



Early Years Practitioner Level 2 Apprenticeship

Over 800 Childcare
Qualifications/Year

87% Overall
Success Rate

Progression
Opportunities

Early Years Practitioner Apprenticeship Standard

As an Early Years Practitioner, you will work and interact directly with children on a day to day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting.

An Early Years Practitioner works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional the Early Years Workforce.

Entry Requirements

Apprentices should be at least 16 years old. There are no other set entry requirements.

Maths and English

Apprentices achieve their Level 1 English and Maths qualification as part of their apprenticeship. Apprentices without level 2 English and Maths will need to take the tests for this level prior to taking the End Point Assessment.

End Point Assessment

Knowledge, skills and behaviours will be tested by an independent End Point Assessor which will be appointed by your employer.

Prior to your End Point Assessment you will attend a Gateway meeting with your employer, GP Strategies trainer/assessor and your mentor/supervisor/manager who will review your progress and confirm that all the requirements of your apprenticeship have been met. You will then be referred for End Point Assessment.

The End Point Assessment will take the form of a professional discussion underpinned by portfolio and knowledge test and will be organised at a time and date convenient to both you and your employer. The Level 2 Diploma for the Early Years Practitioner and Level 1 Maths and English must be complete prior to the End Point Assessment taking place.

The outcome of your End Point Assessment test will be graded either Pass/Distinction/Fail.



The Standard

Knowledge	What the Early Years Practitioner on completion must know and understand:
K1:	How children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical,
K2:	The importance to children's holistic development of speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.
K3:	How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.
K4:	The significance of attachment, the key person's role and how transitions and other significant events impact children.
K5:	The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
K6:	Safeguarding policies and procedures, including child protection and online safety.
K7:	Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
K8:	The legal requirements and guidance for health and safety, and security.
K9:	Risks and hazards in the work setting and during off site visits.
K10:	Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/dental attention, a non-medical incident or emergency and identifying risks and hazards.
K11:	The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.
K12:	The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/dental attention.
K13:	The impact of health and wellbeing on children's development.
K14:	The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.
K15:	Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech.
K16:	The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.
K17:	The terms adult led activities, child initiated activities and spontaneous experiences.
K18:	The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/carers and the early years setting in planning the next steps.

Knowledge	What the Early Years Practitioner on completion must know and understand:
K19:	How to refer concerns about a baby's or child's development.
K20:	The statutory guidance in relation to the care and education of children with special educational needs and disabilities.
K21:	Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.
K22:	What specialist aids, resources and equipment are available for the children you work with and how to use these safely.
K23:	Own role and expected behaviours and the roles of colleagues and the team.
K24:	How to access work place policies and procedures and your own responsibilities and accountabilities relating to these.
K25:	How behaviour can impact on babies and children and influence them.
K26:	Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.
K27:	The importance of reflective practice and continued professional development to improve own skills and early years practice.
K28:	The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
K29:	The importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.



The Standard

Skills	What the Early Year Practitioner on completion must be able to do:
S1:	Support babies and young children through a range of transitions e.g. moving onto school, moving house or the birth of a sibling.
S2:	Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse.
S3:	Identify risks and hazards in the work setting and during off site visits relating to both children and staff.
S4:	Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages
S5:	Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
S6:	Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
S7:	Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.
S8:	Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision.
S9:	Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
S10:	Extend children's development and learning through verbal and non-verbal communication.
S11:	Encourage babies and young children to use a range of communication methods.
S12:	Use a range of communication methods to exchange information with children and adults.
S13:	Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.
S14:	Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.

Skills	What the Early Year Practitioner on completion must be able to do:
S15:	Observe children, assess, plan and record the outcomes, sharing results accurately
S16:	Use learning activities to support early language development.
S17:	Support children's early interest and development in mark making, writing, reading and being read to.
S18:	Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.
S19:	Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.
S20:	Work in ways that value and respect the developmental needs and stages of babies and children.
S21:	Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.
S22:	Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
S23:	Work alongside parents and/or carers and recognise their role in the baby's/child's health, wellbeing, learning and development.
S24:	Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
S25:	Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.



The Standard

Behaviours	These are the personal attributes and behaviours expected of Early Years Practitioners carrying out their roles:
B1:	Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
B2:	Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
B3:	Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
B4:	Being team-focused - work effectively with colleagues and other professionals.
B5:	Commitment - to improving the outcomes for children through inspiration and child centred care and education.
B6:	Work in a non- discriminatory way - by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential. Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
B7:	Professional practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.



Level 2 Diploma for the Early Years Practitioner

Main Qualification Structure

The learner must achieve a total of 37 credits from the Diploma: All 37 credits must be achieved from the 14 mandatory units.

Mandatory Units

Unit Ref.	Unit No.	Unit Title	Unit Type	Level	Credit
R/617/2630	EYP 1	Roles and responsibilities of the Early Years Practitioner	Knowledge/Skills	2	2
Y/617/2631	EYP 2	Health and safety of babies and young children in the early years	Knowledge/Skills	2	3
D/617/2632	EYP 3	Equality, diversity and inclusive practice in early years settings	Knowledge/Skills	2	2
H/617/2633	EYP 4	Safeguarding, protection and welfare of babies and young children in early years settings	Knowledge/Skills	2	3
K/617/2634	EYP 5	Understand how to support children's development	Knowledge	2	4
M/617/2635	EYP 6	Support care routines for babies and young children	Knowledge/Skills	2	3
T/617/2636	EYP 7	Support the planning and delivery of activities, purposeful play opportunities and educational programmes	Knowledge/Skills	2	4
A/617/2637	EYP 8	Promote play in an early years setting	Knowledge/Skills	2	3
F/617/2638	EYP 9	Support wellbeing of babies and young children for healthy lifestyles	Knowledge/Skills	2	2
J/617/2639	EYP 10	Support babies and young children to be physically active	Knowledge/Skills	2	2
L/617/1993	EYP 11	Support the needs of babies and young children with special educational needs and disability	Knowledge/Skills	2	2
F/617/2641	EYP 12	Promote positive behaviour in early years settings	Knowledge/Skills	2	2
J/617/2642	EYP 13	Partnership working in the early years	Knowledge/Skills	2	2
L/617/2643	EYP 14	Support the needs of the child in preparing for school	Knowledge/Skills	2	3

Total Qualification Time: 370 hours



Duration

Typically this apprenticeship will take 16 months.

Progression

Apprentices can progress to the Level 3 Early Years Educator Standard, where they will complete Level 3 Diploma for Early Years Workforce.

Qualification

The qualification will be assessed using a range of methods. This could include direct observation in the workplace, a portfolio of evidence, written assignments or a task.

Level

This is a Level 2 apprenticeship.

Find out more

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