/work placement and discuss how this promotes an inclusive environment.

Refer to the requirements of the current version of the EYFS to explore inclusive practice.

Lessons 7–8 covering learning outcome 3 (3.1–3.2)***LO3: Be able to work in ways which support equality, diversity and inclusive practice in an Early Years Setting***

This lesson should consider skills, behaviours and attributes required by practitioners for inclusive practice.

Summarise the requirements of legislation.

Prepare questions for a guest speaker: early years staff member.

Invite a guest speaker from an Early Years Setting to share information about the benefits of inclusive practice.

Learners to summarise own role and reflect on the advice received from the guest speaker.

Lesson 9

This lesson summarises the benefits of an inclusive environment for children's holistic health and well-being and introduces strategies, roles and responsibilities for challenging discriminatory practice.

Lesson 10

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 11–15

This time can be used for assessment workshops

EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings

Unit reference	H/617/2633	Unit level	2
Credit value	3		
Guided learning	24		
Unit aim	This unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to seven years.		

Tutor hints, tips and teaching aids**Lessons 1–5 covering learning outcome 1 (1.1–1.3) and introducing learning outcome 4 (4.1)**

Begin this first session by giving a brief overview of the aims of the unit and any associated learning outcomes.

- LO1 – Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children
- LO2 – Understand whistleblowing
- LO3 – Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse
- LO4 – Be able to locate policies and procedures for safeguarding babies and young children

Follow this with a discussion around the first learning outcome: ***LO1: Understand legislation and guidelines for the safeguarding, protection and welfare of babies and young children.***

Create a large group mind map to consider what learners contribute to a discussion around:

What is safeguarding?

During the discussion it is important to highlight that safeguarding refers to much more than child protection and is very much concerned with keeping children safe, healthy and well.

In small groups, learners can reflect on how Early Years Settings keep young children safe: indoors and outdoors. This will allow some consolidation of learning from across other units. Ensure discussion includes aspects of online safety. Learners can share their findings and begin to appreciate the breadth of what is involved in safeguarding.

Tutor hints, tips and teaching aids

Next, learners can begin to explore legislation that keeps children safe, healthy and well. The information that learners may find useful to summarise include: the current version of the EYFS (Section 3 welfare requirements). The Equality Act 2010 and Health and Safety Act 1974.

Learners can work in small groups to locate the relevant information and summarise this before sharing as part of a large group discussion. Prompts to move this discussion forward may include:

- how can legislation keep children safe, healthy and well?
- what does 'legislation' mean?
- how do policies and procedures help to enable legislation through practice in Early Years Settings?

Spend time considering the current version of the EYFS Section 3 and the identified welfare requirements. Learners should be familiar with statutory requirements identified in the current version of the EYFS and be able to think of examples of how these are achieved in practice. A useful task for learners to complete in the setting could be to create and use a healthy, safe and well framework to record examples throughout the day of how children are kept healthy, safe and well.

Also note learning outcome 4, which can be introduced here: ***LO4: Be able to locate policies and procedures for safeguarding babies and young children.***

Learners can be introduced to this skills-based outcome here and as well as using the framework during their practical placement opportunities, learners can also begin to think about where policies and procedures are stored so that if needed, learners could locate policies and procedures. Learners should have an awareness of how the policies are followed in the setting and would therefore find it useful to speak to their mentor/supervisor about their role. This practical task will further prepare learners for a peer group presentation.

Refer to policies and procedures in the setting to share understanding of the following Early Years Practitioner's roles and responsibilities:

- procedures in place for the Early Years Practitioner
- policy for child protection and own responsibilities around reporting
- policy and procedures for whistleblowing

Conclude this learning outcome by considering confidentiality and information sharing, both written records and reporting as well as documentation accessed online.

Discuss confidentiality and the importance of following setting requirements involving confidentiality.

Tutor hints, tips and teaching aids**Lesson 6 covering learning outcome 2 (2.1–2.2)*****LO2: Understand whistleblowing***

As a large group discuss the term 'whistleblowing':

- what does whistleblowing mean?
- when might individuals use a whistleblowing policy?

In small groups, learners can explain the responsibilities of Early Years Practitioners in relation to whistleblowing.

The NSPCC website has useful links to help to explain and raise an awareness of whistleblowing:

Lessons 7–10 covering learning outcome 3 (3.1–3.5)***LO3: Understand how to respond to evidence or concerns that a baby or child has been or is at risk of serious harm or abuse***

These next two lessons involve learning around the sensitive area of child protection. Teaching and learning should be mindful of the individual needs of learners.

Begin by identifying types of abuse, to include:

- domestic abuse
- physical abuse
- emotional abuse
- sexual abuse
- neglect

In small groups, learners can be asked to identify factors that may indicate that a baby or child is in danger or at risk of serious harm or abuse. It may be useful to share handouts/notes from a PowerPoint presentation to help learners to appreciate each type of abuse.

Once the signs, indicators and behaviours which may indicate child abuse have been addressed, learners can then work in small groups to consider the potential effects of an identified type of abuse on a child's development - both in the short and long-term.

Learners should share their findings as a large group. Following the discussion, learners should consider the needs of children and should also think about services available to support children who have been subject to abuse.

Tutor hints, tips and teaching aids

Learners should work in small groups to consider the services – what they do and how this may support children, before sharing this either through a discussion or a peer group presentation. Handouts or factsheets including information about each service should be produced and shared. This will lead on to the topic of partnership working. A large group discussion to consider benefits and indeed complexities/barriers to partnership working should be useful in looking at examples.

Case studies/scenarios may be useful class experiences to help to develop an appreciation for partnership working to protect children and keep them healthy, safe and well:

Case study/scenario 1

Tanveer, aged 5 years of age is usually late for school and always appears hungry. Today he turns up for school later than usual and appears to be anxious.

- what other information may be useful to help the Early Years Practitioner care for Tanveer?
- identify any potential concerns.
- identify others who may be useful to work with in partnership.
- outline the role of any services or professionals that may help Tanveer.
- what are the benefits to the child and family of partnership working?
- what barriers to partnership working can you think of?

Case study/scenario 2

Seb is a single parent caring for his two young children; Sally aged 18 months and Rai aged 3 years. Seb is struggling to juggle the demands of childcare with a full-time job. He has asked for some support.

- what other information may be useful to help the Early Years Practitioner support Seb?
- identify any potential concerns.
- identify others who may be useful to work with in partnership.
- outline the role of any services or professionals that may help Seb.
- what are the benefits to the child and Seb of partnership working?
- what barriers to partnership working can you think of?

Case study/scenario 3

Philip and Ayesha are parents to three children under 5 years of age. Philip has a history of drug and alcohol problems. Ayesha has recently been diagnosed with postnatal depression.

- what do you think the needs of the children are?
- identify any potential concerns.
- identify others who may be useful to work with in partnership.
- outline the role of any services or professionals that may help Philip and Ayesha.
- what are the benefits to the child and family of partnership working?
- what barriers to partnership working can you think of?

Tutor hints, tips and teaching aids*Case study/scenario 4*

Carla is 5 years old and has recently moved to the area. Carla is very reluctant to attend primary school and is blaming this on having no friends and being called rude names by others. Observations do not reveal any issues but Carla is often alone and appears upset.

- what do you think the needs of the Carla are?
- identify any potential concerns.
- identify others who may be useful to work with in partnership.
- outline the role of any services or professionals that may help Carla.
- what are the benefits to the child and family of partnership working?
- what barriers to partnership working can you think of?

Consolidate this area of learning by sharing information from case reviews. The following child safeguarding practice reviews may be useful for inspiring discussion:

- Baby P
- Victoria Climbié
- Vanessa George (Little Ted's nursery)

Following research and class discussion learners should feel more confident in:

- the reason for child safeguarding practice reviews
- implications for practice arising from child safeguarding practice reviews (legislation/policy)

Finally, learners should be able to appreciate that the Early Years Practitioner may also require support when dealing with child protection incidences. Learners should reflect on sources of support for Early Years Practitioners.

Lesson 11

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 12–15

This time can be used for assessment workshops.

EYP 5: Understand how to support children's development

Unit reference	K/617/2634	Unit level	2
Credit value	4		
Guided learning	30		
Unit aim	This unit aims to develop knowledge and understanding of children's development from birth to seven years of age.		

Tutor hints, tips and teaching aids

Lessons 1–8 covering learning outcome 1 (1.1–1.5)

Begin this unit by introducing the aim/overview of the content of the unit, this is best achieved by exploring each of the learning outcomes:

- LO1 – Understand the stages of child development from birth to seven years
- LO2 – Understand influences on children's learning and development
- LO3 – Understand the importance of attachment for holistic development
- LO4 – Understand the needs of babies and young children during transitions

Following an overview of the unit return to LO1 and engage the learners in a discussion around child development.

LO1: Understand the stages of child development from birth to seven years

During the discussion consider areas of development and encourage learners to recognise each area of development:

- physical
- communication and language
- social
- emotional
- cognitive

What do these different areas of development consist of? Develop a glossary of key definitions: for example:

Physical development:

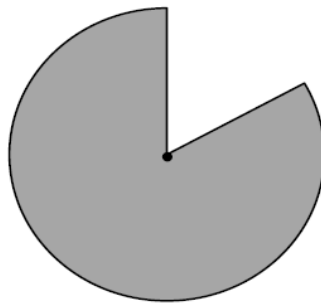
- fine and large motor skills development
- hand/eye co-ordination

Tutor hints, tips and teaching aids

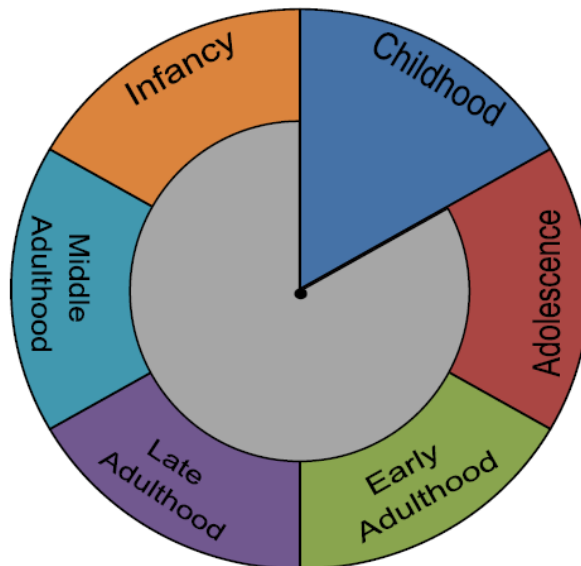
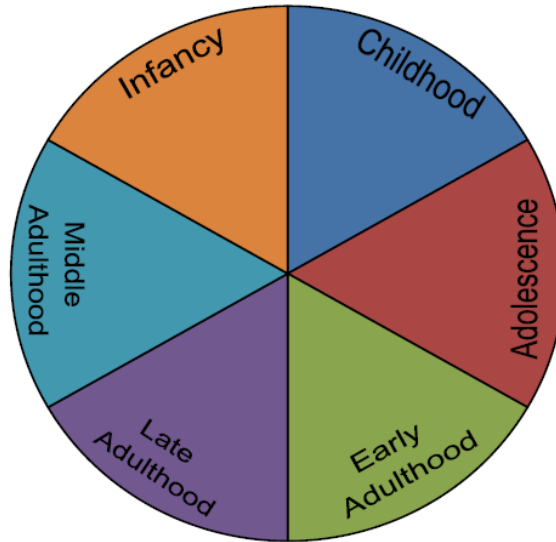
Following this, prepare stages and sequences of development as a handout. Learners can work together in small groups to identify the holistic stages of development in young children: for example in their small groups, learners can describe one of the specified ages to appreciate the child's development across all areas of development. The learners should be asked to select one of the following, making sure that all age categories are covered within the class:

- 3 months
- 6 months
- 12 months
- 18 months
- 2–3 years
- 4–5 years
- 5–7 years

The information should be presented as posters or as a development wheel.

The Development Wheel

Tutor hints, tips and teaching aids



Tutor hints, tips and teaching aids

Whichever way the learners have completed the task, the information should now be presented, discussed as a large group and if possible displayed in the classroom. Learners should be introduced to brain development in the first years of life and the importance of appreciating the impact to future learning.

Learners should be introduced to the terms:

- self-regulation
- meta-cognition

Follow this with a group activity looking at photos, video clips and magazine pictures of children at various ages/stages and ask learners to:

- think of the age range the child in the image/video is at and the areas of development that are being portrayed
- consider the child's developmental needs at this age

Move on now to consider the requirements at various identified stages within the current version of the EYFS and the National Curriculum Key Stage 1.

Learners can explore the expectations of both the current version of the EYFS and the National Curriculum Key Stage 1 in order to appreciate development requirements within a statutory framework. It will be useful for learners to either:

- visit a local Early Years Setting and primary school to look at planning to meet the needs of children at different stages within the Framework of the current version of the EYFS and the National Curriculum

OR

- benefit from a guest speaker to talk about the expectations of children as they develop within the current version of the EYFS and the transitional needs as they move on to primary school

Using the information derived from the activity selected as above, learners can consider how activity planning promotes holistic learning and development in the following areas:

- speech, language and communication
- personal, social and emotional
- physical
- literacy and numeracy

Tutor hints, tips and teaching aids**Lessons 9–10 covering learning outcome 2 (2.1) and introducing learning outcome 3 (3.1)*****LO2 Understand influences on children's learning and development***

Learners should recap the stages and sequences of expected or typical development in order to prepare for exploration of factors impacting development and learning.

Encourage a large group discussion to consider how individual circumstances may affect learning and development. Follow this with a small group mind map:

Factors influencing child learning and development:

- health
- disability
- living conditions
- social/economic
- Adverse Childhood Experiences (ACE)
- toxic stress
- role modelling
- transition
- attachment (introducing learning outcome 3: 3.1)

Learners can explore each of these in small groups and prepare peer group presentations for further exploration.

Consolidate learning around factors influencing learning and development through a case study activity:

For this activity you will need to divide the learners into small groups. Each group will have a set of resources. The resources include:

- a range of pictures of young children aged 0-5 years of age
- key cards that identify the child's experiences such as disability, unemployed parents and so on in order to paint a profile:
 - some of the profiles will contain mostly negative experiences, some mostly positive and others balanced
- learners can discuss the experiences and how they may impact development and learning before sharing this in group feedback

Conclude this learning outcome by introducing nature and nurture: impact and influences in order to raise an awareness of the needs of the developing child and the role of the practitioner.

Tutor hints, tips and teaching aids**Lessons 11–12 covering learning outcomes 3 (3.1–3.2) and 4 (4.1–4.2)**

LO3: Understand the importance of attachment for holistic development

LO4: Understand the needs of babies and young children during transitions

In this section learners should be introduced to the role of the Key Person. The current version of the EYFS should be referred to in order to define the role and responsibilities of the Key Person.

Explore the role of the Key Person at significant times in a child's life such as transition including home visits or changes in family circumstances.

Discuss the impact of the Key Person for children's health and well-being.

Lessons 13–14

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lesson 15

This time can be used for assessment workshops.

EYP 6: Support care routines for babies and young children

Unit reference	M/617/2635	Unit level	2
Credit value	3		
Guided learning	20		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care.		

Tutor hints, tips and teaching aids

Lessons 1–8 covering learning outcomes 1 (1.1–1.2), 2 (2.1–2.2) and 4 (4.1–4.2), and introducing the knowledge for skills-based criteria found in learning outcomes 3 (3.1) and 6 (6.1–6.2)

Begin this lesson with a large group discussion around the content of this unit.

- LO1 – Understand the care needs of babies and young children
- LO2 – Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements
- LO3 – Be able to use hygienic practice to minimise the spread of infection in Early Years Settings
- LO4 – Understand rest and sleep needs of children
- LO5 – Understand childhood immunisation
- LO6 – Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs

Follow this with a discussion around the following learning outcomes:

LO1: Understand the care needs of babies and young children

LO2: Understand hygienic practice in relation to control of infection in Early Years Settings in line with statutory requirements

LO4: Understand rest and sleep needs of children

Learners should be introduced to a range of factors impacting care routines to include:

- healthy eating for babies and children

The NHS website may be a useful source of information when considering weaning (complementary feeding).

Tutor hints, tips and teaching aids

Learners should have an awareness of what constitutes a balanced diet and the implications for holistic development from healthy eating. Activities to research in small groups will support learners as they consider what constitutes a healthy balanced diet, portions, preferences and food restrictions. The following websites may be useful:

- The Food Trust
- NHS
- gov.uk

Learners must consider food restrictions, food allergies and intolerances.

A useful activity would be to create a workshop in the classroom to experience procedures involved in making up feeds and sterilisation procedures. This can lead to a discussion around hygiene practices and any subsequent consequences of poor practice. Techniques for appropriate handwashing should be introduced and practiced here. Hygienic practice should be expanded to include discussions and considerations for comforters.

Care routines involving nappy changing and potty/toilet routines should be introduced and discussed. Learners would benefit from finding out about health and hygiene procedures in relation to:

- nappy changing procedures
- use of personal protective equipment
- safe disposal
- consequences of poor practice

This will lead generally to a discussion around welfare requirements identified in statutory guidance to explore what these are and how they are upheld in early years practice through policy and procedure to minimise infection.

Care of skin, teeth and hair should be included and learners could work in pairs to create factsheets for best inclusive practice. For skincare the effects of the weather should also be considered.

Rest and sleep needs of babies and children can be explored by looking at typical sleep patterns over time, bedtime routines and the importance of rest and sleep for holistic development.

The NHS website may be useful when introducing these topics.

Tutor hints, tips and teaching aids

LO3 – Be able to use hygienic practice to minimise the spread of infection in Early Years Settings and LO6 – Be able to meet the care needs of babies and young children as appropriate to their development, stage, dignity and needs will require learners to apply the knowledge they have gained in the skills of this unit to hands on practice in the workforce.

Lessons 9–10 covering learning outcome 5 (5.1–5.3)***LO5: Understand childhood immunisation***

This lesson can begin with a large group discussion around why we immunise, the immunisation schedule, what is immunisation and reasons why some children may not be immunised.

Following the discussion, learners could research the immunisation schedule. The NHS website may be useful to research childhood vaccines and timelines.

Learners should be aware of the diseases which immunisation works to eradicate, whilst appreciating reasons why some children are not immunised.

Learners should also be able to identify the potential effects of immunisation on a young baby. The NHS website may be useful to research vaccinations.

Lesson 11

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lesson 12–15

This time can be used for assessment workshops.

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

Unit reference	T/617/2636	Unit level	2
Credit value	4		
Guided learning	30		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support the planning and delivery of activities, purposeful play opportunities and educational programmes.		

Tutor hints, tips and teaching aids**Lessons 1–3 covering learning outcome 1 (1.1)**

Begin this lesson by introducing the aim/overview of the content and a list of all the learning outcomes that make up this unit:

- LO1 – Know about adult and child-initiated play
- LO2 – Be able to follow statutory requirements for learning and development in an Early Years Setting
- LO3 – Be able to support babies and young children through purposeful play activities and educational programmes

Following a large group discussion around the unit content return to focus on ***LO1: Know about adult and child-initiated play.***

This can begin with a discussion around how children play. To help to move this discussion forward ask learners to work in small groups to list as many different play environments that they can think of. This is likely to include:

- the park
- adventure playground
- outside in the playground at school/nursery
- in the home with toys:
 - alone
 - with friends
 - with parents/carers
- on larger equipment like bikes/carts
- games

Follow this with peer discussion around who is involved in the play. Who is directing the play? Who is supporting or extending the play? What resources are involved? Whilst the learners are working in their small peer groups, hand them a selection of pictures/photographs and images showing children at play in a range of situations.

Tutor hints, tips and teaching aids

Ensure that the pictures include children in the following situations:

- inside alone and with peers
- inside alone and with others including adults engaged in their play
- outside alone and with peers
- outside alone and with others including adults engaged in their play

In small groups, learners can consider how to plan enabling environments indoors and outdoors. Using large sheets of paper, learners can reflect on their own experience within an Early Years Setting to plan an enabling environment both indoors and outdoors and share their plan with others. A display will help learners to appreciate how an environment can promote learning and development.

Next, introduce the terms: adult-led, child-initiated and spontaneous play. Learners can consider their own definition and then find a reference for each of the terms. A leaflet introducing other learners to these terms can be created with images to expand the definitions.

Lessons 4–8 preparing learners for skills-based criteria in learning outcome 2 (2.1–2.7)***LO2: Be able to follow statutory requirements for learning and development in an Early Years Setting***

Learners can work in small groups to consider the value of play for learning in the current version of the EYFS. Working in small groups, learners can consider how to resource a positive, enabling environment that allows for learning across the EYFS through a play-based approach.

Learners can be given time to produce questions for Early Years Practitioners. These questions can either be presented as a questionnaire or prepared for interview, alternatively learners can benefit from a guest speaker.

Following this, learners can work in small groups to plan activities for holistic learning and development at specific age ranges within the current version of the EYFS as a mind map. Learners are asked to select one activity from their mind map and think about:

- areas of learning and how they are promoted in the activities
- aim, objectives and rationale
- the role of the Early Years Practitioner
- opportunities for adult-led and child-initiated play
- opportunities for spontaneous play

Tutor hints, tips and teaching aids

Learners will then use the next two lessons to present their activities to their peers who will use a peer evaluation form to assess the activity against the original aims and objectives. Learners can then evaluate their activities.

Lesson 9–10 preparing learners for skills-based criteria in learning outcome 2 (2.1–2.7)***LO2: Be able to follow statutory requirements for learning and development in an Early Years Setting***

Learners to be introduced to the observation cycle. The current version of the EYFS can be used for guidance here. Begin this lesson by exploring the use of observations in the early years workforce.

The following may be useful in moving the discussion forward:

- why do practitioners observe young children?
- how can observation support the Early Years Practitioner in their planning?
- how do practitioners observe babies and young children in Early Years Settings?

Introduce learners to a range of observation methods to include:

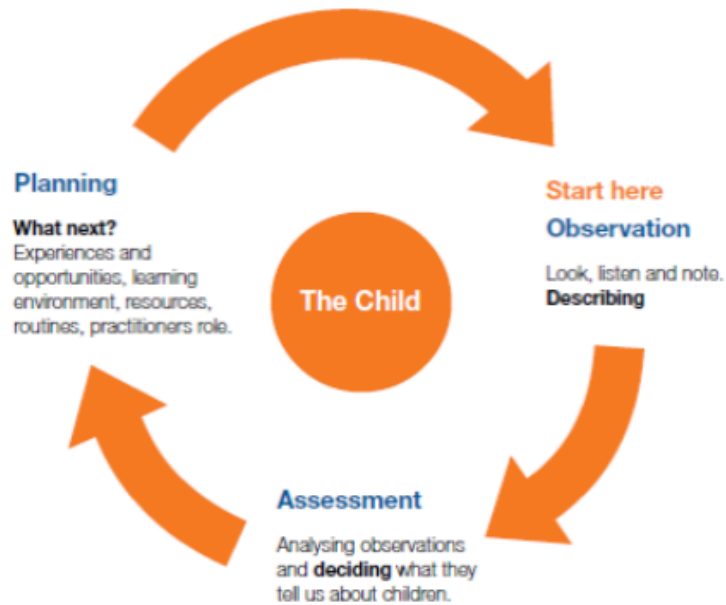
- narrative/free description
- checklist
- event or time sampling

Set a task for the learner to complete in an Early Years Setting:

- observe one child using a method of your own choice
- evaluate your findings and plan next steps with a member of the early years team
- reflect on the method selected: Did this help you to meet your aim for example?
- what methods are used in the Early Years Setting that you attend?
 - speak to a member of the team and use this method if possible to observe the same child during the planned next steps
- how does the Early Years Setting use observation to identify concerns?
 - share information with parents?
 - do parents/carers share observations about their children with the Early Years Setting?
 - how can this help the practitioner?

Tutor hints, tips and teaching aids

Consolidate this area of study by sharing and discussing the stages within the observation cycle (accessed online: 13/02/19)



Lessons 11–12 covering learning outcome 3 (3.1–3.5)

LO3: Be able to support babies and young children through purposeful play activities and educational programmes

Learners can now reflect on their knowledge of development and learning to produce a resource pack. The resource pack will include contributions from each learner and cover the following areas:

- activities to support language
- activities to support holistic development through play: encouraging and appreciating creativity and social development
- inclusive practice

Learners should review the resource file to select an idea for activity planning in an Early Years Setting. The activity should be shared and agreed with their mentor at the Early Years Setting before being implemented and reviewed.

Tutor hints, tips and teaching aids**Lessons 13–14**

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lesson 15

This time can be used for assessment workshops.

EYP 8: Promote play in an Early Years Setting

Unit reference	A/617/2637	Unit level	2
Credit value	3		
Guided learning	24		
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to promote play in an Early Years Setting.		

Tutor hints, tips and teaching aids**Lessons 1–7 covering learning outcomes 1 (1.1–1.2) and 2 (2.1-2.2) with preparation for skills-based criteria in learning outcome 3 (3.1)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand the play environment
- LO2 – Understand how the Early Years Practitioner supports children’s behaviour and socialisation within play environments
- LO3 – Be able to promote positive behaviour
- LO4 – Be able to support different types of play for babies and young children

Following a large group discussion around the unit aim and content learners can now return to focus on **LO1: Understand the play environment** and **LO2: Understand how the Early Years Practitioner supports children’s behaviour and socialisation within play environments** introducing and preparing learners for **LO3: Be able to promote positive behaviour**.

Learners can work in small groups to define:

- play
- OR
- environment.

By considering each definition in isolation, learners will explore what play means to them and what an environment means in general terms. The feedback should be shared and as a large group, learners can begin to reflect on an ideal play-based environment. As part of the discussion learners should reflect on their own experiences in an Early Years Setting sharing what contributes to the best play-based environment for the children they engage with. Play environments should be discussed and explored by learners so that they have an appreciation for what is being shared. The current version of the EYFS and the Play England website give much more scope around play and can be used as a research activity allowing learners to read, reflect and summarise key points concerning the value of play for children.

Tutor hints, tips and teaching aids

Learners could look for images of children at various ages/stages engaged in playful situations and use these as a basis for a display. The display should be accompanied with references to the value of play. Follow this by looking at the role of the practitioner when supporting children's engagement and socialisation in the play environment. Begin as before by exploring the term 'socialisation'. As a large group, invite discussion around this area.

Looking back on the work previously completed, learners can begin to see the connections between play, the environment and holistic learning. Time should be spent now considering how the practitioner embraces all of this knowledge in an enabling environment and the significance of their influence in terms of behaviour for role modelling. If there is time/opportunity learners should visit a range of play environments including adventure playgrounds and evaluate their findings for children's holistic development and well-being. When learners are in their Early Years Settings they should reflect on the play environment, complete observations to look for opportunities for socialisation and personally evaluate their own role when supporting children's engagement with playful situations. These evaluations should be shared within the setting and also in the classroom as learning opportunities through discussion.

Lessons 8–11 covering learning outcome 4 (4.1–4.2)***LO4: Be able to support different types of play for babies and young children***

These lessons should be developed as workshops, allowing learners to explore different types of play from a knowledge and understanding perspective before creating practical workshops whereby learners can enjoy participating in play and evaluating the activity. Types of play to be included:

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

Wherever possible, children should participate in the workshop and learners should apply their learning in the Early Years Setting by seeking their mentor's permission to plan and lead a play activity. The activities should be evaluated and can be used to contribute to evidence for the assessment criteria.

Also consider the link between play and physical activity; active play and the UK CMOs Physical Activity Guidelines (for those not yet walking) around tummy time, water-based play and minimising sedentary behaviours, for example car seats. With this active play contributes children's physical activity recommendations.

Tutor hints, tips and teaching aids**Lesson 12**

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 13–15

This time can be used for assessment workshops and further practical experiences and visits as appropriate.

EYP 9: Support well-being of babies and young children for healthy lifestyles

Unit reference	F/617/2638	Unit level	2
Credit value	2		
Guided learning	16		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support well-being of babies and young children for healthy lifestyles.		

Tutor hints, tips and teaching aids**Lessons 1–5 covering learning outcomes 1 (1.1–1.2) and 2 (2.1–2.3)**

The UK Health Security Agency have published resources which provide a core set of evidence-based healthier weight messages across a child's life course and may be of use to learners completing this unit. This includes the latest key evidence-based messages and information on a number of aspects of healthy lifestyles including infant feeding, diet and nutrition relevant for birth to age four. The resources have been developed as a training tool and include links to a range of useful free resources including e-learning and guidance documents.

Begin this unit by introducing the aim and the content through a large group discussion which identifies each of the learning outcomes:

- LO1 – Understand the impact of food and nutrition on children's health and development
- LO2 – Understand healthy balanced diets and hydration
- LO3 – Be able to support the nutrition and hydration of babies and young children in an Early Years Setting
- LO4 – Understand the impact of health and well-being on babies and young children's development
- LO5 – Understand individuals' dietary requirements and preferences
- LO6 – Be able to support healthy eating in an Early Years Setting

Following this discussion, return to focus on **LO1: Understand the impact of food and nutrition on children's health and development** and **LO2: Understand healthy balanced diets and hydration**.

Begin this with a large group discussion around the importance of healthy balanced diets and hydration and share current dietary guidance for healthy eating with the group.

Tutor hints, tips and teaching aids

Section 3 of the current version of the EYFS may be useful.

The evidence-based healthier weight messages may be useful in supporting learners to understand the importance of a healthy balanced diet for babies and young children.

Further resources on healthy eating can be found on the NHS website.

Learners must be able to recognise the nutritional value of main food groups and be able to apply this knowledge to menu planning for young children. The start4life website may be useful on feeding babies and essential food groups from 6 months to 12+ months.

Learners can create recipe cards and factsheets that offer advice around healthy eating and these could contribute to a display in the classroom and, with permission from the Early Years Setting, may contribute to a healthy eating awareness display at the setting too where staff, children, parents and carers can also be engaged. This activity would be a useful introduction to learning outcome 3, which is a skills-based outcome. The start4life website includes recipe and meal ideas for babies from around 6 months to 12+ months which may be useful.

Lessons 6–8 covering learning outcomes 3 (3.1–3.2), 5 (5.1–5.3) and 6 (6.1–6.4)

LO3: Be able to support the nutrition and hydration of babies and young children in an Early Years Setting

LO5: Understand individuals' dietary requirements and preferences

LO6: Be able to support healthy eating in an Early Years Setting

The gov.uk website includes information on The UK Health Security Agency (formerly known as Public Health England) around promoting a healthier weight for children and their families, as well as guidance on making every contact count (MECC). This approach may support learners to utilise their skills to encourage healthy eating, and to share information with parents/carers about the importance of healthy balanced diets using a MECC approach. This can help to inform, engage and support families to make healthier choices which could significantly reduce the risk of ill-health. Learners should also be aware that they can encourage parents to sign up for the Start4Life information service for children from 0 to 5 years.

Learners must feel confident in their knowledge and understanding of nutrition and hydration to be able to support young children effectively. The learning so far has provided a strong foundation with regard to healthy eating. This will give an opportunity for learners to work in practical situations with children to support them to make healthy choices.

Learners may find it useful to consider activities to promote oral health.

Further awareness of the importance of hydration would be of benefit and can be a way of introducing oral health too. The following website may be useful:

- gov.uk
- colgate.com

Tutor hints, tips and teaching aids

Learners must be familiar with special dietary requirements including medical, religious and health-related need, including allergies and intolerance as well as preferences and choices that reflect personal need. Reporting and recording processes as well as parental collaboration should be explored here. The healthier weight consistent messages resources provide some information on allergenic foods in relation to children aged 6 months to 4 years which may be useful.

Learners must also be aware of the signs of dehydration in babies and young children and the subsequent health issues.

Practical activities to support healthy eating must be undertaken in the Early Years Setting to show evidence of:

- planning
- implementation
- review and reflections
- recommendations

Choking is becoming one of the biggest causes of accidental death. With babies and young children exploring their world with their mouths it is inevitable that they will unknowingly put things in their mouth, such as small toys, that could be a choking hazard. Supervision is necessary to prevent such accidents and during mealtimes this is even more important.

The way in which food is served for the child also needs to be age and stage appropriate; for example, older babies and toddlers on solid foods are still learning how to breathe, chew and swallow so food pieces should be small. Learners can research the most up-to-date information around choking prevention here on the Centre for Disease Control and Prevention (CDC) website.

Lessons 9–11 covering learning outcome 4 (4.1–4.2)***LO4: Understand the impact of health and well-being on babies and young children's development***

Learners should now have an appreciation of food and nutrition for early years holistic health and can begin to make connections with emotional health and behaviour by considering the effects of hunger in the short-term and malnutrition in the long-term. Learners should consider the basic needs of children and the Maslow's hierarchy may be useful in portraying this for learners. The work of Harlow and his experiment around attachment with monkeys may also help learners to appreciate the significance of emotional well-being for babies and young children.

Learners should work in small groups to look at the impact of poor diet on a child's holistic health, both in the short-term such as when ill or tired as well as over prolonged periods of time.

Learners may find information on the food foundation website useful when exploring poor diet and its subsequent impact on holistic health:

Learners should be aware of HM Government Childhood Obesity, which can be found on the gov.uk website.

Tutor hints, tips and teaching aids

Following on from classroom-based learning, learners could work in small groups to consider case studies/scenarios that explore the role of the practitioner in certain situations such as:

Case Study 1

Muhammad is 4 years old. He attends the nursery holiday club provision out of term-time when the primary school is closed. Muhammad usually has a cooked school lunch. For the past two days, Muhammad has had crisps and a chocolate bar for his lunch, and the holiday club leader has supplied healthier options following a conversation with Muhammad's parents, but Muhammad's lunch has not improved.

What could the practitioner do to support healthy eating?

Case Study 2

Alli is 2 years old and is refusing to eat her lunch and becomes distressed at mealtimes.

What could the practitioner do to support healthy eating?

The case studies could be shared across the group and discussed as a large group to compare strategies. This could be followed by considering strategies to encourage healthy eating.

Lesson 12

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 13–15

This time can be used for assessment workshops and further practical workshops as appropriate.

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

Unit reference	J/617/2639	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.		

Tutor hints, tips and teaching aids**Lessons 1–6 covering learning outcome 1 (1.1–1.4)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand babies and young children’s need to be physically active
- LO2 – Be able to support babies and young children to be physically active in an indoor and outdoor space
- LO3 – Be able to support physical activity in an Early Years Setting

The UK Health Security Agency have published resources which provide a core set of evidence based healthier weight messages across a child’s life course and may be of use to learners completing this unit. This includes the latest key evidence-based messages and information on physical activity relevant for healthier weight promotion: consistent messaging. The resources have been developed as a training tool and include links to a range of useful free resources including e-learning and guidance documents.

Following a large group discussion around the unit aim and content, learners can now return to focus on **LO1: *Understand babies and young children’s need to be physically active.***

Begin with a large group discussion around the key milestones in physical development. Learners can use key words such as crawling, walking, and running to create a timeline of developmental milestones. The learners can then work in small groups to consider the role of the Early Years Practitioner to support physical activity. Learners should work in pairs or small groups to explore activities and experiences for young children at specific ages/stages in their development. The work can be presented and the role of the Early Years Practitioner further discussed in a large group.

Learners should be given details of statutory guidelines for physical activity in young children. In small groups begin to explore what this means for a young child and their daily activities. Learners can plan activities and share ideas with each other, perhaps as a resource folder. Learners should be confident in their understanding of the impact of physical activity on holistic development and their own role in contributing to physical activity guidelines through a range of activities and experiences.

Tutor hints, tips and teaching aids

Learners should also investigate the impact on holistic development from a lack of physical activity, both in the short and long-term.

Displays can be developed and shared in the Early Years Setting to encourage collaboration with parents/carers to promote an awareness of physical activity and its subsequent impact on the health, development and well-being of children.

Lessons 7–9 covering learning outcomes 2 (2.1–2.3) and 3 (3.1)

LO2: Be able to support babies and young children to be physically active in an indoor and outdoor space

LO3: Be able to support physical activity in an Early Years Setting

Learners can participate in a practical workshop to consider physical activities and experiences for babies and young children. Working in small groups, learners can plan an activity to promote physical activity in young children and this can then be evaluated against the statutory guidelines. Learners should participate in each other's activities and complete a review as feedback for learners. The activities in the workshop can be discussed and reviewed in preparation for an exercise in the Early Years Setting.

Learners will plan, implement and review an activity to encourage physical activity for children in the Early Years Setting and reflect on their own role, making further recommendations for practice and activity sheets for parents/carers.

The UK Health Security Agency (formerly known as Public Health England) healthier weight consistent messages resources include guidance on making every contact count (MECC). This approach may support learners to utilise their skills to share information with parents/carers about the importance of physical activity using a MECC approach. This can help to inform, engage and support families to make healthier choices which could significantly reduce the risk of ill-health. Learners should also be aware that they can encourage parents to sign up for the Start4Life information service for children from 0 to 5 years.

Lesson 10

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lesson 11–12

This time can be used for assessment workshops and further practical experiences and visits as appropriate.

EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability

Unit reference	L/617/1993	Unit level	2
Credit value	2		
Guided learning	20		
Unit aim	The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.		

Tutor hints, tips and teaching aids**Lessons 1–4 covering learning outcomes 1 (1.1–1.2) and 4 (4.1)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND)
- LO2 – Understand how children learn and develop in the early years
- LO3 – Understand the impact of transition
- LO4 – Understand best practice for meeting the individual needs of young children
- LO5 – Be able to plan to meet the individual stages of babies and young children
- LO6 – Be able to work in partnership

Following a large group discussion around the unit aim and content learners can now return to focus on **LO1: Understand statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities (SEND)** and **LO4: Understand best practice for meeting the individual needs of young children**

Begin with a large group discussion around the needs of children and how legislation keeps children safe in Early Years Settings. Learners can work in pairs to research relevant legislation and guidance and summarise this, being able to confidently:

- identify relevant legislation
- understand policy and procedures: what they are and how they support children with SEND, their families and Early Years Practitioners

Tutor hints, tips and teaching aids

Learners may find it useful to look at policies from their Early Years Setting for children and families with SEND and would benefit from a guest speaker from a local Early Years Setting who can contextualise procedures that are in place in relation to:

- identification
- working with parents
- working with other professionals
- the Graduated Approach (introducing LO5)
- inclusion

Where a guest speaker is not possible, learners should arrange to interview a member of staff at an Early Years Setting to ask questions around the areas listed above. The learners should make notes from either the guest speaker or interview and these should be discussed as a large group, making links to statutory guidance and legislation. Following from this activity and to consolidate legislation and guidance, learners could work in small groups to apply their new learning to scenarios such as:

- a child aged 3 who is not speaking audibly
- a child aged 5 who is severely anxious in peer groups
- a child aged 2 who is unable to walk independently
- a child aged 12 months who is unable to sit unsupported

Learners should be mindful of the rights of the child and the critical importance of child-centred practice to ensure the child's voice is heard and respected at all times.

Lessons 5–8 covering learning outcome 2 (2.1–2.3)

LO2: Understand how children learn and develop in the early years

Begin this unit by exploring key milestones in the following areas of development for children from birth to seven years of age, this will support learners as they begin to build confidence when identifying concern. Learners should be aware of normative stages and sequences of development as a guide and discuss the significance of rate and pace.

This is likely to include some revision of previous learning.

- cognitive
- speech, language and communication
- physical
- emotional
- social
- brain development
- literacy and numeracy

Tutor hints, tips and teaching aids

Learners should be able to explore holistic development for children at specific stages of development. Pictures can help learners to explore holistic development. Working in groups, learners could use photographs/images to create a timeline for development from birth to seven years of age and include key milestones for each development listed above. These can be shared and discussed before displaying around the classroom. This consolidation would create a useful starting point from which discussions around SEND can begin. When discussing holistic development the following areas should be considered using examples to encourage understanding of the impact of each of the areas identified on other areas:

- speech, language and communication
- personal, social and emotional development
- physical
- literacy and numeracy

Learners will now find it useful to explore how development can be affected by circumstances such as SEND, but can be a wider discussion bringing in environmental factors and introducing learners to nature/nurture perspectives for development.

Lessons 9–10 covering learning outcome 3 (3.1–3.3)

LO3: Understand the impact of transition

Learners need to be aware of what is understood by transition and the significant impact of:

- attachment: what is attachment?
 - how does this develop?
 - how can it be interrupted and how does it impact on development-both in the short and long-term?
- the role of the Key Person: what is a Key Person?
 - what is their role and responsibilities in early years practice?
 - discuss strategies used by the Key Person and evaluate such techniques for transition
- transition on children: identify planned/typical transition such as starting school, new sibling, bereavement as well as unplanned events including hospital appointment, sudden loss or unexpected changes to family breakdown

Case studies and scenarios may be useful here.

Tutor hints, tips and teaching aids**Lesson 11 covering learning outcome 5 (5.1–5.3)*****LO5: Be able to plan to meet the individual stages of babies and young children***

Learners should explore the range of specialist aids that can support inclusive practice. This could be investigated by learners in small groups who prepare for presentations/factsheets to explore resources available for children with specified SEND and how practitioners apply the Graduated Approach:

- Specialist aids including technology and how the Graduated Approach is applied

Learners may find it useful to liaise with staff at an Early Years Setting.

Lesson 12 covering learning outcome 6 (6.1–6.4)***LO6: Be able to work in partnership***

Following on from the learning to date, it is important now to consider the benefits as well as any complexities associated with partnership working whilst working in line with legislation:

- parents/carers
- colleagues
- other professionals and multi-agency work

Case studies/role play to explore how professionals work together to support the individual needs of the child with SEND through a consistent approach for best practice and improved outcomes.

Lesson 13

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 14–15

This time can be used for assessment workshops and further practical experiences and visits as appropriate

EYP 12: Promote positive behaviour in Early Years Settings

Unit reference	F/617/2641	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the knowledge, understanding and skills required to promote positive behaviour in Early Years Settings.		

Tutor hints, tips and teaching aids**Lessons 1–5 covering learning outcomes 1 (1.1–1.2) and 3 (3.1–3.2)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand policies and procedures relating to positive behaviour in Early Years Settings
- LO2 – Be able to support positive behaviour
- LO3 – Be able to follow policy and procedure for behaviour within an Early Years Setting
- LO4 – Be able to reflect on own role in relation to managing children’s behaviour in an Early Years Setting

Following a large group discussion around the unit aim and content learners can now return to focus on **LO1: Understand policies and procedures relating to positive behaviour in Early Years Settings** and **LO3: Be able to follow policy and procedure for behaviour within an Early Years Setting**

In a large group, learners can discuss expectations in relation to behaviour, what is acceptable and why? When discussing this, learners will find it useful to be reminded of:

- expectations of children at different stages within their development
- factors that impact on child development and consequently behaviour
- experiences that impact on a child’s behaviour including illness, hunger and tiredness as well as more adverse long-lasting experiences in childhood, Adverse Childhood Experiences (ACE)

Learners could prepare for a presentation to consider typical behaviour within a selected age range of birth to seven years and then consider how an identified factor may impact on their behaviour. Peer presentations will help learners to widen their understanding and be more appreciative of children’s behaviour and why it is not always within the expected norm.

Tutor hints, tips and teaching aids

Following on from this revision, learners can look at policies and procedures for behaviour. A good place to start would be to look at the policy from the Early Years Setting that they are involved in, as this will help them to understand and appreciate the way that staff approach behaviour within the setting. This will lead to a discussion on the importance of consistency in terms of behaviour and learners are all likely to be able to think about individuals who expect different types of behaviours from them, ie a more lenient parent or family member.

Discuss consistency along with stage/expectation/need and circumstance to also appreciate why it is always necessary to be aware of and tuned in to the child's needs. Case studies may help to support learners to consider their own role, perhaps relating this to a discussion around the peer presentations by following each presentation with a discussion around the needs of the child, effects on behaviour and role of the Early Years Practitioner.

Lessons 6–8 covering learning outcome 2 (2.1–2.4)***LO2: Be able to support positive behaviour***

Introduce learners to the concept of reinforcement. This can be explained with examples that relate to behaviour and simply consider negative and positive reinforcement. Examples may be helpful such as:

- shouting at the young child in the shop checkout queue
- physical punishment such as smacking/poking/dragging
- praising behaviour that is desired/expected “that’s a lovely model, well done, I think we should take a photo of that to share with your dad, now let’s pop these bricks back on the map together”
- rewarding desired/expected behaviour “Wow did you collect all of those by yourself? That’s so helpful, would you like to look after Ted tonight as you have been so thoughtful?” Ted being the nursery teddy bear

Theories relating to reinforcement such as Skinner and Bandura in relation to observational learning may also be useful. Positive reinforcement can also be applied to healthy choices and personal, social and emotional development with regard to:

- self-care skills as appropriate to age
- healthy choices in relation to lifestyle, such as physical activity, activity play, food and drinks
- oral health
- kindness and empathy
- friendships and making friends

Tutor hints, tips and teaching aids

Learners could reflect on their own experiences at the setting to help them to recognise examples of any positive reinforcement that they have seen and how this has impacted on the child's behaviour. It is of course essential to discuss own behaviour and the importance of role modelling for children and this should be discussed and explored. Scenarios may be helpful to explore the potential impact of the Early Year Practitioner's behaviour on the child:

- the Early Years Practitioner does not listen to the child when they are excited about their play and want to share their achievements with them
- the Early Years Practitioner only seems to spend time having fun with specific individual children and is dismissive or reluctant to spend time with others
- the Early Years Practitioner chooses less healthy options in relation to food and drinks in front of the children despite spending time talking with them about the damage this may cause to their health
- the Early Years Practitioner refuses to go outside in the cold to jump in the puddles even though by doing so it would encourage physical activity fuller participation

Lesson 9 covering learning outcome 4 (4.1)***LO4: Be able to reflect on own role in relation to managing children's behaviour in an Early Years Setting***

Learners should think about their own attitudes to child behaviour and reflect on their own role: what have they learned from studying this unit and how can they use this learning to improve their own practice?

Lesson 10

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lesson 11-12

This time can be used for assessment workshops.

EYP 13: Partnership working in the early years

Unit reference	J/617/2642	Unit level	2
Credit value	2		
Guided learning	15		
Unit aim	This unit provides the learner with the knowledge to understand how to work in partnership in the early years.		

Tutor hints, tips and teaching aids**Lessons 1–3 covering learning outcomes 1 (1.1–1.2) and 2 (2.2)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand the principles of partnership working in relation to current frameworks when working with babies and young children
- LO2 – Understand how to work in partnership
- LO3 – Be able to work alongside parents/carers, colleagues and other professionals
- LO4 – Understand challenges to partnership working
- LO5 – Understand recording, storing and sharing information in relation to partnership working

Following a large group discussion around the unit aim and content, learners can now return to focus on **LO1: Understand the principles of partnership working in relation to current frameworks when working with babies and young children** and **LO2: Understand how to work in partnership**.

Begin with a large group discussion around the different professionals that may work with Early Years Practitioners. It will also be useful to then ask learners to work in small groups to explore the characteristics/expectations of 'partnership' and the different sorts of relationships that exist. For example, this may lead to a discussion on informal and formal/professional relationships. Learners may find it useful to reflect on their own partnership/relationships to identify and compare informal with formal/professional ones.

Learners should be aware of the statutory requirements for working with others and can look at the current version of the EYFS to explore guidance around working in partnership.

Tutor hints, tips and teaching aids

Consolidate this aspect of the unit in a large group discussion considering any benefits to partnership working before working in pairs or small groups to identify benefits to:

- the child (include child's voice)
- the parent/carer
- the Early Years Practitioner
- the Early Years Setting

Lessons 4–6 covering learning outcome 2 (2.1–2.2)

LO2: Understand how to work in partnership

Learners can now consider the role of different professionals in more detail and this will build on the previous lessons. Working in pairs or small groups, learners can prepare for peer group presentations that look at the role of professionals. Each pair or group will need to:

- identify a professional that may work in partnership with Early Years Practitioners:
 - outline the role of the professional identified
 - describe the benefits to the child, parents and setting of working in partnership
 - include a reference

Learners should summarise their presentation as a handout for others that contains the following information:

- explains the roles of others involved in partnership working when:
 - meeting children's additional needs
 - safeguarding children
 - supporting children's transitions

Partnership working can then be discussed further and the work presented by the learners reflected upon so that they are able to confidently summarise the key functions of working in partnership for improved outcomes for children and their families.

Lessons 7–8 covering learning outcome 3 (3.1–3.4)

LO3: Be able to work alongside parents/carers, colleagues and other professionals

This learning outcome is a skills-based learning outcome and all previous learning will have contributed to learner's knowledge and understanding re competence in this role. Learners should be able to confidently discuss:

- statutory requirements and guidance around partnership working
- formal/professional relationships in comparison to informal relationships
- identify policies and procedures for working in partnership
- appreciate the knowledge, understanding and skills required to establish and maintain partnerships with parents/carers
- work in partnership in ways that value the contributions of the parent/carer
- benefits of involving parents/carers in learning experiences with their children
- working in a team with colleagues

Tutor hints, tips and teaching aids

Learners can plan an event for parents/carers that helps them to engage with their child's day at an Early Years Setting. This can be further discussed and evaluated through a large group discussion.

Lesson 9 covering learning outcome 4 (4.1–4.4)

LO4: Understand challenges to partnership working

Learners have, by now a broad knowledge of the significance of partnership working, with parents/carers, colleagues and other professionals and the impact this can have on the child. There is now opportunity to look at the complexities of partnership working by exploring:

- potential barriers to partnership working
- overcoming potential barriers to partnership working
- strategies to support partnership working
- sources of support
- conflict

A scenario may be a useful way of reflecting on the above. There is an example below that may be useful as a large group discussion that can be managed to include the points included above:

Scenario

This morning Ellie's dad arrives at the Early Years Setting and appears anxious. He asks to speak to Ellie's Key Person and is visibly upset. As Ellie's Key Person has not yet started her shift at the setting, you ask if he can make an appointment for the end of the day. Ellie's dad begins to raise his voice and wants to speak to someone immediately, refusing to leave until he does so.

What would you do and why? Discuss. If there is time, this could be undertaken as a role play.

Lessons 10–11 covering learning outcome 5 (5.1–5.3)

LO5: Understand recording, storing and sharing information in relation to partnership working

Learners must be confident in recording and reporting information in line with policy and procedure. Using the scenario above and reflecting on their own practice/experience, learners should use a template to record the situation and any subsequent action. They can do this in pairs and begin by planning out key points and then recording this on to the template. Learners could use an example from their own setting or a simple word document that includes the following headings:

- record of meeting
- date
- attendees
- brief reason for meeting
- record of meeting
- subsequent actions

Tutor hints, tips and teaching aids

Learners should then discuss reporting systems at the setting: who needs to know and why as well as exploring confidentiality of information.

Lesson 12

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now..

Lessons 13–15

This time can be used for assessment workshops and further practical experiences and visits as appropriate.

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

Unit reference	L/617/2643	Unit level	2
Credit value	3		
Guided learning	22		
Unit aim	This unit provides the learner with the knowledge, understanding and skills required to support children during transition to school.		

Tutor hints, tips and teaching aids**Lessons 1–4 covering learning outcome 1 (1.1–1.2)**

Begin this unit by reading through and discussing the unit aim and content, looking at each of the individual learning outcomes:

- LO1 – Understand the role of the Early Years Practitioner during transition to school
- LO2 – Understand how working in partnership with others contributes to children's well-being during transition to school
- LO3 – Be able to support children's language and communication needs in preparation for school
- LO4 – Be able to support children's mathematical development in preparation for school

Following a large group discussion around the unit aim and content, learners can now return to focus on **LO1: *Understand the role of the Early Years Practitioner during transition to school.***

Begin with a large group discussion around the needs of children when they are preparing for school. This should include a discussion around developmental needs as well as self-care needs. Learners should be reminded of the learning and development goals from within the current version of the EYFS and work in small groups to consider how the learning goals prepare for learning within the National Curriculum at Key Stage 1.

Learners could create factsheets for parents/carers to raise an awareness of children's needs when preparing for school with some useful strategies to support children during this transition.

Learners should consider activities and experiences that Early Years Practitioners could enjoy with children to help them to prepare for school and look at settling in policies in local schools. This could lead to a group discussion and a reflection on best practice when meeting the needs of children during this significant experience.

Tutor hints, tips and teaching aids**Lessons 5–6 covering learning outcome 2 (2.1-2.2)*****LO2: Understand how working in partnership with others contributes to children's well-being during transition to school***

Learners can contribute to a group discussion around those involved in preparing children for the transition to school. This should include:

- parents/carers
- Early Years Practitioners
- class teacher
- other professionals involved in the child's life

Working in small groups, learners can then identify the role of each individual and consider how they contribute to the transition. Learners may find it useful to identify a particular professional such as a social worker and the tutor could help with this to ensure a range of professionals are included across the groups. Learners should consider the information that may be useful during the transition to school:

- personal information
- Early Years Profile

Lessons 7–8 covering learning outcome 3 (3.1–3.2)***LO3: Be able to support children's language and communication needs in preparation for school***

Learners should consider the term 'a language rich environment' and in small groups reflect on their own early years experience to describe the activities and experiences that are in place to support children's language and communication needs in preparation for school. Follow this with a practical activity session allowing learners to explore a range of activities to explore language and communication. Activities should include those which promote children's early interest and development in mark making, writing and reading including a love of stories. Peers should use the current version of the EYFS to review and evaluate the activities and share this in a large group discussion. The activities and experiences could be collated as a class resource and shared with the Early Years Setting, and wherever possible learners should plan an activity with the children. Learners should participate in storytelling with young children at the Early Years Setting and reflect on their own competence.

Tutor hints, tips and teaching aids**Lessons 9–11 covering learning outcome 4 (4.1–4.2)*****LO4: Be able to support children's mathematical development in preparation for school***

Learners should consider how Early Years Settings provide an environment that encourages mathematical skills, and in small groups reflect on their own early years experience to describe the activities and experiences that are in place to support children's mathematical needs in preparation for school. Follow this with a practical activity session allowing learners to explore a range of activities to investigate mathematics in the early years. Peers should use the current version of the EYFS to review and evaluate the activities and share this in a large group discussion. The activities and experiences could be collated as a class resource and shared with the Early Years Setting, and wherever possible learners should plan, implement and review an activity with the children.

Lesson 12

This lesson should be in the form of a discussion around all of the learning outcomes covered within the unit. A glossary of key words and terms may help learners to prepare for assessment. If learners are using the non-mandatory assessment task provided in the Qualification Specification, tutors can introduce it now.

Lessons 13–15

This time can be used for assessment workshops and further practical experiences and visits as appropriate.

Section 3: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Please refer to the notes relating to **expert witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* when directed by the Sector Skills Council or other assessment strategy/principles	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence may include simulation**	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

Requirements for referencing

When references are used they should be clearly sourced to avoid plagiarism.

Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

CACHE Early Years Practitioner Assessment Principles

1. Introduction

1.1 These pages set out those principles and approaches to unit/qualification assessment for qualifications which fall under our Early Years Educator suite but are not classed as Early Years Educator qualifications. It should also be read alongside individual unit assessment requirements where appropriate.

1.2 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence.

2. Assessment principles

2.1 Assessment decisions for competence/skills-based learning outcomes must relate to experience gained in a real work environment.

2.2 Assessment decisions for competence/skills-based learning outcomes must be made by an occupationally competent assessor, qualified to make assessment decisions.

2.3 Competence/skills-based assessment must include direct observation as the main source of evidence.

2.4 Simulation may only be utilised as an assessment method for competence/skills-based learning outcomes where this is specified in the assessment requirements.

2.5 Given the nature of work with children and their families, which may from time to time include sensitive situations requiring confidentiality/privacy, there may be a need to make use of an expert witness testimony as a source of performance evidence in the workplace. Expert witnesses can be drawn from experienced individuals who can confirm the learner's performance in the workplace. This may include line managers or other experienced colleagues from inside an organisation or from other agencies.

This method must be used with professional discretion, and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to the child, such as supporting a child with a specific need
- rarely occurring situations such as dealing with an accident or child illness
- confidential situations such as Safeguarding Strategy meetings where it would be inappropriate for an Assessor to observe the learner's performance

Expert witnesses must only be used for observation where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. It is not necessary for expert witnesses to hold an assessor qualification, as a qualified assessor must assess the testimony provided by an expert witness when making summative assessment decisions.

* Also see 4.5.

2.6 Assessment of knowledge-based learning outcomes may take place in or outside of a real work environment.

2.7 Assessment decisions for knowledge-based learning outcomes must be made by an occupationally knowledgeable member of staff, qualified to make assessment decisions.

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 **Occupationally competent:**

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained through clearly demonstrable continuing learning and professional development.

4.2 **Occupationally knowledgeable:**

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained through clearly demonstrable continuing learning and professional development.

4.3 **Qualified to make assessment decisions:**

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment.

4.4 **Qualified to make quality assurance decisions:**

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 **Expert witness:**

Evidence from expert witnesses must meet the tests of validity, reliability and authenticity. Expert witnesses will need to demonstrate that:

- they have a working knowledge of the units on which their expertise is based

- they are occupationally competent in their area of expertise
- they have EITHER any qualification in assessment of workplace performance
- OR a professional work role which involves evaluating the everyday practice of staff
- they have current or recent (within the last two years) experience of working at or above the level for which they are attesting competence
- they can demonstrate appropriate continuous professional development relevant to the sector for which they are attesting competence
- they have no conflict of interest in the outcome of the evidence

Section 4: Documents

Useful documents

This section refers to useful documents that can be found in the members area of the NCFE website, some of which may assist with the delivery of this qualification.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on the NCFE website.

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