

Highfield Level 2 End-Point Assessment for ST0888 Early Years Practitioner

Apprentice Details

Name	
Employer	
Training Provider	

Portfolio of evidence

It is a requirement of this assessment plan that a portfolio of evidence is submitted at Gateway to support the professional discussion. This is not assessed. Please see the EPA-kit for more information on the requirements for the portfolio of evidence.

Please indicate below which piece of evidence is mapped to each KSB covered in the professional discussion. Please use the same reference as the file name to ensure the correct piece of evidence can be located.

KSB	Evidence reference	Evidence location
K1 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 (WC2, WC6)		
K2 The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy (WC3, WC6)		
K3 How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances (WC2, WC6)		

K4 The significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages (WC3, WC6)		
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of children (SA2, SA6)		
K6 Safeguarding policies and procedures, including child protection and online safety (SA1, SA5)		
K7 Own role and responsibilities in relation to safeguarding and security, including child protection, recording and reporting, whistle blowing and confidentiality of information (SA1)		
K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines (SA2)		
K12 The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention (SA3)		
K13 The impact of health and wellbeing on children's development (WC4)		
K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy, balanced and nutritious diet and be physically active (WC4)		
K16 The statutory framework, including the learning and development requirements for babies and young children's provision (SP3)		
K19 How to refer concerns about a baby's or child's development (SP4)		
K20 The statutory guidance in relation to the care and education of children with special educational needs and disabilities (SC2)		
K21 Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities (SC2)		

K23 Own role and expected behaviours and the roles of colleagues and the team (OR1, <i>OR3</i>)		
K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these (OR2, <i>OR3</i>)		
K25 How own behaviour can impact on babies and children and influence them (WC2)		
K26 Own responsibilities when following procedures in the provision for recording and reporting protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology (OR2, <i>OR3</i>)		
K27 The importance of reflective practice and continued professional development to improve own skills and early years practice (OR1, <i>OR3</i>)		
K28 The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory (WW1)		
K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning (WW3, <i>WW4</i>)		
K31 Ways to increase children's awareness of environmental sustainability (SP3, <i>SP5</i>)		
S1 Support babies and young children through a range of transitions and significant events. e.g moving onto school, moving house or the birth of a sibling (WC3)		
S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect , physical, emotional, and sexual abuse (SA3, <i>SA5</i>)		

S7 Promote health and wellbeing in the provision by encouraging babies and young children to consume healthy, balanced and nutritious meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors (WC4)		
S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning or complementary feeding), nappy changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision (WC5)		
S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory and the provision's requirements (SP4)		
S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching (SP3, SP5)		
S19 Support the graduated approach for the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation (SC2)		
S21 Use feedback and mentoring or supervision to identify and support areas for development, goals and career opportunities (OR1)		
S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress (WW1, WW4)		
S23 Work alongside parents or carers and recognise their role in the baby or child's health, well-being, learning and development (WW2, WW4)		

S24 Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development (WW3)		
S25 Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, looking after teeth and being physically active (WW2)		
B4 Being team-focused - work effectively with colleagues and other professionals (WW1, WW4)		
B7 Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work (OR1, OR3)		
B8 Work 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 (SA4, SA6)		

Apprentice Declaration

I confirm that the evidence contained in this portfolio of evidence is all my own work and any assistance given and/or sources used have been acknowledged.

Signed by apprentice (name)	Signature	Date

Employer Declaration

I confirm that the portfolio of evidence is valid and attributable to the apprentice.

Signed on behalf of employer (name)	Signature	Date