

L3 APPRENTICESHIP

EARLY YEARS EDUCATOR

Overview

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centres, preschools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.

Entry requirements

Maths or English at Grade C or 4 at GCSE or Functional Skills Level 2.

Who is the course for?

The Early Years Educator Apprenticeship (Level 3) is for those working in a childcare setting e.g. nurseries, pre-schools, child minders, working on their own and/or supervising others. This qualification confirms competence in this area and serves as a required qualification for all new practitioners for registration and regulatory requirements in the early learning and childcare sector. The Apprentice should have prior experience of the sector.

Programme content

Knowledge

- The expected patterns of children's development from birth to 5 years and have an understanding of further development from age 5 to 7.
- The significance of attachment and how to promote it effectively.
- A range of underpinning theories and philosophical approaches to how children learn and develop and their influence on practice.
- How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
- The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- The importance to children's holistic development of: - speech, language and communication - personal, social and emotional development - physical development.
- Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
- The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
- The current early education curriculum requirements such as the Early Years Foundation Stage.
- When a child needs additional support such as where a child's progress is less than expected.

KEY INFORMATION

Typical Duration:
18 Months + 3 months EPA

Taught Days:
One day every week term time only

Delivery Location:
Truro

Funding value:
£6,000

(£300 employer contribution if required)

- How to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/or carers.
- The importance of undertaking continued professional development to improve own skills and early years practice.
- The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Why health and well-being are important for babies and children.
- How to respond to accidents, injuries and emergency situations.
- Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.
- How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.

Skills

- Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.
- Promote equality of opportunity and anti-discriminatory practice.
- Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.
- Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.
- Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.
- Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.
- Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
- Support and promote children's speech, language and communication development.
- Support children's group learning and socialisation.
- Model and promote positive behaviours expected of children such as turn taking and keep reactions and emotions proportionate.
- Support children to manage their own behaviour in relation to others.
- Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.
- Carry out and record observational assessment accurately.
- Identify the needs, interests and stages of development of individual children.
- Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.
- Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).
- Plan and carry out physical care routines suitable to the age, stage and needs of the child.
- Promote healthy lifestyles for example 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 through the day.
- Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.
- Carry out risk assessment and risk management in line with policies and procedures.
- Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.

- Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.
- Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.
- Encourage parents and/or carers to take an active role in the child's play, learning and development.

Behaviours

- **Care and compassion** - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
- **Being team-focused** - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.
- **Honesty, trust and integrity** - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
- **Commitment** to improving the outcomes for children through inspiration and child centred care and education.
- **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.
- **Working practice take into account fundamental British values** including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Gateway

The EPA period should only start once the employer, training provider and apprentice is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they have achieved occupational competence.

On programme assessment, prior to gateway, learners must have achieved:

- L3 Early Years Educator
- L3 Award in Paediatric First Aid
- L2 Maths
- L2 English

End point assessment

EPA methods

- Knowledge Test
- Professional Discussion underpinned by a portfolio of evidence

Contact information

For further information, please call our Business Relations Team on 01872 242711 or email apprenticeships@truro-penwith.ac.uk



* A guide to GCSE grading and Functional Skills

Department for Education

GCSE Grading

New Grading Structure	Old Grading Structure
9	A*
8	A
7	A
6	B
5	B
4 Standard Pass →	C
3	D
2	E
1	F
	G
U	U

Functional Skills are equivalent to GCSE's, the table below shows the comparison

Entry Level 1	GCSE below G or Level 1
Level 1	GCSE D-G or level 1-3
Level 2	GCSE A* - C or level 4-9