

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

Apprentice Details

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| 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.

Core

| KSB | Evidence reference | Evidence location |
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| K4: The significance of attachment, the key person's role and how transitions and other significant events impact children. (PD1, PD2, <i>PD28</i>) | | |
| K6: Safeguarding policies and procedures, including child protection and online safety. (PD22) | | |
| K7: Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information. (PD23) | | |
| K9: Risks and hazards in the work setting and during off site visits. (PD4) | | |

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| K10: Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards (PD24) | | |
| K11: The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines. (PD25) | | |
| K13: The impact of health and wellbeing on children's development. (PD21) | | |
| K14: The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active. (PD8) | | |
| K16: The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting. (PD17, PD34) | | |
| K22: What specialist aids, resources and equipment are available for the children you work with and how to use these safely. (PD12, PD13, PD33) | | |
| K23: Own role and expected behaviours and the roles of colleagues and the team. (PD12, PD13, PD33) | | |
| K24: How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these. (PD26) | | |
| K26: Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology. (PD27) | | |
| K27: The importance of reflective practice and continued professional development to improve own skills and early years practice. (PD20, PD35) | | |
| S1: Support babies and young children through a range of transitions such as moving onto school, moving house or the birth of a sibling (PD1, PD2, PD28) | | |

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| 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. (PD3, <i>PD29</i>) | | |
| S3: Identify risks and hazards in the work setting and during off site visits relating to both children and staff (PD4) | | |
| S4: Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment. (PD5, <i>PD30</i>) | | |
| S5: Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements. (PD6) | | |
| S6: Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene). (PD7) | | |
| S7: Promote health and wellbeing in settings 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 throughout the day, both indoors and outdoors. (PD8) | | |
| S8: Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision. (PD9) | | |
| S9: Communicate with all children in ways that will be understood, including verbal and non-verbal communication. (PD10, <i>PD31</i>) | | |
| S10: Extend children's development and learning through verbal and non-verbal communication. (PD11, <i>PD32</i>) | | |

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| S11: Encourage babies and young children to use a range of communication methods. (PD11, <i>PD32</i>) | | |
| S12: Use a range of communication methods to exchange information with children and adults. (PD10, <i>PD31</i>) | | |
| S13: Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning. (PD12, PD13, <i>PD33</i>) | | |
| S14: Implement and review activities to support children's play, creativity, social development and learning and clear up after activities. (PD14, PD15, PD16) | | |
| S15: Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements. (PD17, <i>PD34</i>) | | |
| S16: Use learning activities to support early language development. (PD11, <i>PD32</i>) | | |
| S17: Support children's early interest and development in mark making, writing, reading and being read to. (PD18) | | |
| S18: Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching. (PD19) | | |
| S19: Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation. (PD17, <i>PD34</i>) | | |
| S20: Work in ways that value and respect the developmental needs and stages of babies and children. (PD17, <i>PD34</i>) | | |
| S21: Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities. (PD20, <i>PD35</i>) | | |

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| S22: Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress. (PD12, PD13, <i>PD33</i>) | | |
| S23: Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development. (PD21) | | |
| S24: Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development. (PD21) | | |
| S25: Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active. (PD21) | | |
| B1: Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development. (PD1, PD2, PD8, PD14, PD15, PD16, PD18, PD19, <i>PD28</i>) | | |
| B2: Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude. (PD17, PD21, <i>PD34</i>) | | |
| B3: Positive work ethic – maintains professional standards within the work environment providing a positive role model for children. (PD14, PD15, PD16, PD17, PD21, <i>PD34</i>) | | |
| B4: Being team-focused - work effectively with colleagues and other professionals. (PD12, PD13, <i>PD33</i>) | | |
| B5: Commitment - to improving the outcomes for children through inspiration and child centred care and education. (PD1, PD2, PD8, PD14, PD15, PD16, PD19, <i>PD28</i>) | | |

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| B6: 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. 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. (PD18, PD19) | | |
| 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. (PD20, PD35) | | |

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 |
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Employer Declaration

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

| Signed on behalf of employer (name) | Signature | Date |
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