

EARLY YEARS PRACTITIONER APPRENTICESHIP LEVEL 2

For new or existing staff

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 setting. 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 the Early Years Workforce.

Qualification

**Qualification: NCFE CACHE
Level 2 Diploma for Early Years
Practitioner**

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

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.

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 3 months for End Point Assessment (based on 52 week year working 30 hours+ per week, or pro-rotta for term-time only working hours)

Ideal for:

- Early Years Practitioner
- Early Years Worker
- 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 - 3 or A* - D

Benefits to business:

- Train competent staff members
- Your employees will gain a standard Early Years Educator 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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End Point Assessment

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

- Knowledge Test – a 60-minute multiple choice test consisting of 40 questions. The test is closed book which means that the apprentice cannot refer to reference books or materials
- Professional Discussion – this must last for 90 minutes and is underpinned by a portfolio of evidence focusing on the knowledge, skills and behaviours of the apprentice

Components

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

Unit	Overview
Selection of Knowledge	<ul style="list-style-type: none">• 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, emotional, social, brain development and literacy and numeracy.• The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.• The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.• 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.• The significance of attachment, the key person's role and how transitions and other significant events impact children.
Selection of Skills	<ul style="list-style-type: none">• Supporting babies and young children through a range of transitions e.g. moving onto school, moving house or the birth of a sibling• Recognising when a child is in danger, at risk of serious harm or abuse and explaining the procedures to be followed to protect them. Types of abuse including: domestic, neglect, physical, emotional, and sexual abuse• Demonstrating skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment
Selection of Behaviours	<ul style="list-style-type: none">• Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development• Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude• Positive work ethic – maintains professional standards within the work environment providing a positive role model for children• Being team-focused - work effectively with colleagues and other professionals• Working 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. Working 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