

Course Title

Early Years Educator



Qualification Level : 3

Duration: 16 months

Value: £6,000

Repayment Cost

Non-Levy Employer

5% employer contribution = £300 + VAT

Levy Employer

On Programme: £4,800 (80%)

End Point Assessment: £1,200 (20%)

Total Cost = £6,000

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, pre-schools, 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.



An Early Years Educator also:

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Supports children to develop numeracy and language skills through games and play
- Has key person responsibility to help ensure each child feels safe and secure
- Observes each child and shapes their learning experience to reflect their observations
- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child

With additional experience, an Early Years Educator can become the manager of an early years setting. Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

MODULES

Technical Knowledge & Skills

- Expected patterns of children's development from 0-5 years, have an understanding of further development from age 5 to 7
- Significance of attachment and how to promote it effectively
- Underpinning theories, philosophical approaches to how children learn/develop, and their influence on practice
- How children's learning and development can be affected by their stage of development, individual circumstances such as moving school, birth of a sibling, family breakdown, adoption, care
- Promoting diversity, equality, inclusion, fully reflecting cultural differences, family circumstances
- Children's holistic development of speech, language, communication, personal, social, emotional/physical development

- Systematic synthetic phonics in the teaching of reading, range of strategies for developing early literacy, mathematics
- Potential effects of, how to prepare and support children through, transitions, significant events in their lives
- Current early education curriculum requirements such as the Early Years Foundation Stage
- Additional support such as where a child's progress is less than expected
- 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/observations shared by parents/carers
- Undertaking continued professional development to improve own skills and early years practice
- Legal requirements/guidance on H&S, security, confidentiality of information, safeguarding, promoting the welfare of children
- Why health and well-being is important for babies and children
- How to respond to accidents, injuries and emergency situations
- Safeguarding policies, procedures, including child protection, recognise when a child is in danger or at risk of abuse, know how to act to protect them
- Types of abuse including domestic, neglect, physical, emotional and sexual
- How to prevent and control infection through ways such as handwashing, food hygiene practices, dealing with spillages safely

Underpinning Attitudes and Behaviours

- Care and compassion
- Being team focused
- Honesty, trust, and integrity
- Commitment
- Work in a non-discriminatory way
- Working practice take into account fundamental British values

GATEWAY

The gateway meeting is a milestone in the learner journey as it marks the end of the on-programme learning and the completion of the End Point Assessment Toolkit. The learner, employer and Skills Tutor will meet and agree that the learner meets the requirements of the standard and are ready for the end point assessment.

END POINT ASSESSMENT

The end point assessment will be completed by an independent end point assessor from an EPA Organisation.

Professional Discussion

(underpinned by a portfolio of evidence)

- Evidence must demonstrate the learners' knowledge, skills, and behaviours (KSBs)
- Evidence must be mapped against the KSBs being assessed by the professional discussion

- Evidence must relate to 'real' work completed by the learner and must contain 10-12 pieces of evidence
- Employer written statement confirming the evidence is attributable to the learner
- Evidence must include at least 2 observations of practice, maximum 20-minutes in total duration

Knowledge Test

- Multiple choice test with scenarios (35 questions) 60-minutes in duration
- Substantial quantity of theories, psychological practices and safeguarding

