

# Apprenticeship Course Guide for:



NCFE CACHE Level 2 Diploma for the Early Years Practitioner

QN: (603/3723/0)



*Supporting development of your career*

## ***Introduction***

The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, 0–5 years.

The qualification content meets the Department for Education's (DfE) Level 2 full and relevant criteria for a Level 2 Early Years Practitioner in the workforce.

Upon successful completion of this qualification, learners can enter the workforce as a qualified Level 2 Early Years Practitioner or continue to study for a Level 3 Diploma holding Early Years Educator status.

Study of this NCFE CACHE Level 2 Diploma for the Early Years Practitioner provides learners the opportunity to:

- develop and demonstrate competence in job roles with private day nurseries, registered childminders or nursery schools
- develop and demonstrate a range of technical and wider sector-related knowledge to underpin competence in the job roles stated above.

This includes

- understanding Equality, diversity and inclusive practice in Early Years Settings
- how to support children's development in an early Years setting
- how to safeguard and protect babies, children and young people
- how to support babies and young children to be physically active
- Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Detailed below are a few of the areas of development you will study to help you achieve each of the learning outcomes for this valuable level 2 qualification

## ***Knowledge and Understanding***

### ***Understand Children's Development***

Study of this vitally important unit will allow you to gain knowledge, understanding and practical experience of how to describe sequential development from birth to seven years in the following areas:

- cognitive
- language
- physical
- emotional
- social
- brain development

You will develop the ability to explain how learning and development can be affected by a child's needs and stage of development and explain how the Key Person prepares and supports babies and young children during transitions



### ***Support care routines for babies and young children***

This professional development unit provides you the learner with the knowledge, understanding and skills to support care routine for babies and young children. All care routines should be discussed with parents/carers to ensure consistency of care. In doing so, you will be able to clearly explain the role of the Early Years Practitioner during:

- eating (feeding and weaning/ complementary feeding)
- nappy changing procedures
- potty/toilet training
- care of skin, teeth and hair
- rest and sleep

Through your natural development within this unit, you will automatically begin to Work in ways that encourage children to develop personal hygiene practices in relation to stage and needs and follow policies and procedures to carry out personal care routines

### ***Promote play in an Early Years Setting***

During study of this vitally important unit you will gain knowledge, understanding and skills required to support the provision of play within and early Years setting. You will learn all about and be able to explain what is meant by 'the play environment'. Study of this unit will allow you to give examples to explain how the Early Years Practitioner's behaviour can impact on and influence babies and young children.

As your role develops, you will feel comfortable describing the benefits of:

- physical play
- creative play

- imaginative play
- sensory play
- heuristic play

And you will develop skills that allow you to model positive behaviour to encourage social skills within an Early Years Setting as appropriate to the stage and need

## ***Practical Skills***

### ***Support well-being of babies and young children for healthy lifestyles***

This area of your professional development provides the learner with the knowledge, understanding and skills to support babies and young children to be physically active.

As both you and your role develop, you will understand and be in a position to explain the impacts of lack of adequate physical activity on babies and young children's health, development and well-being in the:

- short-term
- long-term

With experience comes trust, and as you develop, you will be in a position to plan activities which support babies and young children's physical activity in an indoor and outdoor space. You will be seen to encourage babies and young children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors

You will also understand the need to reflect on activities which support babies and young children's physical activity in an indoor and outdoor space in an Early Years Setting

### ***Support the needs of babies and young children with Special Educational Needs and Disability***



The aim of this unit is to extend practitioners' knowledge, understanding and skills for best practice supporting children with Special Educational Needs and Disability (SEND) in the early years. This unit also meets Continuing Professional Development (CPD) requirements for SEND at Level 2.

As your role becomes more interactive with children who may require support, you will learn about and understand the statutory guidance in relation to the care and education of children with SEND

You will also learn all about and be in a position to explain the importance to children's holistic development of:

- speech, language and communication
- personal, social and emotional development
- physical development
- literacy and numeracy

## ***Methods of Assessment and Support***

To ensure that you are given every opportunity to meet the prescribed learning outcomes and assessment criteria, you will be allocated a personal teaching and learning coordinator (TLC) who will work with you on a one to one basis.

Your allocated TLC will visit you in the workplace every month throughout the duration of your qualification. The length of the qualification depends upon you and your learning abilities. It is estimated that the qualification will take around 12 months.

You will be provided with unlimited access to our bespoke learner platform housing a vast array of resources linked to each and every unit within the qualification.

During your qualification your TLC will carry out the following and much more to assist your development:

- Regular teaching and learning sessions aimed at the delivery of knowledge and understanding within every chosen area of your professional development.
- Regular observation of your developing performance within your workplace, your TLC will formulate a full assessment plan to inform you of the areas to be observed, they will provide formal feedback and support. This “direct observation” will count as an assessment and will be logged as such onto your E-Portfolio to demonstrate learning and development
- Your TLC will meet with you line manager, other senior staff members and colleagues to ask them to provide “witness testimonies” explaining your actions within the workplace whilst working alongside them. This also forms an assessment process and will be logged by your TLC onto your E-Portfolio
- Your TLC will carry out regular reviews of your progress and development with your employers, this ensures you remain on-track and up to date with progress. If any additional support is required, this will be provided by FW Solutions.
- You will be supported in all areas of development and where required, specialist support in areas of English and or Maths can be implemented by FW Solutions

## ***FW Solutions and the three I's – Intent, Implementation and Impact.***

### ***Intent***

Throughout the duration of this Apprenticeship for the Level 3 Early Years Educator it is our ***intent*** to provide each apprentices with a detailed curriculum that is ambitious and designed to give all learners the knowledge, understanding and ability to succeed in life. Our curriculum for this apprenticeship has been coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. FW Solutions holds the same academic, technical and vocational ambitions for all learners of all abilities.

### ***Implementation***

All FW Solutions Teaching and Learning Coordinators (TLC's) hold excellent subject knowledge qualifications relating to the qualifications they teach. FW Solutions management team provide effective support for those teaching outside their main areas of expertise.

All TLC's present subject matter clearly, promoting appropriate debate and discussion relating to this. All TLC's check learners understanding systematically, identify any misconceptions accurately and provide clear, concise and constructive feedback. In doing so, they are able to respond and adapt their teaching as necessary without unnecessary approaches, but we do differentiate where appropriate.

### ***Impact***

Apprentices develop detailed knowledge, understanding and skills across the curriculum and, as a result, achieve well. Where relevant this achievement is reflected in on-going results (where applicable) and in qualifications obtained.

Apprentices are made ready for the next stages of development or employment. Apprentices gain qualifications that allow them to go on to destinations that meet their aspirations and interests linked closely to the intentions of their course of study. Apprentices also develop wider ranging skills in English and mathematics as required by their qualification of study as detailed below: -

## **NCFE CACHE Level 2 Diploma for the Early Years Practitioner**

**QN: (603/3723/0)**

### **Breakdown of this Level 2 Qualification**

Minimum number of credits that must be achieved **37**

Number of **mandatory credits** – from all 14 units that must be achieved **37**

EYP 1: Roles and responsibilities of the Early Years Practitioner

EYP 2: Health and safety of babies and young children in the early years

EYP 3: Equality, diversity and inclusive practice in Early Years Settings

EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Settings

EYP 5: Understand how to support children's development

EYP 6: Support care routines for babies and young children

EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational programmes

EYP 8: Promote play in an Early Years Setting

EYP 9: Support well-being of babies and young children for healthy lifestyles

EYP 10: Support babies and young children to be physically active

EYP 11: Support the needs of babies and young children with Special Educational Needs and Disability

EYP 12: Promote positive behaviour in Early Years Settings

EYP 13: Partnership working in the early years

EYP 14: Support the needs of the child in preparing for school