

# EARLY YEARS PRACTITIONER APPRENTICESHIP LEVEL 2



**For new or existing staff**

This occupation is found in a range of private and public settings including; full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, family hubs, and local authority provision to deliver the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development and care of children from birth to 5 in both indoor and outdoor environments.

## **Qualification**

**Early Years Practitioner Level 2**

**Completers may want to progress to**  
Early Years Educator Apprenticeship  
Level 3

The broad purpose of the occupation is to 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 provision. An EYP 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 in the Early Years Workforce. In their daily work, an employee in this occupation interacts with parents, children, colleagues and wider multi agency professionals and partners such as health visitors, social workers and speech and language therapists. Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children.

Due to the nature and level of responsibility it is not anticipated that the role would have any budgetary or leadership responsibilities. They will be responsible for supporting child initiated and adult led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure. An EYP will also support the observation and assessment of each child and contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team. They will also work in partnerships with other colleagues, parents or carers or other professionals, with support from a more senior member of the team, to meet the individual needs of each child. They will also have a responsibility for ensuring that they recognise when a child is in danger or at risk of serious harm or abuse and contributing to the health and safety of the children, staff and others on the premises.

### **Delivery model and duration:**

Training is delivered in the workplace, plus two or three College-based sessions throughout the course. This can be supported by some remote delivery if required.

**Duration: 15 months plus up to 3 months for End Point Assessment.**

### **Ideal for:**

- Early Years Practitioner
- Nursery Assistant
- Nursery Nurse

### **The apprenticeship will cover the following core areas:**

- Working in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child in line with company policies and procedures
- Using play to support children to understand and encourage healthy life choices
- Carrying out self-reflection and using continuous professional development opportunities to improve practice
- Undertaking specific tasks related to the safety and hygiene of the children and the cleanliness of the setting
- Communicating and engaging with children to support their learning and development
- Supporting the wellbeing of all children including those with additional needs and disabilities.
- Contributing to the planning and organising of activities and children's individual experiences which will support and extend the children's learning in line with the Early Years Foundation Stage

### **Entry Criteria:**

- GCSEs in English and maths grade 9 - 1 or A - G (or Level 1 Functional Skills equivalent)

### **Benefits to business:**

- Train competent staff members
- Your employees will gain a standard Early Years Practitioner qualification
- Learners will improve their knowledge, skills and behaviours

### **Benefits for learners:**

- Receive training from experts with years of industry experience
- Become occupationally competent
- Build a strong foundation for a career in the early years care sector

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**GC**  
Gloucestershire College

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## Components

Functional Skills English and mathematics Level 1, working towards Level 2

## End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Professional discussion underpinned by a portfolio of evidence
- Observation with questioning

## Duties developed during the apprenticeship will include:

Duty 1 - Work in partnership with other colleagues, parents or carers or other professionals to meet the individual needs of each child in line with the provision's policies and procedures and statutory guidance.

Duty 2 - Use play to support children to understand and encourage healthy life choices.

Duty 3 - Identify issues of safeguarding and child protection, ensuring that the welfare and safety of children is promoted and safeguarded and to report any child protection concerns to the person in charge.

Duty 4 - Carry out self-reflection and use continuous professional development opportunities to improve practice.

Duty 5 - Undertake specific tasks related to the health, safety and hygiene of the children and the cleanliness of the provision.

Duty 6 - Use their knowledge of child development theories to work with parents and carers to improve children's outcomes and wellbeing, including those with disabilities and additional needs.

Duty 7 - Contribute to the observation, planning and organise activities and children's individual experiences which support and extend their learning in line with the Early Years Foundation Stage.

Duty 8 - Role model effective communication to promote and support children's overall learning and development.

Duty 9 - Support the collection of accurate and up-to-date records which identify children's individual needs, abilities and progress and use these as a basis for future planning.

Duty 10 - Support the development of an inclusive environment that promotes the well-being of all children.