



T Level Technical Qualification in Education and Early Years (Level 3)

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 1 Part 1 (Competence Observation Criteria)
– Assessor Guidance

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Early years educator (EYE) competence observation criteria evidence assessor guidance

This pack contains the mandatory forms that must be used by providers to gather evidence for each student for assignment 1 part 1 to make a final assessment decision on their competence against the early years educator (EYE) criteria.

The forms and criteria must be used to record each student's achievement against the Department for Education (DfE) EYE criteria (a ratio requirement for employment in the workforce, known as EYE criteria) to ensure they have achieved competence against **all** early years foundation stage (EYFS) statutory framework criteria by the end of their qualification.

The guidance clearly identifies that criteria must be observed and extended through a professional discussion for full or partial achievement. Professional discussion must not be used as an alternative to observation of the student in placement. It is appreciated that some criteria may be best suited to a professional discussion, and this applies to situations that are unlikely to be frequently observed.

The criteria have been arranged into themes that value and appreciate holistic approaches to assessment of the skills-based criteria achieved through observation. Holistic observations are welcomed, and assessors must use the appropriate form to track student evidence in line with this guidance. Professional discussions with students can take place outside of the setting as long as safe to do so. Students may refer to documentation including work products, child observations, planning, reflective accounts, policy and procedures to support professional discussions as appropriate.

Students **must** have achieved competence in all criteria before they can be considered for achievement of the Early Years Educator Technical Qualification (EYE TQ). All mandatory forms and final marks must be kept as evidence in a secure folder for delivery to NCFE by the submission deadline in the final year of the T Level¹ qualification. Final decisions of competence are subject to moderation by NCFE.

Observations for assessment should not take place until the provider is confident that the student will be able to show an appropriate level of achievement during the observation.

Final assessment decisions must be submitted to NCFE by the submission deadline in the final year of the T Level qualification.

The table below provides guidance on the use of the forms in this pack.

Initial Observation Planning Form and Activity Plan	This form should be used to plan each observation the assessor will make of the student in their industry placement. This form will detail the date of the first observation, the intended activity to be observed and the criteria expected to be covered. These forms must be shared with the student prior to the observation taking place. Students are required to complete activity plans and will find their plans useful when discussing their activity with their placement mentor / supervisor as well as tutor / assessor. An example activity plan for students has been included.
Observation Of Skills Recording Form	This form should be used to make a narrative record of each planned observation conducted by the assessor. Each observation form must be numbered for referencing purposes. The observation narrative must be linked to the specific criteria during the observation.
Professional Discussion Form	Where relevant, and only for specified criteria, professional discussion can be used to confirm a student's understanding. In these instances, this form should be used. It must be numbered with the same number as the Observation of Skills Recording Form and be linked to the criteria that the assessor feels have been covered during the discussion. Criteria where professional discussion is allowed as a method of assessor judgement are marked as such in the list of criteria in this document.
Future Planning Form	This form should be used after each observation to confirm plans for any future observations.
Feedback Form	This form should be used following an observation or professional discussion to offer feedback and guidance to the student, enabling improvement and focus for the student moving forwards.
Student Evidence Mapping Form and Assessor guide to meet the criteria	These forms must be used to capture an assessment judgement for each criteria, with a justification linking back to the relevant evidence on the Observation of Skills Recording Forms, and any Professional Discussion Form. These forms should be completed to some degree after each observation, for example, to record an initial justification for a particular judgement against a particular criteria, but they should only be completed in full after all observations have been carried out and the provider is ready to submit the student's evidence for final EYE TQ achievement.
Final Assessment Judgement Form	This form should be used to confirm a final judgement of the student's competence against all of the EYE criteria. There will be a deadline in the final year of each student's T Level qualification for these final marks to be submitted.

T Level Technical Qualification in Education and Early Years (610/5748/4)

Assignment 1 Part 1 – recording forms

Occupational specialism: Early Years Educator

Assessor Guidance

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

Student signature _____

Assessor signature _____

Initial Observation Planning Form

Student name		T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name		Provider	Employer
Planned activity to include age of child / children		Criteria expected to be covered	
Student signature		Date	
Assessor signature		Date	

Activity Plan

Child's name	
Aims of activity	
Links to curriculum	
Links to educational theory, concepts and / or pedagogy	
Appropriate resources	
Support strategies (your role / partnerships / communication)	
Use of observation during the activity	
Hazards, risks and controls	
Intended outcomes	
Student name, signature and date	
Assessor name, signature and date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Early Years (610/5748/4)			
Assessor name			
Observation number			
Brief description of setting and age of child / children			
Record of observation			Criteria
Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form

T Level Technical Qualification in Education and Early Years (610/5748/4)		Student name	
Date and time of discussion		Assessor name	
Observation number			
Record of the discussion. Please include: <ul style="list-style-type: none"> • people present • what you discussed / questions / answers • method of recording 			Criteria
Student signature		Date	
Assessor signature		Date	

Future Planning Form

Student		Assessor	
T Level Technical Qualification in Education and Early Years (610/5748/4)			
Most recent observation number			
Future planning / Observation objectives / Criteria			
			
Student signature		Date	
Assessor signature		Date	

Feedback Form

Student		Assessor	
T Level Technical Qualification in Education and Early Years (610/5748/4)			
Feedback to student (including reference to criteria)			
		Criteria:	
Student signature		Date	
Assessor signature		Date	

Student Evidence Mapping Form

Student		Assessor	
T Level Technical Qualification in Education and Early Years (610/5748/4)			
Criteria		Evidence reference	
1.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010 .			
1.2 An effective early years educator knows the expected patterns of babies' and children's development from birth to 5 years old and has an understanding of further development from 5 to 7 years.			
1.3 An effective early years educator understands babies' and children's development patterns, including: <ul style="list-style-type: none"> • cognitive • speech, language, and communication development • physical • emotional • neurological and brain development. 			
1.4 Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.			
1.5 There is a range of evidence-based theories, philosophical approaches and research that underpins early years development. Some approaches are not evidence based and do not support childhood development.			
1.6 Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world, underpin babies' and children's personal development.			

1.7 The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	
1.8 Different cultural backgrounds and family circumstances can impact babies' and children's learning and development.	
1.9 Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	
1a (a) Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	
1a (b) Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	
1a (c) Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	
1a (d) Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.	
1a (e) Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.	
1a (f) Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	
1a (g) Avoid stereotypes, for example, those based on gender, culture or race, and explain how they can cause damage (how they might encourage prejudice).	
1a (h) Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	
1a (i) Interact with babies and children with confidence to positively impact their health and wellbeing.	

<p>1a (j) Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> • moving school • starting and moving through or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. 	
<p>1a (k) Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene. 	
<p>1.10 The early years foundation stage (EYFS) sets out the early education curriculum requirements from birth to age 5. These are:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development (PSED) • literacy • mathematics • understanding the world • expressive arts and design. 	
<p>1.11 The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p>	

1.12 Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.	
1.13 Communication and language are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	
1.14 The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.	
1.15 Some children are at an earlier stage of language development and can experience speech and language difficulties.	
1.16 There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for who have English as an additional language (EAL).	
1b (a) Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge. 	
1b (b) Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	
1b (c) Choose, plan and sequence what all children need to learn.	
1b (d) Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts, once children know a story 	

<p>well, through conversation and sensitive questioning, using a rich range of vocabulary and language structures</p> <ul style="list-style-type: none"> • supporting awareness of sounds through rhymes and songs. 	
1b (e) Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	
1b (f) Help children to catch up with language development through planned use of pronunciations, words, and phrases.	
1b (g) Identify delays in communication development and describe appropriate support services for babies and children.	
<p>1.17 There are different pedagogical approaches and what these are, such as:</p> <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning. 	
1.18 An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	
1.19 The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	
<p>1c (a) Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult- and child-led activities, for example:</p> <ul style="list-style-type: none"> • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics. 	
1c (b) Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and	

gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum.	
1c (c) Respond to the needs and interests of the child to support intended learning, including: <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking. 	
1c (d) Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those who have English as an additional language (EAL), are supported to catch up.	
1.20 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.	
1.21 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and cannot do and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.	
1.22 An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	
1.23 There are different assessment methods and techniques that inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.	

<p>1.24 The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for:</p> <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps. 	
<p>1d (a) Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting's requirements.</p>	
<p>1d (b) Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and / or carers.</p>	
<p>1d (c) Work with colleagues to identify efficient approaches to assessment.</p>	
<p>1d (d) Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.</p>	
<p>2.1 All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p>	
<p>2.2 There are four general areas of need, and how to balance these against a detailed understanding of an individual baby's or child's needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. 	
<p>2.3 There are appropriate strategies for supporting a baby or child with SEND.</p>	
<p>2.4 A delay in a baby's or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby's or child's knowledge and understanding.</p>	
<p>2.5 Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.</p>	

2.6 There are specialist aids, resources, and equipment available to support babies and children with SEND.	
2a Explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	
2b Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	
2c Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	
2d Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	
2e Use specialist aids, resources and equipment available to support babies and children with SEND.	
3.1 Safeguarding and security systems are an important part of keeping babies and children safe.	
3.2 An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	
3.3 An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.	
3.4 An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse. 	
3a Recognise when a baby or child is in danger or at risk of abuse, including	

online, and know how to act to protect them.	
3b Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	
3c Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	
3d Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.	
4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	
4.2 It is important to know what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.	
4.3 It is important to prevent and control infection.	
4.4 There are different stages of weaning, and it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.	
4.5 Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, and that choking can be completely silent; therefore, children should be supervised closely when eating.	
4.6 It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.	
4.7 It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.	

<p>4a Identify and act upon own responsibilities in relation to:</p> <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children. 	
<p>4b Carry out risk assessments and risk management in line with:</p> <ul style="list-style-type: none"> • employer, local and national requirements • policies and procedures. 	
<p>4c Respond and take appropriate action to accidents and emergency situations, including:</p> <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines. 	
<p>4d Implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases. 	
<p>4e Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. 	
<p>4f Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p>	

<ul style="list-style-type: none"> • equipment • furniture • materials. 	
4g Share information with parents and carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active. 	
4h Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision. 	
4i Other dietary considerations including: <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating. 	
5.1 It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	
5.2 Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.	
5.3 Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.	
5.4 Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting, to ensure babies and children progress well in their learning.	

5.5 It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.	
5.6 There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.	
5.7 Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.	
5a Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	
5b Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	
5c Encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.	
5d Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.	
5e Make additional provisions to support babies' and children's education and development where they lack this support from parents and carers.	
5f Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook .	
6.1 There are expected behaviours in a professional and early years setting.	
6.2 A level 3 early years educator may be expected to supervise staff or lead a setting.	
6.3 Supervision is an opportunity for staff to discuss any issues, identify solutions to	

address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.	
6.4 There are procedures that must be adhered to in the work setting and the importance of these for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. 	
6.5 Engaging in reflective practice and evidence-based, continuing professional development (CPD) can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.	
6.6 Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	
6a Use and model good communication skills, including a good command of the English language in spoken and written form, for example, when working with children, in emails, and in meetings and discussions.	
6b Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.	
6c Follow procedures in the work setting, including, where appropriate, updating and developing policies and procedures for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children 	

<ul style="list-style-type: none"> • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. 	
6d Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	
6e Seek out feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations.	
6f Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.	
6g Be confident in supporting or challenging the practice of colleagues.	

Final Assessment Judgement Form

(to be completed by the assessor once the student has met all of the criteria – final achievement subject to successful moderation)

Student name		T Level Technical Qualification in Education and Early Years (610/5748/4)	
Assessor name		Provider	Employer
Confirmation that all criteria are achieved at a level of competence		Yes / No	
Student name and signature		Date	
Assessor name and signature		Date	

Assessor guide to meet the criteria

Child development – stages and sequences

Early Years Educator reference	1.2, 1.3
Criteria	<p>Students should contextualise to the observation linking to how their practice could be adapted to meet the needs / interests of babies and children aged between birth to 7 years, discussing how this promotes holistic development.</p> <p>1.2 An effective early years educator knows the expected patterns of babies' and children's development from birth to 5 years old and has an understanding of further development from 5 to 7 years.</p> <p>1.3 An effective early years educator understands babies' and children's development patterns, including:</p> <ul style="list-style-type: none"> • cognitive • speech, language, and communication development • physical • emotional • neurological and brain development.
Assessed skills	Students must be able to show an understanding of development patterns in babies and children in the identified areas.
Professional discussion allowed?	Yes, for both criteria. Students can use notes, observations and activity plans with reflections to help them to move the discussion forward. Students should not read from a script but can bring their learning experiences to the discussion to support them when meeting these criteria.

Assessor judgement guidance	
Working towards competence	Competence
Limited understanding of the expected patterns of babies' and children's development from birth to 7 years.	<p>Significant milestones in a baby's / child's development from birth to 7 years are described with examples and in the following areas:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • physical • emotional • neurological and brain development. <p>The response makes reference to a baby's / child's individual rate and pace of development that may be impactful and how the adult can support each baby / child as appropriate. Examples of theory may enhance understanding.</p>

Assessment justification	
Observation and professional discussion The assessor would make their judgement based on the professional discussion and the student's ability to show competence in their understanding of developmental patterns in children. Wider understanding to meet the criteria in full must be achieved through additional evidence from a professional discussion using the student's reflections as a starting point from which to build from.	
Final attainment:	Only record pass once the criteria have been achieved.

SAMPLE

Factors impacting child development

Early Years Educator reference	1.7, 2.5
Criteria	<p>1.7 The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.</p> <p>2.5 Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.</p>
Assessed skills	Students will show their knowledge and understanding of individual children's learning and development through a professional discussion to explain how children's learning can be affected by their individual circumstances and significant events in their lives. The student's response explains one environmental and one biological factor impacting learning and development in children. Explanation is attempted through examples to evidence how children's learning and development can be affected by their stage of development and individual circumstances / significant life events. The student is able to explain, through discussion, that difficult or withdrawn behaviour does not necessarily indicate SEND in a baby or child.
Professional discussion allowed?	Yes, to meet 1.7 and 2.5 in full.

Assessor judgement guidance	
Working towards competence	Competence
The student's response is limited, making reference to one or more factors that may impact on learning and development. The student is unable to explain, through discussion, that difficult or withdrawn behaviour does not necessarily indicate SEND in a baby or child.	The student's response explains environmental and biological factors impacting learning and development in children. The explanation is attempted through an example to evidence how children's learning and development can be affected by their stage of development and individual circumstances / significant life events. The student is able to explain, through discussion, that difficult or withdrawn behaviour does not necessarily indicate SEND in a baby or child.

Assessment justification
<p>Professional discussion</p> <p>The assessor would make their judgement based on the student's understanding in the professional discussion.</p> <p>A professional discussion must show an explanation of how biological and environmental factors may influence learning and development. Students should reflect on previous experience in a real work environment to further evidence their knowledge and understanding. The student is able to explain, through discussion, that difficult or withdrawn behaviour does not necessarily indicate SEND in a baby or child.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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Communication and language

Early Years Educator reference	1.13, 1.14, 1.15, 1.16, 1b (d), 1b (e), 1b (f), 1b (g)
Criteria	<p>1.13 Communication and language are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.</p> <p>1.14 The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.</p> <p>1.15 Some children are at an earlier stage of language development and can experience speech and language difficulties.</p> <p>1.16 There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for who have English as an additional language (EAL).</p> <p>1b (d) Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as:</p> <ul style="list-style-type: none"> • reading aloud stories and talking about them to build familiarity and understanding • exploring vocabulary in wider contexts, once children know a story well, through conversation and sensitive questioning, using a rich range of vocabulary and language structures • supporting awareness of sounds through rhymes and songs. <p>1b (e) Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.</p> <p>1b (f) Help children to catch up with language development through planned use of pronunciations, words, and phrases.</p> <p>1b (g) Identify delays in communication development and describe appropriate support services for babies and children.</p>
Assessed skills	<p>Communication and language are appreciated as a prime area of an early years curriculum, which can provide all children with an equal chance of success.</p> <ul style="list-style-type: none"> • The student should be aware of the impact of an effective communication and language curriculum and how this shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds. • Students should be aware that some children are at an earlier stage of language development and can experience speech and language difficulties.

	<ul style="list-style-type: none"> Students should be aware that there are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those who have English as an additional language (EAL). <p>Student is able to develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as:</p> <ul style="list-style-type: none"> reading aloud stories and talking about them to build familiarity and understanding exploring vocabulary in wider contexts once children know a story well, through conversation and sensitive questioning, using a rich range of vocabulary and language structures supporting awareness of sounds through rhymes and songs. <p>Student is able to communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.</p> <p>Student is able to help children to catch up with language development through planned use of pronunciations, words, and phrases.</p> <p>Student is able to identify delays in communication development and describe appropriate support services for babies and children.</p>
Professional discussion allowed?	Yes. It is anticipated that effective communication skills when working with young children, including reading stories, sharing songs and rhymes, can be observed. All other aspects may be captured through a professional discussion.

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited understanding of communication and language and its contribution to learning and development for all children, being sensitive to the needs of all children including EAL and SEND.</p> <p>The student demonstrates limited ability to be able to develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions in line with those identified in the criteria.</p> <p>The student does not consistently communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.</p> <p>The student does not consistently help children to catch up with language development through planned use of pronunciations, words, and phrases.</p>	<p>Good understanding of communication and language and its contribution to learning and development for all children, being sensitive to the needs of all children including EAL and SEND.</p> <p>The student demonstrates the ability to be able to develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions in line with those identified in the criteria.</p> <p>The student consistently communicates with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.</p> <p>The student consistently helps children to catch up with language development through planned use of pronunciations, words, and phrases.</p>

Assessor judgement guidance	
Working towards competence	Competence
The student is unable to identify delays in communication development and describe appropriate support services for babies and children.	The student is able to identify delays in communication development and describe appropriate support services for babies and children.

Assessment justification
Observation and professional discussion It is anticipated that effective communication skills when working with young children, including reading stories, sharing songs and rhymes, can be observed. All other aspects may be captured through a professional discussion.

Final attainment:	Only record pass once the criteria have been achieved.
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Curriculum and learning – assessment

Early Years Educator reference	1d (a), 1d (c), 1d (b), 5c, 1.20, 1.21, 1.22, 1.23, 1.24, 1d (d), 4e (partial)
Criteria	<p>1d (a) Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage (EYFS) statutory framework and setting's requirements.</p> <p>1d (c) Work with colleagues to identify efficient approaches to assessment.</p> <p>1d (b) Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and / or carers.</p> <p>5c Encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.</p> <p>1.20 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.</p> <p>1.21 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and cannot do and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.</p> <p>1.22 An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.</p> <p>1.23 There are different assessment methods and techniques that inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.</p> <p>1.24 The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for:</p> <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps. <p>1d (d) Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.</p> <p>4e. Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p>

	<ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.
Assessed skills	<p>The student is aware that there are different assessment methods and techniques that inform what we know about children's progress and the planning cycle. These should be based on the age and stage of babies' and children's development. There are benefits and limitations of assessment.</p> <p>The student is able to discuss their knowledge surrounding assessment and the role it plays in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.</p> <p>The student is able to discuss their understanding of ongoing assessment (also known as formative assessment) as an integral part of the learning and development process. The student appreciates that it involves practitioners knowing what children can and cannot do and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.</p> <p>The student appreciates the significance of parental engagement and how sharing observations can encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development as well as the significance of discussing children's progress with key individuals in the education and care of children.</p> <p>The student shows an awareness of their role as an effective early years educator considering when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.</p> <p>Students are aware of the key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for:</p> <ul style="list-style-type: none"> • the baby or child • the parents or carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps. <p>Students are able to refer to and reflect on child observations that they have carried out demonstrating an understanding of being able to use assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting's requirements.</p> <p>Students reflect on ways that they have worked with colleagues to identify efficient approaches to assessment.</p>

	<p>Students are able to discuss how to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.
Professional discussion allowed?	<p>Yes, professional discussion can be used to support reflection of work undertaken in placement. Observation should be used to capture as much of the criteria as possible and complemented by professional discussion, using work products, such as child observation, activity plans and the setting's records and reports to move the discussion forward.</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>The student shows a limited understanding of:</p> <ul style="list-style-type: none"> • Different assessment methods and techniques that inform what we know about children's progress and the planning cycle. • Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support. • Ongoing assessment is an integral part of the learning and development process. • An effective early years educator considers when and why to carry out accurate and proportionate assessment and who to discuss children's progress and next steps planning with key individuals involved in the education and care of children. • The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for: <ul style="list-style-type: none"> ○ the baby or child ○ the parents or carers ○ curriculum adaptation ○ the early years setting and key stakeholders in planning the next steps. 	<p>The student shows good understanding of:</p> <ul style="list-style-type: none"> • Different assessment methods and techniques that inform what we know about children's progress and the planning cycle. • Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support. • Ongoing assessment is an integral part of the learning and development process. • An effective early years educator considers when and why to carry out accurate and proportionate assessment and the significance of discussing children's progress and next steps planning with key individuals involved in the education and care of children. • The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for: <ul style="list-style-type: none"> ○ the baby or child ○ the parents or carers ○ curriculum adaptation ○ the early years setting and key stakeholders in planning the next steps.

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is unable to explain the significance of parental engagement and how sharing observations can encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.</p> <p>The student has been unable to consistently:</p> <ul style="list-style-type: none"> • carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting's requirements. <p>The student has been unable to work with colleagues to identify efficient approaches to assessment and use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development:</p> <ul style="list-style-type: none"> • maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> ○ medication requirements ○ special dietary needs ○ planning ○ observation and assessment ○ health, safety, and security ○ accidents and near misses ○ daily registers. 	<p>The student clearly explains the significance of parental engagement and how sharing observations can encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.</p> <p>The student has been able to consistently:</p> <ul style="list-style-type: none"> • carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting's requirements. <p>The student has been able to work with colleagues to identify efficient approaches to assessment and use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development:</p> <ul style="list-style-type: none"> • maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> ○ medication requirements ○ special dietary needs ○ planning ○ observation and assessment ○ health, safety, and security ○ accidents and near misses ○ daily registers.

Assessment justification	
<p>Observation and professional discussion</p> <p>Observation should be used to capture as much as the criteria as possible and complemented by professional discussion, using work products, such as child observation, activity plans and the setting's records and reports to move the discussion forward.</p> <p>Professional discussion can be used to support reflection of work undertaken in placement.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Evidence-based theory

Early Years Educator reference	1.5, 1a (c)
Criteria	<p>1.5 There is a range of evidence-based theories, philosophical approaches and research that underpins early years development. Some approaches are not evidence based and do not support childhood development.</p> <p>1a (c) Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.</p>
Assessed skills	The student is aware of underpinning theory and philosophical approaches gained from evidence-based research that underpin early years development and can explain how such theory and approach is applied in their own practice.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
The student is aware of underpinning theory and philosophical approaches gained from evidence-based research that underpin early years development, but this may be limited, impacting the student's explanation of how such theory and approach is applied in their own practice.	The student is aware of underpinning theory and philosophical approaches gained from evidence-based research that underpin early years development and can explain how such theory and approach is applied in their own practice. They may reflect on their daily practice or the ethos of the setting to explain this in context.

Assessment justification
<p>Observation and professional discussion</p> <p>The student will demonstrate effective practice and be able to discuss how theory underpins daily experiences and statutory practices such as making connections between the role of the key person and attachment. The discussion should encourage the student to identify how evidence-based theory and philosophical approaches influence the EYFS and may draw from their practice to show their understanding of theory to practice.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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Early years foundation stage (EYFS)

Early Years Educator reference	1.10, 1.11, 1b (a), 1b (b), 1b (c) 1.12, 1.18, 1.19
Criteria	<p>1.10 The early years foundation stage (EYFS) sets out the early education curriculum requirements from birth to age 5. These are:</p> <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development (PSED) • literacy • mathematics • understanding the world • expressive arts and design. <p>1.11 The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.</p> <p>1b (a) Plan an educational programme, reflecting the child's:</p> <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge. <p>1b (b) Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.</p> <p>1b (c) Choose, plan and sequence what all children need to learn.</p> <p>1.12 Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.</p> <p>1.18 An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.</p> <p>1.19 The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.</p>
Assessed skills	<p>The student can be observed in their normal daily interactions with children and also engage in discussion to ensure all competencies are evidenced fully.</p> <p>The student shows an understanding of the EYFS and the requirements in their interactions with young children, including:</p> <ul style="list-style-type: none"> • communication and language • physical development • PSED • literacy • mathematics • understanding the world • expressive arts and design <p>(this may require further discussion following the observation).</p>

	<p>The student knows that the content of the curriculum is planned for all children and a carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching (implying that some things need to be adult-led and planned for, and this can be discussed with the student).</p> <p>The student is able to plan an educational programme, reflecting the child's:</p> <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge. <p>The student's plan makes appropriate use of curriculum and practice support, such as the non-statutory Development Matters guidance.</p> <p>The student is able to choose, plan and sequence what all children need to learn.</p> <p>These may be work products that are referred to help move a discussion forward.</p> <p>The student's plan is sensitive to the fact that children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this. This can be seen in the observation but also enhanced through discussion.</p> <p>An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all. The student is able to show adaptive pedagogy in their interactions as appropriate and can explain this in the discussion.</p> <p>The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum, and the student acknowledges this in the discussion.</p>
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>The student demonstrates a limited understanding of the EYFS and the requirements including:</p> <ul style="list-style-type: none"> • communication and language • physical development • PSED • literacy • mathematics • understanding the world • expressive arts and design <p>(this may require further discussion following the observation).</p>	<p>The student demonstrates an understanding of the EYFS and the requirements including:</p> <ul style="list-style-type: none"> • communication and language • physical development • PSED • literacy • mathematics • understanding the world • expressive arts and design <p>(this may require further discussion following the observation).</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is aware that the early years curriculum is planned for all children but has a limited understanding of the importance of a carefully planned and sequenced curriculum and is unable to recognise that some forms of knowledge are important, useful and interesting for future learning. There is limited understanding of the learning potential from adult-led opportunities. This can be achieved through professional discussion, perhaps reflecting on adult-led experiences from own experience.</p> <p>The student has no or limited information on a plan to support an educational programme, reflecting the child's:</p> <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge. <p>The student may know of non-statutory guidance but has not referred to this to support their practice.</p> <p>The student makes choices, plans and sequences appropriate to the age but is unable to justify how the experience will support the child / children and engage them to learn.</p> <p>The student has a limited understanding that children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this. This results in a limited engagement with criteria. An effective early years educator makes adaptations to their teaching (adaptive pedagogy) with limited success: these changes promote learning for all.</p> <p>The student uses the learning environment, both indoors and outdoors, but is unable to clearly describe being outdoors as a resource that supports the implementation of the curriculum.</p>	<p>The student is aware that the early years curriculum is planned for all children and can discuss, with examples, the importance of a carefully planned and sequenced curriculum whilst being able to recognise that some forms of knowledge are important, useful and interesting for future learning. There is clear reflective understanding of the learning potential from adult-led opportunities apparent from professional discussion.</p> <p>The student is able to follow and further explain information on a plan to support an educational programme, reflecting the child's:</p> <ul style="list-style-type: none"> • stage of development • individual interests, needs and circumstances • entitlement to new, important and interesting knowledge. <p>The student uses non-statutory guidance to support their practice.</p> <p>The student makes choices, plans and sequences appropriate to the age and stage of the children and can justify how the experience will support them and engage them to learn.</p> <p>The student has a sound understanding that children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this. This results in a clear engagement with criteria. An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.</p> <p>The student uses the learning environment, both indoors and outdoors, and is able to clearly describe being outdoors as a resource that supports the implementation of the curriculum.</p>

Assessment justification
<p>Observation and professional discussion</p> <p>The criteria will be evidenced through daily interaction and further discussion, making use of activity plans and observations of children to move the discussion forward as appropriate.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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SAMPLE

Meeting the individual needs of babies and children

Early Years Educator reference	1c (a), 1c (b), 1c (c)
Criteria	<p>1c (a) Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult- and child-led activities, for example:</p> <ul style="list-style-type: none"> • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics. <p>1c (b) Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum.</p> <p>1c (c) Respond to the needs and interests of the child, to support intended learning, including:</p> <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking.
Assessed skills	<p>Student can be observed:</p> <p>Selecting and combining the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult- and child-led activities, for example:</p> <ul style="list-style-type: none"> • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics. <p>Adapting teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum. This may be further enhanced through discussion.</p> <p>Responding to the needs and interests of the child, to support intended learning, including:</p> <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking.
Professional discussion allowed?	<p>Yes.</p> <p>Pedagogical approaches to teaching may need to be adapted in order to meet the individual interests and needs of the children. Adapting teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned</p>

	curriculum. This may be further enhanced through discussion. Discussions can be used to show an understanding of strategies to extend children's development, learning and thinking, including sustained shared thinking.
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Assessor judgement guidance	
Working towards competence	Competence
<p>Demonstrates a limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance of adult-led and child-led activities that are responsive to the individual needs of children.</p> <p>Lacks confidence when selecting the best pedagogical approaches to meet the individual needs of the children through a well-balanced, adapted curriculum and offers a limited rationale in their discussion.</p> <p>The student may be able to adapt teaching to suit babies' and children's different starting points, experience and knowledge, but is unable to explain that such teaching ensures that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum.</p> <p>The student does not consistently respond to the needs and interests of the child, to support intended learning, including:</p> <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking. 	<p>Demonstrates a consistent ability to select or provide resources and equipment to encourage participation and balance of adult-led and child-led activities that are responsive to the individual needs of children.</p> <p>Applies confidence when selecting the best pedagogical approaches to meet the individual needs of the children through a well-balanced adapted curriculum and is able to offer a clear rationale in their discussion.</p> <p>The student is able to adapt teaching to suit babies' and children's different starting points, experience and knowledge, and can explain that such teaching ensures that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum.</p> <p>The student consistently responds to the needs and interests of the child, to support intended learning, including:</p> <ul style="list-style-type: none"> • giving encouragement • introducing the child to new interests • applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking.

Assessment justification
<p>Observation:</p> <p>Selecting and combining the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult- and child-led activities, for example:</p> <ul style="list-style-type: none"> • role modelling and supporting children's group learning and socialisation • reading a story with expression and clarity • explaining new concepts with clarity and precision • using strategies for supporting early literacy and mathematics. <p>Professional discussion:</p> <p>Pedagogical approaches to teaching may need to be adapted to meet the individual interests and needs of the children. Discussions can be used to show an understanding of strategies to extend children's development, learning and thinking, including sustained shared thinking.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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SAMPLE

Pedagogical approaches

Early Years Educator reference	1.17
Criteria	1.17 There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning.
Assessed skills	The student demonstrates different pedagogical approaches, such as: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
Limited or inconsistent ability to confidently demonstrate the following pedagogical approaches: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning. 	Appropriate and consistent ability to confidently demonstrate the following pedagogical approaches: <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning.

Assessment justification
<p>Observation and professional discussion</p> <p>This criteria should be achieved through observation. Discussion can be used to allow the student to achieve the breadth and depth of the criteria.</p> <p>The assessor must be able to see the student demonstrate:</p> <ul style="list-style-type: none"> • play • direct teaching • adult explanations • adult modelling • learning from peers • guided learning.

Final attainment:	Only record pass once the criteria has been achieved.
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Special educational needs and disabilities (SEND) – code of practice

Early Years Educator reference	2.2, 2.1, 2a
Criteria	<p>2.2 There are four general areas of need, and how to balance these against a detailed understanding of an individual baby's or child's needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. <p>2.1 All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>2a Explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.</p>
Assessed skills	<p>The student is able to identify that there are four general areas of need, and discuss how to balance these against a detailed understanding of an individual baby's or child's needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs <p>All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>Explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.</p>
Professional discussion allowed?	Yes, it is likely that most criteria will be met through a professional discussion

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is able to identify the four general areas of need, but has limited knowledge relating this to practice and how to balance these against a detailed understanding of an individual baby's or child's needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. <p>The student has limited understanding of the significance of a quality curriculum for all children and that all children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>The student may be aware of the legislation and guidance around the graduated approach but unable to explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.</p>	<p>The student is able to identify the four general areas of need, and applies appropriate knowledge relating this to practice and how to balance these against a detailed understanding of an individual baby's or child's needs:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. <p>The student has clear understanding of the significance of a quality curriculum for all children and that all children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.</p> <p>The student is aware of the legislation and guidance around the graduated approach and can explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach. The student may use examples to support their understanding.</p>

Assessment justification
<p>Observation and professional discussion</p> <p>Whilst some aspects may become apparent through the observation, it is appreciated that most of these criteria will be met through a professional discussion.</p> <p>The student identifies the four general areas of need, and applies appropriate knowledge relating this to practice and how to balance these against a detailed understanding of an individual baby's or child's needs, tuning into individual children and applying knowledge of the child set against the SEND code of practice:</p> <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. <p>The student has clear understanding of the significance of a quality curriculum for all children and that all children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. Examples may be used to reflect on the importance of an inclusive adaptive curriculum and the importance of quality interactions.</p> <p>The student is aware of the legislation and guidance around the graduated approach and can explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach. The student may use examples to support their understanding.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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SAMPLE

Supporting babies and children with special educational needs and disabilities (SEND)

Early Years Educator reference	2.3, 2.4, 2.6, 1a (b), 2b, 2c, 2d, 2e
Criteria	<p>2.3 There are appropriate strategies for supporting a baby or child with SEND.</p> <p>2.4 A delay in a baby's or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby's or child's knowledge and understanding.</p> <p>2.6 There are specialist aids, resources, and equipment available to support babies and children with SEND.</p> <p>1a (b) Identify, help and work appropriately with others to provide children and babies with any additional support they may need.</p> <p>2b Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.</p> <p>2c Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.</p> <p>2d Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.</p> <p>2e Use specialist aids, resources and equipment available to support babies and children with SEND.</p>
Assessed skills	<p>There are appropriate strategies for supporting a baby or child with SEND.</p> <p>A delay in a baby's or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby's or child's knowledge and understanding.</p> <p>There are specialist aids, resources, and equipment available to support babies and children with SEND.</p> <p>Identify, help and work appropriately with others to provide children and babies with any additional support they may need.</p> <p>Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.</p> <p>The student should be observed promoting and encouraging a working environment that values and respects the individual needs and stages of babies and children. Where students are unable to benefit from direct experience with babies and young children across the age range from birth to</p>

	<p>5 years, a professional discussion may be used to consider how the environment may be adapted to meet the needs of babies and children with SEND.</p> <p>Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.</p> <p>The student can discuss how education, health and care (EHC) plans are used in an early years setting, making reference to the setting's procedures where they are unable to be directly involved.</p> <p>Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.</p> <p>Students may contribute to a discussion around specialist aids, resources and equipment available in an early years setting and how these are used with children.</p> <p>Use specialist aids, resources and equipment available to support babies and children with SEND.</p>
Professional discussion allowed?	Yes.

Assessor judgement guidance	
Working towards competence	Competence
<p>Professional discussion</p> <p>The student is unable to give any examples of appropriate strategies for supporting a baby or child with SEND.</p> <p>The student's understanding is unclear regarding a delay in a baby's or a child's learning and development in that the delay does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.</p> <p>The student is unable to give any examples of specialist aids, resources, and equipment available to support babies and children with SEND.</p> <p>Observation / professional discussion using reflection of the setting's policy and procedures shows limited understanding of how to:</p> <p>Identify, help and work appropriately with others to provide children and babies with any additional support they may need.</p> <p>Work effectively in partnership with others, including parents and carers, to promote and implement</p>	<p>Professional discussion</p> <p>The student can give appropriate examples of strategies for supporting a baby or child with SEND.</p> <p>The student's understanding is clear regarding a delay in a baby's or a child's learning and development in that the delay does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby's or child's knowledge and understanding.</p> <p>The student is able to give appropriate examples of specialist aids, resources, and equipment available to support babies and children with SEND.</p> <p>Observation / professional discussion using reflection of the setting's policy and procedures shows clear understanding of how to:</p> <p>Identify, help and work appropriately with others to provide children and babies with any additional support they may need.</p> <p>Work effectively in partnership with others, including parents and carers, to promote and</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>appropriate strategies for supporting the progress of babies and children with SEND.</p> <p>The student should be observed promoting and encouraging a working environment that values and respects the individual needs and stages of babies and children. Discussion may be used to consider how the environment may be adapted to meet the needs of babies and children with SEND.</p> <p>The student's knowledge regarding how to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND is limited.</p> <p>The student can discuss how education, health and care (EHC) plans are used in an early years setting, making reference to the setting's procedures where they are unable to be directly involved.</p> <p>The student's knowledge regarding how to effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review is limited.</p> <p>Discussion around specialist aids, resources and equipment and how these are used in an early years setting.</p> <p>The student has not yet shown competency to use or explain how specialist aids, resources and equipment available are used to supporting babies and children with SEND.</p>	<p>implement appropriate strategies for supporting the progress of babies and children with SEND.</p> <p>The student should be observed promoting and encouraging a working environment that values and respects the individual needs and stages of babies and children. Discussion may be used to consider how the environment may be adapted to meet the needs of babies and children with SEND.</p> <p>The student's knowledge regarding how to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND is clear.</p> <p>The student can discuss how education, health and care (EHC) plans are used in an early years setting, making reference to the setting's procedures where they are unable to be directly involved.</p> <p>The student's knowledge regarding how to effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review is evident.</p> <p>Discussion around specialist aids, resources and equipment and how these are used in an early years setting.</p> <p>The student shows competence in their ability to use or explain use of specialist aids, resources and equipment available to support babies and children with SEND.</p>

Assessment justification
<p>Professional discussion:</p> <p>The student can give appropriate examples of strategies for supporting a baby or child with SEND.</p> <p>The student's understanding is clear regarding a delay in a baby's or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby or child's knowledge and understanding.</p> <p>The student is able to give appropriate examples of specialist aids, resources, and equipment available to support babies and children with SEND.</p>

Assessment justification	
<p>Observation / professional discussion using reflection of the setting's policy and procedures shows clear understanding of how to identify, help and work appropriately with others to provide children and babies with any additional support they may need.</p> <p>Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.</p> <p>The student should be observed promoting and encouraging a working environment that values and respects the individual needs and stages of babies and children. Discussion may be used to consider how the environment may be adapted to meet the needs of babies and children with SEND, to cover the age range from birth to 5 years.</p> <p>The student's knowledge regarding how to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND is clear.</p> <p>The student can discuss how education, health and care (EHC) plans are used in an early years setting making reference to the setting's procedures where they are unable to be directly involved.</p> <p>The student's knowledge regarding how to effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review is evident.</p> <p>The student shows competence in their ability to use specialist aids, resources and equipment available to support babies and children with SEND. Discussion concerning how the aids, resources and equipment are used is permitted.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Safeguarding and welfare – wellbeing

Early Years Educator reference	1.4, 1.6, 1a (j), 1.9, 1a (d), 1a (e), 1a (f), 1a (i)
Criteria	<p>1.4 Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.</p> <p>1.6 Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.</p> <p>1a (j) Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> • moving school • starting or moving through early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. <p>1.9 Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.</p> <p>1a (d) Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.</p> <p>1a (e) Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.</p> <p>1a (f) Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.</p> <p>1a (i) Interact with babies and children with confidence to positively impact their health and wellbeing.</p>
Assessed skills	<p>The student can be observed and shows further understanding through discussion of the following criteria:</p> <p>Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we</p>

	<p>provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.</p> <p>PSED is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world underpin babies' and children's personal development.</p> <p>Prepare and support babies and children through transitions and significant events in their lives, such as:</p> <ul style="list-style-type: none"> • moving school • starting or moving through early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. <p>Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.</p> <p>Interact with babies and children with confidence to positively impact their health and wellbeing.</p> <p>Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.</p> <p>Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.</p> <p>Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.</p>
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>A limited understanding of how self-regulation changes according to a child's age and development.</p> <p>A limited knowledge of how PSED is crucial for babies' and children's attachment to lead healthy and happy lives and is fundamental to their cognitive development.</p> <p>Students are unable to fully meet the criteria with regards to how to prepare and support babies and children through transitions and significant events in their lives, to include:</p> <ul style="list-style-type: none"> • moving school • starting or moving through early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. <p>The student is unable to clearly discuss that physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.</p> <p>The student interacts with babies and children appropriately but is unable to discuss any connection between this and children's wellbeing.</p> <p>Whilst interaction is appropriate the student is unable to discuss how quality interactions support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.</p> <p>The student responds appropriately but is unaware of the importance of self-regulation and co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.</p>	<p>Promotion of secure attachments is demonstrated through appropriately, and consistently meeting children's needs, interests or preferences, with a good understanding of co-regulation and how self-regulation changes according to a child's age and development.</p> <p>A good understanding of how PSED is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development.</p> <p>Student demonstrates a good understanding of the potential effects of and how to prepare and support babies and children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving school • starting or moving through early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. <p>The student is able to clearly discuss that physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.</p> <p>The student interacts with babies and children with confidence to positively impact their health and wellbeing.</p> <p>Quality interaction is evident and the student is able to discuss how quality interactions support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.</p> <p>The student responds appropriately and is aware of the importance of self-regulation and co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.</p>

Assessor judgement guidance	
Working towards competence	Competence
The student is unable to consistently show how and why they support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	The student is able to consistently show how and why they support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.

Assessment justification
<p>Observation and professional discussion</p> <p>During the observation, the student must be able to demonstrate positive relationships with children. The student must work in a way that values each child and is responsive to individual needs, with particular reference to regulation. During the professional discussion, the student should be able to discuss the significance of attachment at specific times, such as transition. The assessor should move the discussion forward to include discussion around the following significant events in children's lives as appropriate to include:</p> <ul style="list-style-type: none"> • moving school • starting or moving through early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. <p>The student is able to clearly discuss that physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.</p> <p>The student interacts with babies and children with confidence to positively impact their health and wellbeing.</p> <p>Quality interaction is evident, and the student is able to discuss how quality interactions support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.</p> <p>The student responds appropriately and is aware of the importance of self-regulation and co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.</p> <p>The student is able to consistently show how and why they support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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Maintaining a safe environment

Early Years Educator reference	3.1, 3.2, 3.3, 4.1 (partial), 6.4, 3a, 3b, 3c, 3d, 6c
Criteria	<p>3.1 Safeguarding and security systems are an important part of keeping babies and children safe.</p> <p>3.2 An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>3.3 An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.</p> <p>4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>6.4 There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. <p>3a Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.</p> <p>3b Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>3c Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.</p> <p>3d Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.</p> <p>6c Follow procedures in the work setting, including, where appropriate, updating and developing policies and procedures for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing

	<ul style="list-style-type: none"> • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support.
Assessed skills	<p>Safeguarding and security systems are an important part of keeping babies and children safe.</p> <p>An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.</p> <p>There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>There are procedures that must be adhered to in the work setting and the importance of these for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. <p>Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.</p> <p>Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.</p> <p>Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.</p>

	<p>Follow procedures in the work setting, including, where appropriate, updating and developing policies and procedures for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is not able to discuss safeguarding and security systems as an important part of keeping babies and children safe.</p> <p>The student cannot clearly explain the role and responsibilities of an effective early years educator, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>The student has some understanding of the role of the early years educator in relation to employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation, but the knowledge is vague.</p> <p>The student is unable to refer to policy and procedure regarding confidentiality of information that must be adhered to.</p> <p>The student is aware of some but not all of the procedures and their significance to the work setting for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence 	<p>The student is able to discuss safeguarding and security systems as an important part of keeping babies and children safe.</p> <p>The student is able to explain the role and responsibilities of an effective early years educator, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>The student can discuss the role of the early years educator in relation to employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.</p> <p>The student is able to refer to policy and procedure regarding confidentiality of information that must be adhered to.</p> <p>The student is aware of all of the procedures and their significance to the work setting for:</p> <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence

Assessor judgement guidance	
Working towards competence	Competence
<ul style="list-style-type: none"> staff health and safety, including mental health and wellbeing support. <p>The student understands the term abuse but is unable to explain ways to recognise when a baby or child is in danger or at risk of abuse, including online, and does not know how to act to protect them.</p> <p>The student is not competent when observed in all aspects of the following, which can be extended through discussion: Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>The student is unsure as to how they could find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.</p> <p>The student is unaware of Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.</p> <p>The student demonstrates some competence to follow / discuss procedures in the work setting, including, where appropriate, updating and developing policies and procedures for:</p> <ul style="list-style-type: none"> reporting whistleblowing protecting and promoting the welfare of children safeguarding confidentiality information sharing use of technology referring development concerns protecting practitioners, for example, media and online presence staff health and safety, including mental health and wellbeing support. 	<ul style="list-style-type: none"> staff health and safety, including mental health and wellbeing support. <p>The student understands the term abuse and is able to explain ways to recognise when a baby or child is in danger or at risk of abuse, including online, and knows how to act to protect them.</p> <p>The student is competent when observed in all aspects of the following, which can be extended through discussion: Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.</p> <p>The student clearly discusses ways to find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.</p> <p>The student is aware of Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.</p> <p>The student demonstrates competence when following / discussing procedures in the work setting, including, where appropriate, updating and developing policies and procedures for:</p> <ul style="list-style-type: none"> reporting whistleblowing protecting and promoting the welfare of children safeguarding confidentiality information sharing use of technology referring development concerns protecting practitioners, for example, media and online presence staff health and safety, including mental health and wellbeing support.

Assessment justification

Observation and professional discussion

Through observation and discussion, all criteria are met. The student may find it useful to refer to setting policy and procedure to move the discussion forward to explain the role and responsibilities of an effective early years educator, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information. Policy and procedure regarding health and safety referred to appreciates that there are legal requirements, statutory guidance and other non-statutory guidance on confidentiality of information that must be adhered to.

The student is aware of all of the procedures and their significance to the work setting for:

- reporting
- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting practitioners, for example, media and online presence
- staff health and safety, including mental health and wellbeing support.

The student understands the term abuse and can explain ways to recognise when a baby or child is in danger or at risk of abuse, including online, and knows how to act to protect them.

The student is competent in all aspects of the following, during observation which has been extended through discussion:

Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.

The student is aware of how they could find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.

The student is aware of Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.

The student demonstrates competence to follow / discuss procedures in the work setting, including, where appropriate, updating and developing policies and procedures for:

- reporting
- whistleblowing
- protecting and promoting the welfare of children
- safeguarding
- confidentiality
- information sharing
- use of technology
- referring development concerns
- protecting practitioners, for example, media and online presence
- staff health and safety, including mental health and wellbeing support.

Final attainment:	Only record pass once the criteria have been achieved.
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SAMPLE

Child health

Early Years Educator reference	4.2, 4.7
Criteria	<p>4.2 It is important to know what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>4.7 It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.</p>
Assessed skills	<p>It is important to know what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.</p>
Professional discussion allowed?	Yes, most criteria are likely to be met via professional discussion.

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is unaware of what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>The student's knowledge of why it is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health lacks understanding.</p>	<p>The student is aware of what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>The student's knowledge of why it is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health shows clear understanding.</p>

Assessment justification
<p>Observation and professional discussion</p> <p>The student is able to move a professional discussion forward to consider: The student is aware of what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.</p> <p>The student's knowledge of why it is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health shows clear understanding.</p> <p>Policy and procedures may be referred to help move the discussion forward.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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Child protection

Early Years Educator reference	3.4
Criteria	<p>3.4 An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse.
Assessed skills	<p>A professional discussion to describe that an effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse.
Professional discussion allowed?	Yes, the student may find it useful to refer to a work product such as a policy / procedure.

Assessor judgement guidance	
Working towards competence	Competence
<p>A professional discussion gives the student the opportunity to describe that an effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse. <p>The student is aware of the types of abuse but is not able to discuss the signs of harm.</p>	<p>A professional discussion gives the student the opportunity to describe that an effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse. <p>The student is aware of the types of abuse and is able to discuss the signs of harm.</p>

Assessment justification	
<p>Professional discussion</p> <p>A professional discussion gives the student the opportunity to describe that an effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to:</p> <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse. <p>The student is aware of the types of abuse and is able to discuss the signs of harm. Students may find it useful to refer to work products such as a child protection policy to help them to move the discussion forward.</p>	
Final attainment:	Only record pass once the criteria has been achieved.

Hygienic environments

Early Years Educator reference	4.3, 4d
Criteria	<p>4.3 It is important to prevent and control infection.</p> <p>4d Implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment (PPE) • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases.
Assessed skills	<p>It is important to prevent and control infection.</p> <p>The student should be observed in the following procedures wherever possible. Professional discussions can be used to extend the student's understanding. Implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct PPE • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>The student understands that it is important to minimise infection but unable to discuss why it is important to prevent and control infection.</p> <p>The student is not yet able to implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct PPE • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases. 	<p>The student understands that it is important to minimise infection and is able to discuss why it is important to prevent and control infection.</p> <p>The student is able to implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct PPE • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases.

Assessment justification	
<p>The criteria must be observed when possible. The criteria can be enhanced by professional discussion. Work products can be used to discuss the strategies identified.</p> <p>It is important to prevent and control infection.</p> <p>Implement effective strategies for preventing and controlling infection, including:</p> <ul style="list-style-type: none"> • handwashing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct PPE • knowledge of common childhood illnesses and immunisation schedules • exclusion periods for infectious diseases. 	
Final attainment:	Only record pass once the criteria have been achieved.

Food and drink requirements

Early Years Educator reference	4.4, 4.5
Criteria	<p>4.4 There are different stages of weaning, and it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>4.5 Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, and that choking can be completely silent; therefore, children should be supervised closely when eating.</p>
Assessed skills	<p>The student must be able to discuss different stages of weaning / starting on solid foods and why it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>Wherever possible the student should be observed during mealtimes / snacks, and this should be followed up by a discussion to consider how this can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, and the significance of close supervision of children when eating.</p>
Professional discussion allowed?	Yes. Preferably the student will be observed at mealtimes, but it is appreciated that this may be challenging. Professional discussion may be used for some or all of these criteria making reference to own setting's procedures.

Assessor judgement guidance	
Working towards competence	Competence
<p>The student was able to discuss different stages of weaning / starting on solid foods but was unsure as to why it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>The student contributed to a discussion to consider how mealtimes with babies and children can be a high-risk environment in regard to choking, and the importance of close supervision but understanding of the signs of choking, and that choking can be completely silent was unclear.</p>	<p>The student was able to discuss different stages of weaning / starting on solid foods and why it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>The student was able to lead a discussion to consider how mealtimes with babies and children can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, and the significance of close supervision of children when eating.</p>

Assessment justification
<p>The student was able to discuss different stages of weaning / starting on solid foods and why it is important to keep knowledge up to date, including knowledge of food allergies and anaphylaxis.</p> <p>The student was able to lead a discussion to consider how mealtimes with babies and children can be a high-risk environment for babies and young children in regard to choking, the signs of choking, that choking can be completely silent, and the significance of close supervision of children when eating.</p>

Final attainment:	Only record pass once the criteria have been achieved.
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Personal care routines

Early Years Educator reference	4e (partial), 4h, 4i
Criteria	<p>4e Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. <p>4h Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision. <p>4i Other dietary considerations including:</p> <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating.
Assessed skills	<p>Through observation the student demonstrates:</p> <ul style="list-style-type: none"> • explaining, planning, and carrying out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> ○ eating (feeding and weaning and complementary feeding) ○ nappy-changing procedures ○ potty and toilet training ○ care of skin, teeth, and hair ○ rest and sleep provision. <p>The student has an awareness of other dietary considerations including:</p> <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating.

	<p>The student demonstrates how to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.
Professional discussion allowed?	Yes, to complement the observation and to ensure full coverage of elements to be included.

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited or inconsistent ability to explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision. <p>The student has a limited awareness of other dietary considerations including:</p> <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating. <p>The student is unable to consistently maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. 	<p>Appropriate and consistent ability to explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision. <p>The student has an informed awareness of other dietary considerations including:</p> <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating. <p>The student is able to consistently maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.

Assessment justification	
<p>Observation and professional discussion</p> <p>Through observation the student demonstrates explaining, planning, and carrying out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • explaining, planning, and carrying out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> ○ eating (feeding and weaning and complementary feeding) ○ nappy-changing procedures ○ potty and toilet training ○ care of skin, teeth, and hair ○ rest and sleep provision. <p>The student has an awareness of other dietary considerations including using current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active:</p> <ul style="list-style-type: none"> • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating. <p>The student demonstrates how to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. 	
Final attainment:	Only record pass once the criteria have been achieved.

Health and safety – legislation and guidance

Early Years Educator reference	4.1 (partial), 4e (partial)
Criteria	<p>4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>4e Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.
Assessed skills	<p>The student is aware of the legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>The student is able to show how processes at the setting maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. <p>Referring to setting policy and procedures, any records completed by students, and / or referring to records completed by others in confidence will be useful in moving the discussion forward.</p>
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>The student is aware of some but not all legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>The student is able to discuss how some but not all of the processes at the setting contribute to accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. 	<p>The student is aware of the legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.</p> <p>The student is able to use examples to show how processes at the setting maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers.

Assessment justification	
<p>Observation and professional discussion</p> <p>The student is aware of the legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to. Policies and procedures are referred to in the discussion to explain how the setting keep children safe.</p> <p>The student is able to show how processes at the setting maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include:</p> <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. <p>Referring to setting policy and procedures, any records completed by students, and / or referring to records completed by others in confidence will be useful in moving the discussion forward.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Policy and procedures

Early Years Educator reference	4.6, 4a, 4b, 4c, 4f, 1a (k)
Criteria	<p>4.6 It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.</p> <p>4a Identify and act upon own responsibilities in relation to:</p> <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children. <p>4b Carry out risk assessments and risk management in line with:</p> <ul style="list-style-type: none"> • employer, local and national requirements • policies and procedures. <p>4c Respond and take appropriate action to accidents and emergency situations, including:</p> <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines. <p>4f Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> • equipment • furniture • materials. <p>1a (k) Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene.
Assessed skills	<p>The student is able to discuss reasons why it is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.</p> <p>Wherever possible aspects will be observed when keeping babies and children safe and any action taken by the student to identify and act upon own responsibilities in relation to:</p> <ul style="list-style-type: none"> • health and safety • confidentiality of information • promoting the welfare of babies and children. <p>Carry out risk assessments and risk management in line with:</p> <ul style="list-style-type: none"> • employer, local and national requirements • policies and procedures.

	<p>Respond and take appropriate action to accidents and emergency situations, including:</p> <ul style="list-style-type: none"> • a baby or young child requiring urgent medical or dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicines. <p>Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> • equipment • furniture • materials. <p>Where aspects are not observable, they can be developed through a professional discussion.</p> <p>The student to be observed in the following aspects as appropriate. These criteria may be discussed to develop competence and understanding as appropriate. Setting policy and procedure must be referred to in any discussion.</p> <p>Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>The student lacks confidence when discussing reasons why it is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.</p> <p>Wherever possible aspects will be observed when keeping babies and children safe and any action taken by the student to identify and act upon own responsibilities in relation to:</p> <ul style="list-style-type: none"> health and safety confidentiality of information promoting the welfare of babies and children. <p>Where aspects are not observable, they can be developed through a professional discussion.</p> <p>Information shared by the student at discussion lacks competence and understanding regarding how the setting responds in these aspects.</p> <p>Carrying out risk assessments and risk management in line with:</p> <ul style="list-style-type: none"> employer, local and national requirements policies and procedures. <p>Information shared by the student at discussion lacks competence and understanding regarding how the setting responds in these aspects.</p> <p>Professional discussion may be used as appropriate for the following: Respond and take appropriate action to accidents and emergency situations, including:</p> <ul style="list-style-type: none"> a baby or young child requiring urgent medical or dental attention a non-medical incident or emergency identifying risks and hazards receiving, storing, recording, administering and the safe disposal of medicines <p>Information shared by the student at discussion lacks competence and understanding regarding how the setting responds in these aspects.</p> <p>The student lacks confidence when using equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> equipment furniture 	<p>The student is able to discuss reasons why it is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.</p> <p>Wherever possible aspects will be observed when keeping babies and children safe and any action taken by the student to identify and act upon own responsibilities in relation to:</p> <ul style="list-style-type: none"> health and safety confidentiality of information promoting the welfare of babies and children. <p>Where aspects are not observable, they can be developed through a professional discussion.</p> <p>Information shared by the student at discussion shows competence and understanding regarding how the setting responds in these aspects.</p> <p>Carrying out risk assessments and risk management in line with:</p> <ul style="list-style-type: none"> employer, local and national requirements policies and procedures. <p>Information shared by the student at discussion shows competence and understanding regarding how the setting responds in these aspects.</p> <p>Professional discussion may be used as appropriate for the following: Respond and take appropriate action to accidents and emergency situations, including:</p> <ul style="list-style-type: none"> a baby or young child requiring urgent medical or dental attention a non-medical incident or emergency identifying risks and hazards receiving, storing, recording, administering and the safe disposal of medicines <p>Information shared by the student at discussion shows competence and understanding regarding how the setting responds in these aspects.</p> <p>The student confidently uses equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> equipment furniture materials.

<ul style="list-style-type: none"> materials. <p>The student is to be observed in the following aspects as appropriate. These criteria may be discussed to develop competence and understanding as appropriate. Setting policy and procedure must be referred to in any discussion.</p> <p>The student has not yet shown competence in all of the criteria listed below.</p> <p>Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors be aware of personal safety and the safety of others develop personal hygiene practices, including oral hygiene. 	<p>The student to be observed in the following aspects as appropriate. These criteria may be discussed to develop competence and understanding as appropriate. Setting policy and procedure must be referred to in any discussion.</p> <p>The student shows competence in all of the criteria listed below.</p> <p>Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors be aware of personal safety and the safety of others develop personal hygiene practices, including oral hygiene.
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Assessment justification

Observation and professional discussion

The student is able to discuss reasons why it is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.

The student will be observed when keeping babies and children safe and any action taken by the student to identify and act upon own responsibilities in relation to:

- health and safety
- confidentiality of information
- promoting the welfare of babies and children

(Where aspects are not observable, they can be developed through a professional discussion).

Carry out risk assessments and risk management in line with:

- employer, local and national requirements
- policies and procedures.

Professional discussion may be used as appropriate to check knowledge of:

Respond and take appropriate action to accidents and emergency situations, including:

- a baby or young child requiring urgent medical or dental attention
- a non-medical incident or emergency
- identifying risks and hazards
- receiving, storing, recording, administering and the safe disposal of medicines.

Assessment justification	
<p>The student will be observed when keeping babies and children safe and any action taken by the student to identify and act upon own responsibilities in relation to:</p> <p>Use equipment, furniture, and materials safely, following the manufacturer’s instructions and setting’s requirements, with regard for sleep safety. Assist others in the safe use of:</p> <ul style="list-style-type: none"> • equipment • furniture • materials. <p>The student to be observed in the following aspects for 1a (k) as appropriate. These criteria may be discussed to develop competence and understanding as appropriate. Setting policy and procedure must be referred to in any discussion.</p> <p>Promote health and wellbeing in settings by implementing strategies to encourage babies and children to:</p> <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene. 	
Final attainment:	Only record pass once the criteria have been achieved.

Equality and inclusion – anti-discriminatory practice

Early Years Educator reference	1.8, 6.6, 1a (a), 1a (g), 1a (h)
Criteria	<p>1.8 Different cultural backgrounds and family circumstances can impact babies' and children's learning and development.</p> <p>6.6 Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.</p> <p>1a (a) Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.</p> <p>1a (g) Avoid stereotypes, for example, those based on gender, culture or race, and explain how they can cause damage (how they might encourage prejudice).</p> <p>1a (h) Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.</p>
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> ensuring individual needs and interests are considered in planning and provision of resources celebrating diversity of culture and family backgrounds within the setting modelling appropriate behaviour to promote inclusion through anti-discriminatory practice.
Professional discussion allowed?	<p>Yes. Whilst the promotion of anti-discriminatory practice should be naturally occurring students will need to contribute to a professional discussion to cover the breadth of this criteria.</p> <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> the importance of respecting and promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances and the potential impact on babies' and children's learning and development avoiding stereotypes, for example, those based on gender, culture or race, and explains how they can cause damage (how they might encourage prejudice) the setting's policies and procedures related to equality of opportunity and anti-discriminatory practice.

Assessor judgement guidance	
Working towards competence	Competence
Limited ability to consistently promote inclusive, anti-discriminatory practice.	Consistently promotes inclusive, anti-discriminatory practice.

Assessment justification	
<p>Observation and professional discussion</p> <p>The student will show understanding of different cultural backgrounds and family circumstances and how these can impact babies' and children's learning and development.</p> <p>They will also show evidence of respecting and promoting diversity and inclusion, cultural differences and family circumstances, which is an important part of the role.</p> <p>The student will also:</p> <ul style="list-style-type: none"> • promote equality of opportunity in the education and care of all children in early years provision, including children with SEND • avoid stereotypes, for example, those based on gender, culture or race, and explain how they can cause damage (how they might encourage prejudice) • analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development. <p>The assessor must be able to observe the student working in ways that value individual children, respond to individual needs and promote equality of opportunity and anti-discriminatory practice in all that they do when working with children. Examples of when this may be observed include:</p> <ul style="list-style-type: none"> • ensuring individual needs and interests are considered in planning and provision of resources • celebrating diversity of culture and family backgrounds within the setting • modelling appropriate behaviour through anti-discriminatory practice. <p>The professional discussion will consider the importance of respecting and promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances, challenging stereotypes where appropriate. The assessor should build on evidence seen during the observation to initiate discussion around the importance of inclusion, diversity and equality and promote further student contributions around potential impact of inclusive practice to a child's learning and development.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Legislation

Early Years Educator reference	1.1
Criteria	1.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010 .
Assessed skills	A professional discussion around the following criteria, should be enhanced with examples of how inclusive practice is threaded through daily practice at the setting. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010 .
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
A professional discussion around the criteria includes limited examples of how inclusive practice is threaded through daily practice at the setting. This shows a lack of engagement with the criteria: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	A professional discussion around the following criteria has been enhanced with examples of how inclusive practice is threaded through daily practice at the setting. This shows a clear understanding of the criteria: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.

Assessment justification	
Professional discussion A professional discussion around the criteria has been clearly enhanced with examples of how inclusive practice is threaded through daily practice at the setting. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010.	
Final attainment:	Only record pass once the criteria has been achieved.

Roles and responsibilities – professional practice

Early Years Educator reference	6a, 6b, 6e, 6f, 6.1, 6.2, 6.3, 6.5, 1c (d)
Criteria	<p>6a Use and model good communication skills, including a good command of the English language in spoken and written form, for example, when working with children, in emails, and in meetings and discussions.</p> <p>6b Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.</p> <p>6e Seek out feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations.</p> <p>6f Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.</p> <p>6.1 There are expected behaviours in a professional and early years setting.</p> <p>6.2 A level 3 early years educator may be expected to supervise staff or lead a setting.</p> <p>6.3 Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.</p> <p>6.5 Engaging in reflective practice and evidence-based, continuing professional development (CPD) can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.</p> <p>1c (d) Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those who have English as an additional language (EAL) are supported to catch up.</p>
Assessed skills	<p>The student must contribute to a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.</p> <p>The student is able to reflect on occasions when they have sought feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations.</p> <p>The student can explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.</p> <p>The student must be observed communicating with all children in ways that will be understood. Where possible the student will be observed adapting teaching approaches as appropriate to ensure children with speech and language difficulties and those who have English as an additional language</p>

	<p>(EAL) are supported to catch up, this can be enhanced / met through professional discussion as appropriate.</p> <p>The student is able to explain the importance of CPD to improve own skills and early years practice. Students to appreciate supervision as an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. The student is aware that a level 3 early years educator may be expected to supervise staff or lead a setting.</p> <p>Students to evidence that they are engaging in reflective practice and evidence-based CPD to improve own practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.</p> <p>The use of and ability to model good communication skills, including a good command of the English language in spoken and written form, for example, when working with children, in emails, and in meetings and discussions.</p> <p>The student to show knowledge and understanding of expected behaviours in a professional and early years setting.</p>
Professional discussion allowed?	<p>Yes.</p> <p>Observation for 6a to model good communication skills demonstrating a good command of the English language when working with children. Professional discussion can be used for all other criteria as appropriate.</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>The student lacks confidence when contributing to a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.</p> <p>The student lacks competence to reflect on occasions when they have sought feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations. The student is not clear when discussing that a level 3 early years educator may be expected to supervise staff or lead a setting.</p> <p>The student is unclear when explaining how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.</p> <p>The student must be observed communicating with all children in ways that will be understood. Where possible the student will be observed adapting teaching approaches as appropriate to ensure children with speech and language difficulties and</p>	<p>The student contributes to a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.</p> <p>The student is able to reflect on occasions when they have sought feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations. The student is aware that a level 3 early years educator may be expected to supervise staff or lead a setting.</p> <p>The student can explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.</p> <p>The student must be observed communicating with all children in ways that will be understood. Where possible the student will be observed adapting teaching approaches as appropriate to ensure children with speech and language difficulties and</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>those who have English as an additional language (EAL) are supported to catch up, this can be enhanced / met through professional discussion as appropriate. Not consistently applied.</p> <p>The response defines CPD and offers a limited explanation, identifying a weak rationale for participating in continued Professional discussion. The student has developed a plan for CPD, but this is limited.</p> <p>Limited understanding of the role of supervision as an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.</p> <p>Use and modelling of written and spoken English is limited.</p> <p>Limited understanding of expected behaviours in a professional and early years setting.</p>	<p>those who have English as an additional language (EAL) are supported to catch up, this can be enhanced / met through professional discussion as appropriate. Consistently applied.</p> <p>The response given explains CPD supported by the use of examples. The student has developed a plan for CPD reflecting own strengths and interests. The response explains how engaging in reflective practice and evidence-based, CPD can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially seeing positively impacted outcomes in areas of disadvantage.</p> <p>The student is able to articulate a good understanding of the role of supervision as an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.</p> <p>Good command of written and spoken English has been demonstrated / achieved as appropriate.</p> <p>The student has demonstrated a range of expected behaviours in a professional and early years setting with further opportunities to discuss these professional expectations included in the professional discussion.</p>

Assessment justification	
<p>Observation and professional discussion</p> <p>The assessor to make their judgement based on the professional discussion and observation.</p> <p>A professional discussion explores the student's understanding of CPD and how this is used to improve own skills and early years practice. If students have completed any form of personal development plan or target setting, they may refer to this in order to move the discussion forward. Additional documentation such as a personal development plan allows the student the opportunity to demonstrate a good command of written and spoken English. During the discussion, the assessor encourages the student to consider ways that they will engage in CPD and reflective practice to improve own skills, practice, and subject knowledge including wider roles and responsibilities identified in this section.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Partnership working

Early Years Educator reference	4g, 5a, 5b, 5d, 5e, 5f, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6d, 6g
Criteria	<p>4g Share information with parents and carers about:</p> <ul style="list-style-type: none"> the importance of healthy balanced diets looking after teeth and oral health being physically active. <p>5a Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.</p> <p>5b Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.</p> <p>5d Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.</p> <p>5e Make additional provisions to support babies' and children's education and development where they lack this support from parents / carers.</p> <p>5f Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook.</p> <p>5.1 It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.</p> <p>5.2 Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.</p> <p>5.3 Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>5.4 Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.</p> <p>5.5 It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>5.6 There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.</p>

	<p>5.7 Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.</p> <p>6d Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.</p> <p>6g Be confident in supporting or challenging the practice of colleagues.</p>
Assessed skills	<p>The student should share information with parents and carers about:</p> <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active. <p>They will work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.</p> <p>The student will work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.</p> <p>They will explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.</p> <p>The student will make additional provisions to support babies' and children's education and development where they lack this support from parents / carers.</p> <p>They will work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook.</p> <p>It is important for students to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met and that parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.</p> <p>Students show effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.</p> <p>It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local</p>

	<p>authorities and other relevant agencies and bodies. These all have different roles and responsibilities.</p> <p>Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.</p> <p>Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.</p> <p>Be confident in supporting or challenging the practice of colleagues.</p>
Professional Discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited understanding is shown of the criteria during observation and / or professional discussion in relation to:</p> <p>Share information with parents and carers about:</p> <ul style="list-style-type: none"> the importance of healthy balanced diets looking after teeth and oral health being physically active. <p>Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.</p> <p>Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.</p> <p>Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.</p> <p>Make additional provisions to support babies' and children's education and development where they lack this support from parents / carers.</p> <p>Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook.</p> <p>It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.</p>	<p>Appropriate understanding is shown of the criteria during observation and / or professional discussion in relation to:</p> <p>Share information with parents and carers about:</p> <ul style="list-style-type: none"> the importance of healthy balanced diets looking after teeth and oral health being physically active. <p>Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.</p> <p>Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.</p> <p>Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.</p> <p>Make additional provisions to support babies' and children's education and development where they lack this support from parents / carers.</p> <p>Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook.</p> <p>It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.</p>

Assessor judgement guidance	
Working towards competence	Competence
<p>Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.</p> <p>Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.</p> <p>It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.</p> <p>Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.</p> <p>Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.</p> <p>Be confident in supporting or challenging the practice of colleagues.</p>	<p>Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.</p> <p>Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.</p> <p>It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.</p> <p>Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.</p> <p>Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.</p> <p>Be confident in supporting or challenging the practice of colleagues.</p>

Assessment justification
<p>Observation and professional discussion</p> <p>The assessor should be able to observe aspects of good relationships with both adults and children through day-to-day interactions.</p> <p>Professional discussion to reflect on ways to engage parents / carers, discuss how relationships are developed and maintained with all involved including external and other agencies to ensure the development and learning needs of all children are met. Students should be able to show their understanding that there are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including local authorities and other relevant agencies and bodies. These all have different roles and responsibilities. Students should also have an awareness of the role of Ofsted.</p>

Assessment justification	
<p>The student should be able to discuss the significance of parental involvement / engagement for subsequent academic success whilst having an appreciation that building relationships with parents and carers may be challenging and is likely to require sustained effort and support.</p> <p>Students must be aware that it is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.</p> <p>In the professional discussion the student may be able to reflect or refer to relevant policy and procedure to explain their own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.</p> <p>The student should be able to discuss why they should be confident in supporting or challenging the practice of colleagues, examples may be used from their placement to move the discussion forward.</p>	
Final attainment:	Only record pass once the criteria have been achieved.

Assessor criteria reference

T Level Technical Qualification in Education and Early Years (610/5748/4)	
Criteria	Can be found on page:
1.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential, as set out in the Equality Act 2010 .	81
1.2 An effective early years educator knows the expected patterns of babies' and children's development from birth to 5 years old and has an understanding of further development from 5 to 7 years.	27
1.3 An effective early years educator understands babies' and children's development patterns, including: <ul style="list-style-type: none"> • cognitive • speech, language, and communication development • physical • emotional • neurological and brain development. 	27
1.4 Self-regulation changes according to a child's age and development. Children are in the early stages of learning to self-regulate and it is something that is developed throughout the early years. Co-regulation (the support we provide to children to help them understand, express and regulate their feelings) is a vital building block towards the ability to self-regulate.	53
1.5 There is a range of evidence-based theories, philosophical approaches and research that underpins early years development. Some approaches are not evidence based and do not support childhood development.	37
1.6 Personal, social and emotional development (PSED) is crucial for babies and children to lead healthy and happy lives and is fundamental to their cognitive development. The important attachments that shape their social world, underpin babies' and children's personal development.	53
1.7 The ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.	29
1.8 Different cultural backgrounds and family circumstances can impact babies' and children's learning and development.	79
1.9 Physical, mental and emotional health and wellbeing are important and can impact on babies' and children's development.	53
1a (a) Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND.	79
1a (b) Identify, help and work appropriately with others to provide children and babies with any additional support they may need.	49
1a (c) Apply evidence-based theories and philosophical approaches in practice, and as appropriate, based on a clear understanding of cognitive science.	37
1a (d) Support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of differing emotional reactions and what may or may not be appropriate.	53

1a (e) Use co-regulation to support children when they are experiencing any range of emotions, by providing warm, responsive interactions to help support the development of self-regulation.	53
1a (f) Support children to form positive attachments, including how to develop warm and responsive relationships with other children, with clearly established and age-appropriate boundaries.	53
1a (g) Avoid stereotypes, for example, those based on gender, culture or race, and explain how they can cause damage (how they might encourage prejudice).	79
1a (h) Analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development.	79
1a (i) Interact with babies and children with confidence to positively impact their health and wellbeing.	53
1a (j) Prepare and support babies and children through transitions and significant events in their lives, such as: <ul style="list-style-type: none"> • moving school • starting and moving through or between early years settings • birth of a sibling • moving home • family breakdown • living outside of the home • loss of significant people or bereavement • social events that impact their lives, such as COVID-19 • adoption and care, including the significance of adverse childhood experiences and trauma. 	53
1a (k) Promote health and wellbeing in settings by implementing strategies to encourage babies and children to: <ul style="list-style-type: none"> • consume healthy and balanced meals, snacks and drinks appropriate for their age and that support good oral health • be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors • be aware of personal safety and the safety of others • develop personal hygiene practices, including oral hygiene. 	74
1.10 The early years foundation stage (EYFS) sets out the early education curriculum requirements from birth to age 5. These are: <ul style="list-style-type: none"> • communication and language • physical development • personal, social and emotional development (PSED) • literacy • mathematics • understanding the world • expressive arts and design. 	38
1.11 The content of the curriculum is planned for all children. The carefully planned and sequenced curriculum recognises that some forms of knowledge are important, useful and interesting. These forms of knowledge help prepare children for future learning and are not learned or discovered without explicit teaching.	38
1.12 Children are likely to have different levels of prior experience and knowledge. The curriculum should take account of this prior knowledge and be planned accordingly. Pedagogical approaches to teaching may need to be adapted because of this.	38

1.13 Communication and language are the cornerstone of an early years curriculum, which can provide all children with an equal chance of success.	30
1.14 The impact of an effective communication and language curriculum shows positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.	30
1.15 Some children are at an earlier stage of language development and can experience speech and language difficulties.	30
1.16 There are ways to communicate with all children, appropriate for their stages of development. This may include those who have speech or language differences, such as some SEND or neurodivergent children, and those who have English as an additional language (EAL).	30
1b (a) Plan an educational programme, reflecting the child's: <ul style="list-style-type: none"> stage of development individual interests, needs and circumstances entitlement to new, important and interesting knowledge. 	38
1b (b) Use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance.	38
1b (c) Choose, plan and sequence what all children need to learn.	38
1b (d) Develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions, such as: <ul style="list-style-type: none"> reading aloud stories and talking about them to build familiarity and understanding exploring vocabulary in wider contexts, once children know a story well, through conversation and sensitive questioning, using a rich range of vocabulary and language structures supporting awareness of sounds through rhymes and songs. 	30
1b (e) Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development.	30
1b (f) Help children to catch up with language development through planned use of pronunciations, words, and phrases.	30
1b (g) Identify delays in communication development and describe appropriate support services for babies and children.	30
1.17 There are different pedagogical approaches and what these are, such as: <ul style="list-style-type: none"> play direct teaching adult explanations adult modelling learning from peers guided learning. 	45
1.18 An effective early years educator makes adaptations to their teaching (adaptive pedagogy): these changes promote learning for all.	38
1.19 The learning environment, both indoors and outdoors, is a resource that supports the implementation of the curriculum.	38
1c (a) Select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge, considering an appropriate balance of adult- and child-led activities, for example: <ul style="list-style-type: none"> role modelling and supporting children's group learning and socialisation reading a story with expression and clarity 	42

<ul style="list-style-type: none"> explaining new concepts with clarity and precision using strategies for supporting early literacy and mathematics. 	
1c (b) Adapt teaching to suit babies' and children's different starting points, experience and knowledge, ensuring that it goes beyond their existing interests and gives them the best chance of success now and later, utilising and resourcing the learning environment to help babies and children progress against the planned curriculum.	42
1c (c) Respond to the needs and interests of the child to support intended learning, including: <ul style="list-style-type: none"> giving encouragement introducing the child to new interests applying strategies to develop and extend children's development, learning and thinking, including sustained shared thinking. 	42
1c (d) Communicate with all children in ways that will be understood. Adapt teaching approaches as appropriate to ensure children with speech and language difficulties and those who have English as an additional language (EAL) are supported to catch up.	82
1.20 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support.	33
1.21 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing what children can and cannot do and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.	33
1.22 An effective early years educator considers when and why to carry out accurate and proportionate assessment. Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.	33
1.23 There are different assessment methods and techniques that inform what we know about children's progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.	33
1.24 The key stages in assessing children's progress, including the progress check at age 2, the reception baseline assessment, the EYFS profile and the value these have for: <ul style="list-style-type: none"> the baby or child the parents or carers curriculum adaptation the early years setting and key stakeholders in planning the next steps. 	33
1d (a) Carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the EYFS statutory framework and setting's requirements.	33
1d (b) Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and / or carers.	33
1d (c) Work with colleagues to identify efficient approaches to assessment.	33
1d (d) Use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed and support the child's development.	33

2.1 All children and young people are entitled to a quality education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	46
2.2 There are four general areas of need, and how to balance these against a detailed understanding of an individual baby's or child's needs: <ul style="list-style-type: none"> • communication and interaction • cognition and learning • social, emotional and mental health • physical and sensory needs. 	46
2.3 There are appropriate strategies for supporting a baby or child with SEND.	49
2.4 A delay in a baby's or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires special educational provision. The delay may be due to a gap in a baby's or child's knowledge and understanding.	49
2.5 Difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND.	29
2.6 There are specialist aids, resources, and equipment available to support babies and children with SEND.	49
2a Explain and apply the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND through a graduated approach.	46
2b Work effectively in partnership with others, including parents and carers, to promote and implement appropriate strategies for supporting the progress of babies and children with SEND.	49
2c Promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND.	49
2d Effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.	49
2e Use specialist aids, resources and equipment available to support babies and children with SEND.	49
3.1 Safeguarding and security systems are an important part of keeping babies and children safe.	57
3.2 An effective early years educator understands their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	57
3.3 An effective early years educator knows about employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance and the need to stay updated on changes to legislation.	57
3.4 An effective early years educator knows the signs of harm and the different types of abuse and what these are, including but not limited to: <ul style="list-style-type: none"> • neglect • physical • emotional • online • domestic • sexual abuse. 	64
3a Recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them.	57

3b Carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information.	57
3c Find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance.	57
3d Follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements.	57
4.1 There are legal requirements, statutory guidance and other non-statutory guidance on health and safety, security, and confidentiality of information that must be adhered to.	57 / 72
4.2 It is important to know what the signs and symptoms are that may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical or dental attention.	63
4.3 It is important to prevent and control infection.	66
4.4 There are different stages of weaning, and it is important to keep knowledge up to date, including knowledge of food allergies / anaphylaxis.	68
4.5 Mealtimes can be a high-risk environment for babies and young children in regard to choking, the signs of choking, and that choking can be completely silent; therefore, children should be supervised closely when eating.	68
4.6 It is important to ensure equipment, furniture, and materials are used safely and the dangers for not doing so.	74
4.7 It is important for babies and children to have a healthy, balanced and nutritious diet, to be physically active and to have good oral health.	63
4a Identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> health and safety confidentiality of information promoting the welfare of babies and children. 	74
4b Carry out risk assessments and risk management in line with: <ul style="list-style-type: none"> employer, local and national requirements policies and procedures. 	74
4c Respond and take appropriate action to accidents and emergency situations, including: <ul style="list-style-type: none"> a baby or young child requiring urgent medical or dental attention a non-medical incident or emergency identifying risks and hazards receiving, storing, recording, administering and the safe disposal of medicines. 	74
4d Implement effective strategies for preventing and controlling infection, including: <ul style="list-style-type: none"> handwashing food hygiene dealing with spillages safely safe disposal of waste using correct personal protective equipment (PPE) knowledge of common childhood illnesses and immunisation schedules exclusion periods for infectious diseases. 	66

4e Maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met. Records and reports include: <ul style="list-style-type: none"> • medication requirements • special dietary needs • planning • observation and assessment • health, safety, and security • accidents and near misses • daily registers. 	33 / 69 / 72
4f Use equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> • equipment • furniture • materials. 	74
4g Share information with parents and carers about: <ul style="list-style-type: none"> • the importance of healthy balanced diets • looking after teeth and oral health • being physically active. 	85
4h Explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including: <ul style="list-style-type: none"> • eating (feeding and weaning and complementary feeding) • nappy-changing procedures • potty and toilet training • care of skin, teeth, and hair • rest and sleep provision. 	69
4i Other dietary considerations including: <ul style="list-style-type: none"> • use current dietary guidance for early years and be able to explain why it is important for babies and children to have a healthy, balanced diet and be physically active • find and apply the most up-to-date advice on weaning provided by the NHS • prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance • supervise children effectively when eating. 	69
5.1 It is important to develop and maintain good relationships and partnerships in an early years setting to ensure the needs of all children are met.	85
5.2 Parent and carer engagement is consistently associated with ensuring their child's subsequent academic success.	85
5.3 Effective engagement with parents and carers is important and that working effectively with parents and carers may be challenging and is likely to require sustained effort and support.	85
5.4 Setting leaders need to collaborate and work with colleagues and other relevant professionals within and beyond their setting to ensure babies and children progress well in their learning.	85
5.5 It is important to be an advocate for the child's learning and development, parental and carer engagement, the home learning environment, and their roles in early learning.	85
5.6 There are other agencies and professionals that work with and support early years settings and children, both statutory and non-statutory, including	85

local authorities and other relevant agencies and bodies. These all have different roles and responsibilities.	
5.7 Ofsted is responsible for the regulation and inspection of early years provision. It carries out inspections and reports on the quality and standards of provision.	85
5a Work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress.	85
5b Work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development.	85
5c Encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development.	33
5d Explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this.	85
5e Make additional provisions to support babies' and children's education and development where they lack this support from parents and carers.	85
5f Work effectively and confidently with Ofsted, including having confidence in using Ofsted's early years inspection handbook .	85
6.1 There are expected behaviours in a professional and early years setting.	82
6.2 A level 3 early years educator may be expected to supervise staff or lead a setting.	82
6.3 Supervision is an opportunity for staff to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children.	82
6.4 There are procedures that must be adhered to in the work setting and the importance of these for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. 	57
6.5 Engaging in reflective practice and evidence-based, continuing professional development (CPD) can improve own skills, practice, and subject knowledge, increase career opportunities and help children's academic outcomes, especially in areas of disadvantage.	82
6.6 Respecting and promoting diversity and inclusion, cultural differences and family circumstances is an important part of the role.	79
6a Use and model good communication skills, including a good command of the English language in spoken and written form, for example, when working with children, in emails, and in meetings and discussions.	82

6b Foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective supervision at all stages of a career.	82
6c Follow procedures in the work setting, including, where appropriate, updating and developing policies and procedures for: <ul style="list-style-type: none"> • reporting • whistleblowing • protecting and promoting the welfare of children • safeguarding • confidentiality • information sharing • use of technology • referring development concerns • protecting practitioners, for example, media and online presence • staff health and safety, including mental health and wellbeing support. 	57
6d Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team.	85
6e Seek out feedback from others to identify and support career development goals, for example through mentoring and / or supervised observations.	82
6f Explain how our own and others' behaviour can impact on babies and children and the importance of role-modelling positive behaviours.	82
6g Be confident in supporting or challenging the practice of colleagues.	85

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