



# EARLY YEARS EDUCATOR

## Key information

**Reference:** ST0135

**Version:** 1.3

**Level:** 3

**Typical duration to gateway:** 18 months

**Typical EPA period:** 3 months

**Maximum funding:** £7000

**Route:** Education and early years

**Date updated:** 02/04/2024

**Approved for delivery:** 3 April 2019

**Lars code:** 430

**EQA provider:** Ofqual

**Review:** This apprenticeship standard will be reviewed after three years.

## Details of the occupational standard

### Occupation summary

This occupation is found in a range of maintained and private, voluntary, and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, and local authority provision.

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow 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.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understanding of equality, diversity, and inclusion. Early years educators teach and facilitate children's learning play. They apply the observation, assessment, and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or may act under the supervision of a manager.

## Typical job titles include:

Childminder assistant

Early years educator

Early years worker

Nursery educator

Nursery nurse

Nursery worker

## Occupation duties

DUTY	KSBS
<b>Duty 1</b> Support children's learning and development through applying knowledge of pedagogy and the observation, assessment, and planning cycle.	K6 K17 K18 K22 K23 K24 K25 S18 S20
<b>Duty 2</b> Develop secure and supportive relationships with children and families as the key person for children in their care, advocating for those children.	K3 K10 K11 K14 K15 S6 S7 S8 S9 S10 S17 B1 B5
<b>Duty 3</b> Provide respectful and responsive physical and emotional care to children, promoting health and wellbeing.	K1 K5 K9 K20 K26 S7 S8 S9 B4 B5
<b>Duty 4</b> Work with key individuals in children's lives (for example parents, families, and carers) to improve all children's outcomes and wellbeing.	K9 K11 K14 K15 K16 K19 K21 K23 S5 S6 S7 S8 S10 S17 B1 B2 B5 B6
<b>Duty 5</b> Work in partnership with other organisations and agencies to support children's learning, development, health and wellbeing.	K1 K2 K3 K6 K8 K9 K11 K12 K13 K14 S5 S6 S10 B1 B2 B5 B6
<b>Duty 6</b> Support the implementation of change to improve practice.	K8 K14 K27 B1 B6 B8
<b>Duty 7</b> Initiate and engage in continuous professional development, underpinned by reflective practice.	K9 K27 S21 B6 B8
<b>Duty 8</b> Ensure compliance with child protection and safeguarding legislation, policies, and procedures.	K2 K3 K5 K7 S1 S16 B1 B3 B4

<p><b>Duty 9</b> Work in ways that promote and support equality, diversity, and the inclusion of all children, respecting their social and cultural context.</p>	<p>K1 K6 K7 K17 K18 K19 K20 K21 S2 S9 S10 S11 S12 S16 S20 B1 B2 B3 B4</p>
<p><b>Duty 10</b> Ensure compliance with Health and Safety legislation, policies, and procedures.</p>	<p>K2 K4 K5 K7 K18 K20 S2 S3 B3 B4</p>
<p><b>Duty 11</b> Use technology to record and update information for example observations, assessments, reports, risk assessments, and safeguarding concerns.</p>	<p>K2 K3 K4 K24 K25 S1</p>
<p><b>Duty 12</b> Promote and engage in children’s play. Support all children to create and adapt the environment to reflect their interests and enable their learning and development.</p>	<p>K1 K5 K6 K14 K15 K16 K17 K18 K19 K20 K22 K23 K24 S4 S10 S11 S12 S13 S14 S15 S16 S19 S20 B7</p>
<p><b>Duty 13</b> Ensure legal requirements of statutory frameworks are met within policy, procedure, and practice.</p>	<p>K1 K2 K3 K6 K7 S1 S2 S3 B1 B3 B4</p>

## KSBs

### Knowledge

**K1:** The importance of equality, diversity, and inclusion, and respecting children’s social and cultural context.

**K2:** Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.

**K3:** Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.

**K4:** The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.

**K5:** The principles of risk assessment and management, and how to balance risks and benefits of activities for children.

**K6:** The statutory and non-statutory frameworks and guidance for provision in early years including SEND.

**K7:** The legal rights of each individual child according to their current and future needs.

**K8:** The role of colleagues and multi-agency working to support the child.

**K9:** The role and responsibilities of the early years educator, including providing supervision to staff.

**K10:** The role and responsibilities of the key person.

**K11:** Theories and significance of attachment.

**K12:** The importance of professional relationships and collaboration with parents, families, or carers.

**K13:** The importance of professional relationships with colleagues, other organisations, and agencies.

**K14:** The influence of all key individuals in children's lives on children's learning and development.

**K15:** The development of social skills and maintaining relationships.

**K16:** How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.

**K17:** The elements and characteristics of a wide range of enabling environments.

**K18:** How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.

**K19:** How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).

**K20:** How the organisations approach and values underpin the environment.

**K21:** How children experience change, transition, and significant events.

**K22:** The theories of play and its fundamental role in learning and development.

**K23:** How children develop characteristics for effective learning.

**K24:** How, when, and why to conduct observation and assessment.

**K25:** How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.

**K26:** How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.

**K27:** Methods of reflective practice, including supervision, and opportunities for continuous professional development.

## Skills

**S1:** Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.

**S2:** Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).

**S3:** Apply the principles of risk assessment and risk management within documentation and practice.

**S4:** Teach children to develop skills to manage risk and maintain their own and others safety.

**S5:** Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.

**S6:** Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.

**S7:** Undertake the role and responsibilities of key person.

**S8:** Recognise and apply theories of attachment to develop effective relationships with children.

**S9:** Provide sensitive and respectful personal care for children from birth to 5 years.

**S10:** Advocate for all children's needs, including children which require SEND or EAL support.

**S11:** Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.

**S12:** Support children to develop a positive sense of their own identity and culture.

**S13:** Support children to understand and respond to their emotions and make considered choices about their behaviours.

**S14:** Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.

**S15:** Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.

**S16:** Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.

**S17:** Apply strategies that support children's ability to manage change, transition, and significant events.

**S18:** Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.

**S19:** Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.

**S20:** Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.

**S21:** Use reflection to develop themselves both professionally and personally.

## Behaviours

**B1:** Confident to have difficult conversations.

**B2:** Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.

**B3:** Vigilant and act with professional curiosity.

**B4:** Caring, compassionate and sensitive.

**B5:** Honest, open, respectful, and a role model.

**B6:** Self-motivated, using initiative and proactive.

**B7:** Playful and creative.

**B8:** Reflective and reflexive and committed to CPD.

## Qualifications

### English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

### Other mandatory qualifications

#### Paediatric First Aid or Emergency Paediatric First Aid

Level: 3

Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework (Annex A): Early years foundation stage (EYFS) statutory framework - GOV.UK ([www.gov.uk](http://www.gov.uk)).

## Professional recognition

This standard aligns with the following professional recognition:

- Department for Education for Full and relevant at Level 3

## Version log

Version	Change detail	Earliest start date	Latest start date	Latest end date
1.3	Occupational standard, end-point assessment plan and funding band revised.	01/04/2024	Not set	Not set
1.2	Standard revised. Missing KSBs added to standard to align with EPA wording (14/12/20).	28/05/2020	31/03/2024	Not set
1.1	End-point assessment plan revised	10/04/2019	27/05/2020	Not set
1.0	Retired	03/04/2019	09/04/2019	Not set

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