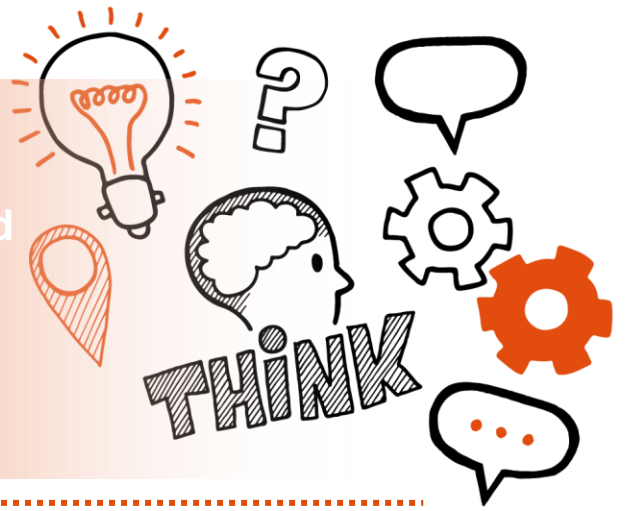


Think about

Professional discussion underpinned
by a portfolio

Level 2 ST0888 Early Years
Practitioner v1.1



On the day of this assessment you will carry out:



A 60-minute professional discussion underpinned
by a portfolio of evidence



Remote or face-to-face



In a suitable, controlled environment free from
distraction



With an end-point assessor



Key point

You will have already submitted your portfolio of evidence, which is
not formally assessed, but can be used to illustrate your answers.



Do

- Review the criteria associated with the professional discussion underpinned by a portfolio - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer at least 10 questions and any follow-up questions that your assessor may ask



Don't

- Forget to bring your ID
- Forget to plan
- Forget to bring your portfolio to refer to during the professional discussion



Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



Resits

- If you do not achieve a pass result on the professional discussion underpinned by a portfolio, you can resit the assessment





Use the table below to plan and prepare for the professional discussion underpinned by a portfolio

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
Well-being and child development	
(P) Describe the expected pattern of babies and children's development and how babies' and young children's learning and development can be affected by own behaviour, their well-being and individual circumstances. (K1, K3, K25)	
(P) Outline the importance of holistic development and how this can be affected by attachment, the key person's role, transitions and other significant events. (K2, K4, S1)	
(P) Describe the importance of health and wellbeing on children's development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals. (K13, K14, S7)	



(P) Describe the importance of respectful care routines. (S8)	
(D) Explain the importance of holistic development with examples of how you monitor, measure, support, and promote babies' and children's progress across key areas as part of effective and integrated practice. (K1, K2, K3, K4)	
Safeguarding	
(P) Describe how own role is affected by responsibilities created by safeguarding policies and procedures. (K6, K7)	
(P) Outline the provision's legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines. (K5, K11)	
(P) Describe the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse. (K12, S2)	



(P) Outline fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. (B8)	
(D) Explain the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child. (K6, S2)	
(D) Explain your responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children. (K5, B8)	
Support the planning and delivery of activities, purposeful play opportunities and educational programmes	
(P) Describe the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability. (K16, K31, S18)	
(P) Outline how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with expected statutory and the provision's requirements. (K19, S15)	



<p>(D) Explain how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching. (K31, S18)</p>	
<p>Support children with special educational needs and disabilities</p>	
<p>(P) Describe the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities (K20, K21, S19)</p>	
<p>Own role and development</p>	
<p>(P) Describe how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development. (K23, K27, S21, B7)</p>	
<p>(P) Describe own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children. (K24, K26)</p>	



<p>(D) Explain how you try to develop and improve your own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities. (K23, K24, K26, K27, B7)</p>	
Working with others – parents, colleagues, other professionals	
<p>(P) Describe how you work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision. (K28, S22, B4)</p>	
<p>(P) Outline how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets. (S23, S25)</p>	
<p>(P) Describe the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development. (K29, S24)</p>	
<p>(D) Explain how you identify and promote opportunities for improved communication and cooperation between yourself, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress. (K29, S22, S23, B4)</p>	

V4.0

