



HM Government

T-LEVELS

**T Level Technical
Qualification in Education
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Employer set project (ESP)
Early Years Educator
Scenario and Control Documents

v2.0: Specimen assessment material (SAM)
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T Level Technical Qualification in Education and Early Years

Employer set project (ESP)

Early Years Educator

Scenario and control documents

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Employer set project (ESP): preliminary research activity

You have already completed four pages of research notes based on the information in the scenario overview provided below. The scenario overview has been included for information and reference if required as you complete the ESP.

Scenario overview

You are an early years educator working for a childminder. A child who has recently joined the childminder has been identified as not making the expected levels of progress in some developmental areas. The child is aged 3 years and 1 month. The childminder is the child's key person and will observe and support the child. The child is also being supported by a speech and language therapist.

You will be working with the key person and the speech and language therapist to promote the child's communication and language skills. You will carry out research that will inform your practice to effectively support the child's development.

You **must** consider the following:

- developmental norms and strategies that would be appropriate to support development
- the early years framework (early years foundation stage) and selection of suitable resources
- the roles of observation, assessment, planning and reflection
- partnership-working with parents, practitioners and other professionals
- safe working practices and risk assessment
- education theories, concepts and pedagogies.

Employer set project (ESP) brief: Early Years Educator

The ESP has been designed as an opportunity for you to demonstrate how you would respond to a current need that has been identified in your sector and is validated by employers.

Student instructions

You must read the following scenario, Control Document 1 (child profile) and Control Document 2 (individual progress review table) before beginning task 1 (a): early support plan.

Scenario

The childminder you work for has 10 children who regularly attend during the week for different sessions / days. They also provide breakfast and after-school childcare for a small number of 4- to 11-year-olds each day. The childminder is based in a domestic home setting with a large garden and outdoor play space. The setting is based on the outskirts of a large town.

Nina, aged 3 years and 1 month, recently joined the childminding setting after moving into the local area with her family. She attends the setting for 4 full days a week. You have been asked to work with the childminder in their role as the key person to support Nina's specific developmental needs. Nina is benefiting from engagement with a speech and language therapist to support her communication and language needs

An on-entry diagnostic and formative assessment was carried out to identify Nina's progress in all areas of development. Control Document 1 (child profile) includes background information gathered by Nina's key person. Control Document 2 (individual progress review table) outlines Nina's current level of development.

You are required to analyse the information provided within the scenario and control documents in order to plan the support required to promote Nina's communication and language development. The approach, including an early support plan and activity plan, will be shared with, and approved by, the key person. The non-statutory guidance, Development Matters, has been used to indicate the expected level of development or benchmark typically reached by children of 3 years.

Routine informal reviews will take place to assess Nina's progress against the expected benchmark, and the key person will formally review her development after 6 weeks.

Control Document 1: child profile

Setting:	Home-based childminder (Willowdown Childminders)
Name:	Nina
Age:	3 years and 1 month
Family background notes:	<p>Nina lives in a flat in the town centre with her two mothers and a 6-month-old baby brother. Her family have recently moved into the local area after relocating from a small rural village about 6 hours away. Nina's parents chose to use a childminding setting so that Nina would be with a small group of children in a homely setting.</p> <p>Before they moved, Nina attended a large nursery setting 3 days a week. Her parents were concerned that Nina struggled with the busy environment at the nursery.</p> <p>The family do not have any relatives or friends in the area at present.</p>
Health and wellbeing notes:	<p>At Nina's 2-year progress check she actively engaged with the toys available. Her parents reported that she slept and ate well, and they had no health concerns about Nina. Nina was walking confidently and showed curiosity about the toys. Nina's parents shared that they often visited the local park and Nina enjoys playing outside.</p> <p>Nina's parents shared concerns over Nina's speech and understanding of instructions. Nina consistently used less than 10 single words on the checklist and demonstrated very little verbal interaction during the appointment.</p>
Other professional involvement:	<p>Nina was referred for speech and language therapy at her 2-year progress check.</p> <p>Speech and language therapy sessions have been established at the childminding setting.</p>
Class teacher comments:	<p>An on-entry formative assessment was carried out in the first 2 weeks of Nina joining the childminding setting (see Control Document 2: Individual Progress Review Table).</p> <p>Nina settled into the setting well after several settling-in sessions which she attended with a parent.</p> <p>Nina engages well with the adults in the setting, playing with them and using them to seek comfort and help to meet her needs. She shows interest in playing alongside other children. She enjoys playing with the younger children in the setting and shows a caring nature towards the babies. She can find it difficult to engage in play with children of a similar age but will often watch them from a distance with interest.</p> <p>Nina is a very active child. She enjoys playing outside in the garden, running and using the play equipment including the scooters, balance bikes and swing. She has also enjoyed spending time helping the adults and the older children with the gardening and watering the small vegetable patch. Nina enjoys going outside of the setting with her key person and the other children for visits to local places of interest including the park, library and some local museums.</p>

When inside, Nina enjoys engaging with arts and crafts and sensory play but can get easily frustrated. Nina demonstrates limited speech when communicating her needs which can lead to her being physical with other children and becoming distressed. Nina uses pointing, gesturing and single words when communicating; her speech is not always clear. She can get upset when she needs to share resources with other children or when asked to sit and listen to a story or activity.




Formative assessment and observation carried out on Nina have shown she is not meeting the expected levels in some aspects of communication and language for her age.




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Control Document 2: individual progress review table

Willowdown Childminders – on-entry assessment	
Name: Nina	Age on-entry: 3 years and 1 month
Date of entry to setting: 30 May 2025	Date of on-entry assessment: 10 June 2025

Comments towards Nina's on-entry assessment

Key:		
 Birth to 3 – babies, toddlers and young children will be learning to:	 3- and 4-year-olds will be learning to:	 Children in reception will be learning to:

				Observation checkpoint	Key person comments:
Physical development:		✓		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Nina confidently uses a range of movement for specific purposes and enjoys using the balance bikes and scooters.
Communication and language	✓			Make themselves understood and can become frustrated when they cannot.	Nina struggles to communicate her needs to others using words. For example, when Nina wants resources, she will often snatch toys and cry.
	✓			Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'.	Although Nina is beginning to use an increasing range of single words, her speech sounds are not always clear. She can say a range of multi-syllabic words such as bicycle.
	✓			Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Nina can understand simple instructions or sentences, particularly when she is fully focused or engaged in an activity. For example, when gardening, Nina is able to follow simple instructions to help with weeding and planting.
	✓			Use a wider range of vocabulary.	Nina is building her use of single words but generally uses simple vocabulary, for example, cup, food, slide, mine.

Personal, social, emotional development		✓		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Nina knows which resources to use and can access these independently. For example, she chooses the correct gardening tools for different tasks and knows where to find them.
	✓			Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Nina uses gestures, pointing and single words to engage with others although she can become frustrated and cry if people don't understand.
Expressive arts and design		✓		Explore different materials freely, to develop their ideas about how to use them and what to make.	Nina enjoys accessing art materials and will independently create using her own ideas. For example, Nina enjoys colouring and sticking.

SOURCE: Development Matters: Non-statutory curriculum guidance for the early years foundation stage, revised September 2023

Change history record (CHR)

Version	Description of change	Approval	Date of issue
v1.0	First published version	09 May 2025	09 June 2025
v2.0	Minor updates to SPaG and abbreviations Logos updated on front page Control Document 1 and 2 updated Copyright information updated	26 March 2026	30 April 2026

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Document information

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