Qualification Specification: LRN Level 3 Diploma in Early Years Education (Early Years Educator)

Contents

BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

ACCOLADES

Queen's Award

In April 2020, LRN received the Queen's Award for Enterprise for International Trade. LRN is one of 220 organisations in the UK to be recognised with this prestigious accolade. This was in recognition of the expansion LRN brought to the overseas qualification market.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence. Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.

INTRODUCTION

This specification provides an overview to the LRN Level 3 Diploma in Early Years Education (Early Years Educator). This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other related staff) and examiners. The specification outlines the key features and administrative procedures required for this qualification.

OBJECTIVE

LRN Level 3 Diploma in Early Years Education (Early Years Educator) is designed to provide educators with a comprehensive understanding of Planning and Providing Effective Early Years Education, Ensuring Inclusive Practices in Early Years Education, Protecting and Promoting the Safety and Wellbeing of Children, Promoting the Health, Safety, and Welfare of Children, Building Effective Relationships to Support Children's Development and Reflecting on Professionalism and Continuous Development.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

LRN Level 3 Diploma in Early Years Education (Early Years Educator) has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

1. Level 4 Diploma in Early Years Education
2. a higher level of any qualification – e.g. degree
3. National or Vocationally Related Qualifications

QUALIFICATION OVERVIEW

Number	Units	Credit Values
1	Planning and Providing Effective Early Years Education	15
2	Ensuring Inclusive Practices in Early Years Education	12
3	Protecting and Promoting the Safety and Wellbeing of Children	14
4	Promoting the Health, Safety, and Welfare of Children	10
5	Building Effective Relationships to Support Children's Development	10
6	Reflecting on Professionalism and Continuous Development	9

GUIDED LEARNING HOURS

The guided learning hours (GLH) for this qualification are 498. Please note the hours stated are indicative.

CREDIT VALUES

The credit value for a qualification is 70 credits.

REAL WORK ENVIRONMENT REQUIREMENTS

To successfully complete this qualification, learners must have access to a suitable placement within a Real Work Environment (RWE). A suitable RWE refers to an Ofsted-registered setting that adheres to the Early Years Foundation Stage (EYFS) framework or an equivalent early years framework specific to the learner's home country. The setting must cater to children aged from birth to five years.

Learners are required to be employed or engaged in a voluntary placement where they can demonstrate and document at least 350 hours of practical experience.

ASSESSMENT

All learners must be assessed in English unless the qualification specification explicitly states that another language is acceptable. This requirement also applies to all learner evidence submitted for external quality assurance purposes.

The qualification is assessed through internally set and marked assessments, which are subject to external quality assurance.

- Learning outcomes that assess **knowledge and understanding** (typically beginning with "understand" or "know how to") may be evaluated through methods such as written assignments, tasks, records of oral or written questions, or workbooks.
- Learning outcomes that require the **demonstration of practical skills** and **confirmation of workplace competence** (often beginning with "be able to") must be assessed through observation of the learner's performance in real work situations. Specific details, including whether simulation is allowed, are outlined in the unit specifications or the required assessment principles document.

Assessment materials for internal evaluation must be submitted to LRN for approval prior to use and must be mapped to the relevant unit, learning outcome, and assessment criteria. To achieve a pass, all learning outcomes and assessment criteria must be met, as grading is not applicable to this qualification.

Each unit within the qualification may have its own distinct requirements, including:

- **Assessment Requirements**: Conditions that learners must fulfil during assessments to achieve the unit or meet specific assessment criteria.
- **Assessment Guidance**: Recommended areas learners could explore during assessments to meet the unit or specific assessment criteria. These are not mandatory but provide useful direction.
- **Useful Websites**: Resources that may assist centres in delivering the qualification and learners in completing their units effectively.

Observation of Practice

Observation of practice must be conducted by qualified centre staff, following the requirements for tutors, assessors, and internal quality assurers.

Assessment criteria may be evaluated either holistically or through targeted observation where specific criteria are intentionally planned. It is essential, however, to ensure that no assessment criteria are overlooked. Centres should carefully plan when and how each assessment criterion will be observed and decide whether to adopt a holistic or unitised approach to assessment.

To fully meet the assessment criteria, assessors or tutors may prepare questions to ask during or after the observation of practice. This approach ensures a comprehensive evaluation of the learner's performance and understanding.

When learning outcomes or assessment criteria reference parents, carers, or collaborative work with other agencies, centres should take a practical and flexible approach to assessment. In such cases, witness statements or simulations may be used, particularly when issues of availability, confidentiality, or privacy arise.

The use of video, audio recording, or photography during observations of practice in the Real Work Environment (RWE) is not permitted. However, assessors or tutors may use voice notes or a Dictaphone for note-taking purposes, provided the setting's consent is obtained.

Both the learner and the centre must maintain detailed records of observations of practice, which should be readily available for review during the external quality assurance process.

This revised version enhances readability, ensures a professional tone, and improves clarity and flow. Let me know if you'd like further refinements!

Witness Statements

In some situations, conducting direct observations of practice may not be feasible. For example:

The setting may not permit the learner to participate in certain activities.
The timing of available activities may not align with the assessor's schedule.
Direct assessment could impact the learner or others in the Real Work Environment (RWE), particularly in sensitive or confidential scenarios.

A task, such as implementing an activity plan, may have already been completed.
In such cases, the use of witness statements or simulations should be carefully considered. Witness statements are especially suitable for criteria that occur regularly in the RWE but are difficult to observe directly. They should be employed with professional judgment, particularly when other forms of evidence are not practical. Learners should also provide a brief narrative to complement and contextualize the witness statement.

The individual providing the witness statement must be appropriately qualified, holding at least a Level 3 Early Years qualification or a recognised teaching qualification. Verification of the witness's qualifications can include a certificate or a letter from the setting's manager or headteacher confirming their credentials. These documents must be retained by the centre and made available for review during the External Quality Assurance (EQA) process. Witness statements must also be approved by the centre before being included in the learner's portfolio of evidence.

Centres should provide clear guidance to witnesses to ensure that the statements are authentic, reliable, and relevant to the criteria being assessed. Witness statements should be documented using a witness statement form or equivalent centre documentation.

It is important to note that video, audio recording, or photography in the RWE must not be used as part of witness statement evidence.

Simulations

Simulations are a valuable tool for replicating aspects of a Real Work Environment (RWE) in a controlled setting. They are particularly beneficial in situations involving safety concerns, the need to focus on specific skills, or sensitive and confidential topics. Simulations provide opportunities to practise skills and address scenarios that may not be feasible in a real setting, such as when resources are limited or placement availability is restricted.

Although simulations can effectively replicate real-life conditions and offer valuable practice, they should complement rather than replace direct experience. Learners should still have the opportunity for hands-on experience with babies, toddlers, and pre-school children whenever possible.

Guidelines for Using Simulations:

Professional Discretion: Simulations must be used with professional judgement, especially when other forms of evidence are unsuitable. They should be realistic, interactive, and designed to mirror real-world tasks and decision-making processes.

Recording and Evidence

Centres must implement a robust system for recording assessment criteria achieved through simulations. Acceptable methods include audio or video recordings or an LRN observation of practice form, or equivalent documentation. Learners should also provide a concise narrative to support the assessment criteria observed during the simulation.

- **Consent and Security**: When audio or video recordings are used, prior consent must be obtained from all participants, including those involved in group activities. Recordings should not involve children, must be stored securely, used solely for the agreed purpose, and shared only with authorised individuals.
- **Planning and Justification**: Simulations must be carefully planned to align with mandatory unit requirements and accurately reflect the RWE. They should provide realistic, interactive experiences that enable learners to engage in decision-making and problem-solving relevant to their field.

Examples of Simulations:

- Role plays
- Interactive software
- Use of industry-specific equipment
- Site visits
- Visits by professionals or children to the centre

Professional Discussion

A professional discussion is a structured and focused conversation between an assessor or tutor and a learner, aimed at evaluating the learner's understanding and skills in relation to specific assessment criteria. This method can be used independently or in combination with other assessment approaches.

Key Guidelines for Effective Professional Discussions

- **Environment**: Conduct the discussion in a quiet, distraction-free setting. Typically, this involves one assessor and one learner, though it may also take place within a small group discussion.
- **Planning**: Proper planning is essential to ensure learners understand the discussion's focus and are well-prepared. Consistency should be maintained across all learners, and participants must avoid mentioning children's names during the discussion to uphold confidentiality.
- **Remote Discussions**: If in-person meetings are not possible, online platforms such as Microsoft Teams or equivalent may be used. Discussions conducted remotely should be documented using the LRN professional discussion form or a similar record. With appropriate consent, audio or video recordings may be made to support internal and external quality assurance (IQA and EQA) processes.

GRADING

Results are reported as Pass or Fail grades.

ASSESSMENT CRITERIA

The assessment criteria describe the requirements a candidate is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

RESULTS

The timescales in which LRN will issue its results is between 4 to 6 weeks.

CUSTOMER SERVICE STATEMENT

Learning Resource Network (LRN) is committed to ensuring all customers are dealt with promptly and in a professional and helpful manner. In order to guarantee this, we commit to ensuring the following in our day to day interactions with candidates, assessment centres and our stakeholder network:

- All customers will be treated equally and with respect;
- All customer information will only be used in a way which has been agreed in advance, unless we are informed of something that places them or others at risk of harm;
- All customers will be treated by staff in a professional manner.

LRN has arrangements in place to provide a telephone and e-mail helpdesk which will be staffed from 09:00 to 17:00 from Monday to Friday. Furthermore, it will respond to each e-mail, letter or telephone message it receives regarding feedback on its qualifications, centre approvals process or other matters relating to its products and/or services. The timetable for responding is as follows:

- E-mail: 5 working days
- Letter: 5 working days
- Telephone message: 5 working days

DIVERSITY AND EQUALITY

Learning Resource Network (LRN) is committed to ensuring fair and equal access to its qualifications, examinations and support materials. Our Diversity and Equality policy seeks to eliminate unjustifiable discrimination, harassment and/or victimisation and to advance equality of opportunity, thereby ensuring all candidates are treated fairly, in accordance with the protected characteristics of the Equality Act 2010. Specifically, we comply fully with the requirements laid out in the Equality Act 2010. In addition, and within the constraints of this policy, LRN will have due regard for the General data Protection Regulations (GDPR) in the retention of information which is unnecessary.

1	**Planning and Providing Effective Early Years Education**

Aim

The aim of this unit is to equip learners with the knowledge and skills to plan and deliver high-quality early years education that supports children's learning and development. Learners will explore how to create inclusive, stimulating, and developmentally appropriate educational experiences that prepare children for future learning and life. The unit emphasises understanding child development, designing a meaningful curriculum, and implementing effective pedagogical approaches to meet the diverse needs of children in early years settings.

	Learning Outcomes - The learner will		Assessment Criteria - The learner can
1	Understand child development, including developmental milestones and expected progress as outlined in *What to Expect and When*.	1.1	Explain the developmental milestones outlined in *What to Expect and When* and how these inform early years education planning
		1.2	Describe the expected patterns of development for babies and children from birth to 5 years and demonstrate an understanding of further development from 5 to 7 years
2	Understand the developmental patterns of babies and children, including cognitive, speech, language, and communication development, as well as physical, emotional, neurological, and brain development	2.1	Analyse the developmental patterns of babies and children, including cognitive, speech, language, and communication development, as well as physical, emotional, neurological, and brain development
		2.2	Describe the role of personal, social, and emotional development (PSED) in fostering healthy, happy lives and its impact on cognitive development.
3	Understand the stages of self-regulation in children and understand the role of co-regulation applying strategies to support emotional development and self-regulation	3.1	Describe the process of self-regulation in children, how it develops with age, and the role of co-regulation in fostering emotional understanding and management.
		3.2	Summarise the use of co-regulation techniques to support children experiencing a range of emotions, providing warm, responsive interactions to foster the development of self-regulation.
4	Understand the range of evidence-based theories, philosophical approaches, and research that underpin early years development, and differentiate these from non-evidence-based practices.	4.1	Critically analyse evidence-based theories, philosophical approaches, and research that underpin early years development.
		4.2	Discuss non-evidence-based practices and their potential limitations in supporting early years development.

5	Understand the importance of personal, social, and emotional development (PSED) in fostering healthy, happy lives and how significant events and individual circumstances influence a child's learning and development.	5.1	Explain the role of personal, social, and emotional development (PSED) in fostering healthy, happy lives and its impact on cognitive development.
		5.2	Describe the ways babies' and children's learning and development can be affected by their individual circumstances and significant events in their lives.
		5.3	Explain how different cultural backgrounds and family circumstances can impact babies' and children's learning and development.
		5.4	Analyse how physical, mental, and emotional health and wellbeing can impact on babies' and children's development.
6	Be able to deliver effective early years education that promotes high standards, enables children to progress, and prepares them for school.	6.1	Plan and implement activities that support children's progression in line with their developmental needs and prepare them for school.
7	Be able to apply the principles of the Equality Act 2010 to ensure all children and young people are entitled to an appropriate education tailored to their needs.	7.1	Apply the key principles of the Equality Act 2010 and their applicability in early years settings.
8	Be able to promote equality of opportunity and inclusivity in early years provision, including for children with Special Educational Needs and Disabilities (SEND), while avoiding stereotypes that could harm children's development.	8.1	Develop strategies to promote equality and inclusivity in educational and care practices, particularly for children with SEND.
		8.2	Explain how to avoid stereotypes, such as those based on gender, culture, or race.
		8.3	Explain how stereotypes they can cause damage (e.g., encouraging prejudice) and how they should be addressed in practice.
		8.4	Apply the promotion of equality, opportunity and inclusivity in early years provision,

9	Understand the importance of identifying and collaborating with others to provide additional support for babies and children where needed.	9.1	Identify situations where additional support babies and children is required
		9.2	Discuss how to collaboration with colleagues, parents, and other professionals to meet the needs of babies and children.
10	Understand evidence-based theories and philosophical approaches, grounded in cognitive science, to inform and improve practice in early years education.	10.1	Summarise evidence-based theories and philosophical approaches to enhance practice, ensuring alignment with principles of cognitive science.
11	Understand how to support children to develop a positive sense of self and understand, express, and manage their emotions effectively through co-regulation and responsive interactions.	11.1	Analyse how to support children in developing a positive sense of self by recognising.
		11.2	Summarise the importance of understanding and managing children's emotions, including navigating differing emotional reactions and responses.
12	Be able to support children in forming positive attachments and building warm, responsive relationships with others, underpinned by age-appropriate boundaries.	12.1	Develop strategies to support children to form positive attachments and build warm, responsive relationships with peers and adults, while maintaining clearly established and age-appropriate boundaries.
		12.2	Implement strategies to support children to form positive attachments and build warm, responsive relationships with peers and adults, while maintaining clearly established and age-appropriate boundaries.
13	Understand how to prepare and support babies and children through transitions and significant events in their lives.	13.1	Prepare and support babies and children through transitions and significant events in their lives, such as: (i) Moving school, (ii) starting and moving through and/or between early years settings, (iii) birth of a sibling, (iv) moving home, (v) family breakdown, (vi) living outside of the home, (vii) loss of significant people/bereavement, (viii) social events impacting their lives (e.g., COVID-19), and (ix) adoption and care, including the significance of adverse childhood experiences and trauma.

14	Be able to promote health and wellbeing in early years settings and support children's physical, mental, and emotional health.	14.1	Analyse how cultural background and family circumstances can impact on babies' and children's learning and development.
		14.2	Interact with babies and children with confidence to positively impact their health and wellbeing.
		14.3	Implement health and wellbeing strategies, within settings, to encourage babies and children to: (i) Consume healthy and balanced meals, snacks, and drinks appropriate for their age and that support good oral health, (ii) be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors, (iii) be aware of personal safety and the safety of others, and (iv) develop personal hygiene practices, including oral hygiene.
15	Be able to conduct assessments in supporting children's learning and development.	15.1	Define how assessment helps parents, carers, and practitioners to recognise children's progress, understand their needs, and plan and provide appropriate activities and support.
		15.2	Explain the role of ongoing assessment (formative assessment) as an integral part of the learning process in understanding what children can and cannot do, and shaping teaching and learning to develop broad skills, knowledge, and attitudes as a foundation for future progress.
		15.3	Analyse different assessment methods and techniques, their role in informing the planning cycle, and their suitability for different ages and stages of babies' and children's development, noting their benefits and limitations.
		15.4	Explain the key stages of assessing children's progress, including: (i) the progress check at age two, (ii) the Reception Baseline Assessment, (iii) the Early Years Foundation Stage Profile.
		15.5	Discuss the value of key stages of assessing children's progress, including (i) the baby or child, (ii) parents/carers, (iii) curriculum adaptation, and (iv) early years settings and stakeholders for planning the next steps.

		15.6	Explain how proportionate and accurate assessment focuses on noticing what children can do and know rather than collecting excessive data or evidence, and how it avoids detracting from teaching and supporting children.
		15.7	Carry out assessment effectively, plan and record outcomes, and share results accurately and confidentially in line with the Early Years Foundation Stage statutory framework and the setting's requirements.
		15.8	Use information from assessment to adjust curriculum and plans to address any gaps in children's learning and support their development.
		15.9	Work with colleagues to identify efficient approaches to assessment.
		15.10	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents, and/or carers.

2	Ensuring Inclusive Practices in Early Years Education

Aim

The aim of this unit is to provide learners with the knowledge and skills required to promote and implement inclusive practices in early years education. Learners will explore how to support the diverse needs of children, including those with Special Educational Needs and Disabilities (SEND), and how to create an environment that values and respects cultural differences, family circumstances, and individual needs. The unit emphasises the importance of working collaboratively with parents, carers, and professionals to ensure all children can access high-quality education and thrive in their early years.

	Learning Outcomes - The learner will		Assessment Criteria - The learner can
1	Understand the principles underpinning the care and education of children with Special Educational Needs and Disabilities (SEND).	1.1	Explain how all children and young people are entitled to a quality education that is appropriate to their needs, promotes high standards, and fulfils their potential.
		1.2	Describe the importance of recognising and valuing diversity when working with children with SEND.
2	Be able to apply the statutory frameworks and practices related to supporting children with SEND.	2.1	Explain the key principles of the Early Years Foundation Stage (EYFS) statutory framework as they relate to children with SEND.
		2.2	Summarise the key principles of the SEND Code of Practice, including the graduated approach and how it informs practice.
		2.3	Implement the EYFS statutory framework and SEND Code of Practice in the care and education of children with SEND through a graduated approach.
3	Be able to respond to the diverse needs of children with SEND and the strategies to support their progress.	3.1	Explain the four general areas of need as outlined in the SEND Code of Practice.
		3.2	Describe how to balance SEND Code of Practice against an individual child's specific needs: (i) communication and interaction, (ii) cognition and learning, (iii) social, emotional, and mental health, and (iv) physical and/or sensory needs.
		3.3	Describe appropriate strategies for supporting babies and children with SEND based on their developmental stage and individual circumstances.
		3.4	Develop strategies to address each of the four areas of need, ensuring they align with the child's developmental stage and individual circumstances.

		3.5	Explain how a delay in a baby's or child's learning and development does not necessarily indicate a learning difficulty or disability and may reflect gaps in their knowledge and understanding.
		3.6	Explain how difficult or withdrawn behaviour does not necessarily mean that a baby or child has SEND, and describe how to assess and address behaviour concerns effectively.
		3.7	Identify the specialist aids, resources, and equipment available to support babies and children with SEND.
4	Be able to demonstrate the ability to plan and deliver inclusive education and care for children with SEND.	4.1	Develop and implement individualised plans to support children with SEND, ensuring the plans align with the principles of the EYFS framework and SEND Code of Practice.
		4.2	Summarise how to adapt activities, resources, and the learning environment to support the needs of children with SEND.
		4.3	Use specialist aids, resources, and equipment to support babies and children with SEND effectively.
5	Be able to work collaboratively to promote and implement strategies for supporting children with SEND.	5.1	Explain the importance of working collaboratively with parents, carers, and external professionals to support children with SEND.
		5.2	Apply effective communication strategies to share progress, discuss concerns, and involve stakeholders in planning the child's development and care.
		5.3	Apply effective collaborative working through engaging with parents, carers, and professionals to develop and implement appropriate strategies for supporting the progress of children with SEND.
6	Be able to recognise and respond to the individual needs of children with SEND to promote their development and learning.	6.1	Identify the individual needs of children with SEND and describe strategies to support their cognitive, social, emotional, and physical development.
		6.2	Explain and demonstrate how to promote equality and inclusivity for children with SEND in an early years setting.

		6.3	Apply the promotion and encouragement of working in an environment that values and respects the individual developmental needs and stages of babies and children with SEND.
		6.4	Apply the ability to effectively carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review.
7	Understand and evaluate the effectiveness of a graduated approach in supporting children with SEND.	7.1	Explain the four stages of the graduated approach: Assess, Plan, Do, and Review.
		7.2	Evaluate the effectiveness of the graduated approach in supporting children with SEND, giving examples of its application in practice.

3	Protecting and Promoting the Safety and Wellbeing of Children

Aim

The aim of this unit is to equip learners with the knowledge and skills required to safeguard and promote the safety and wellbeing of children in early years settings. Learners will explore statutory and organisational safeguarding frameworks, recognising signs of harm or abuse, and implementing strategies to ensure children's safety. The unit emphasises the importance of working collaboratively with parents, carers, and external agencies, as well as maintaining confidentiality and professionalism. Through practical application, learners will develop the confidence to create safe and nurturing environments that prioritise children's physical and emotional wellbeing.

	Learning Outcomes - The learner will		Assessment Criteria - The learner can
1	Understand the importance of safeguarding systems and policies in early years settings.	1.1	Explain the role of safeguarding systems in protecting babies and children.
		1.2	Identify key components of safeguarding policies and procedures within early years settings. (i) online shopping, (ii) omnichannel retailing, and (iii) cashless transactions.
		1.3	Describe how safeguarding systems align with statutory frameworks, including the Early Years Foundation Stage (EYFS).
2	Understand the roles and responsibilities of Early Years Educators in safeguarding and child protection.	2.1	Define the responsibilities of an Early Years Educator in safeguarding, including child protection, duty of care, reporting, and maintaining confidentiality.
		2.2	Explain the need for appropriate supervision of others, such as staff and volunteers, to uphold safeguarding standards.
		2.3	Explain the importance of acting on safeguarding concerns promptly and professionally.
		2.4	Outline how an Early Years Educator ensures collaboration with colleagues and external agencies for safeguarding.
3	Understand the types and indicators of abuse, including online risks, and act to protect children effectively.	3.1	Describe the different types of abuse and their signs, including: (i) neglect, (ii) physical abuse, (iii) emotional abuse, (iv) online abuse, (v) domestic abuse, and (vi) sexual abuse.

		3.2	Explain how online activities can expose children to harm and outline strategies to mitigate these risks.
		3.3	Identify when a baby or child is at risk of abuse
		3.4	Summarise the steps to take, according to safeguarding procedures, when a baby or child is at risk of abuse.
4	Understand safeguarding legislation, guidance, and the importance of staying updated.	4.1	Summarise key legislation and statutory frameworks relevant to safeguarding, such as: (i) Children Act 1989 and 2004, (ii) Working Together to Safeguard Children (2018), and (iii) Keeping Children Safe in Education (2023).
		4.2	Explain the importance of employer, local, and national safeguarding policies and procedures.
		4.3	Summarise how to find and stay informed about changes in safeguarding guidance and legislation.
5	Be able to promote children's safety and wellbeing through effective safeguarding practices.	5.1	Implement safeguarding procedures to create a safe environment for children.
		5.2	Describe strategies to educate children about personal safety, including staying safe online.
		5.3	Explain how professional boundaries and confidentiality support effective safeguarding.
6	Understand whistleblowing policies and their role in safeguarding.	6.1	Explain Ofsted's whistleblowing policy and its application in cases of: (i) illegal activities, (ii) risks to health and safety, (iii) poor practices, and (iv) failure to meet statutory requirements.
		6.2	Explain how to follow whistleblowing procedures to report reasonable concerns about wrongdoing or cover-ups within an organisation.
7	Be able to supervise others and collaborate effectively to safeguard children.	7.1	Apply the role of supervision and guidance to ensure safeguarding standards are upheld by staff and volunteers.
		7.2	Apply the principles of working collaboratively with colleagues, parents, carers, and external agencies to protect children and respond to safeguarding concerns.
		7.3	Communicate safeguarding concerns effectively while maintaining confidentiality.

4	Promoting the Health, Safety, and Welfare of Children

Aim

The aim of this unit is to provide learners with the knowledge and skills to ensure the health, safety, and welfare of children in early years settings. Learners will explore legal requirements, best practices for maintaining a safe environment, and strategies to support children's physical and emotional wellbeing. The unit focuses on promoting healthy lifestyles, preventing and managing risks, and fostering a culture of care and safety. Learners will develop practical skills in implementing health and safety procedures, supporting children's development, and engaging with parents, carers, and professionals to create a secure and nurturing environment.

	Learning Outcomes - The learner will		Assessment Criteria - The learner can
1	Understand the legal and guidance requirements related to health, safety, and wellbeing in early years settings.	1.1	Explain the legal requirements and statutory guidance that must be adhered to in relation to health, safety, and security in early years settings.
		1.2	Identify relevant non-statutory guidance that supports health, safety, and wellbeing practices.
		1.3	Explain the importance of confidentiality of information and how it relates to health and wellbeing in early years education.
2	Understand the responsibilities of Early Years Educators in promoting health and wellbeing.	2.1	Describe the role and responsibilities of Early Years Educators in ensuring the health, safety, and welfare of babies and children.
		2.2	Explain how to create and maintain a secure environment to protect children's physical and emotional wellbeing.
		2.3	Outline how to promote a positive approach to health, safety, and wellbeing through role modelling and engagement with children.
		2.4	Explain the importance of infection prevention and control in maintaining a safe and healthy environment.
3	Understand how to act upon responsibilities in health, safety, and confidentiality.	3.1	Demonstrate how to identify and act upon own responsibilities in relation to: (i) health and safety, (ii) confidentiality of information, and (iii) promoting the welfare of babies and children.

		3.2	Explain the process for identifying risks and implementing measures to reduce hazards in early years settings.
		3.3	Plan and carry out risk assessments and manage risks in line with employer, local, and national policies and procedures.
		3.4	Describe how to communicate health and safety policies and procedures effectively to colleagues, parents, and carers.
4	Understand and support children's physical and emotional wellbeing.	4.1	Explain the importance of physical health for children's overall development, including nutrition, physical activity, and rest.
		4.2	Identify signs and symptoms that may indicate a child is: (i) injured, (ii) unwell, including common childhood illnesses and allergies, and (iii) in need of urgent medical or dental attention.
		4.3	Explain how to prevent and control infection in early years settings.
		4.4	Describe the different stages of weaning, including how to keep knowledge up-to-date regarding food allergies and anaphylaxis.
		4.5	Explain why mealtimes can be high-risk environments for babies and young children, including: (i) the signs of choking, (ii) the fact that choking can be silent, and (iii) the need for close supervision when children are eating.
		4.6	Explain the importance of ensuring equipment, furniture, and materials are used safely and the dangers of not doing so.
		4.7	Explain why it is important for babies and children to have a healthy, balanced, and nutritious diet, to be physically active, and to maintain good oral health.
5	Be able to promote a holistic approach to health and wellbeing in early years settings.	5.1	Describe the importance of a holistic approach to promoting health and wellbeing in early years education.
		5.2	Plan and apply the incorporation of health and wellbeing practices into daily routines and planned activities.
		5.3	Explain how to engage with parents, carers, and external professionals to support children's health and wellbeing.

6	Understand how to respond effectively to accidents, emergencies, and incidents in early years settings.	6.1	Describe how to respond to accidents and emergencies, including: (i) a baby or young child requiring urgent medical or dental attention, and (ii) a non-medical incident or emergency.
		6.2	Identify risks and hazards promptly and take appropriate action to minimise their impact.
		6.3	Explain how to safely receive, store, record, administer, and dispose of medicines in line with policies and procedures.
7	Be able to implement effective infection prevention and control strategies.	7.1	Apply effective strategies for preventing and controlling infection, including: (i) handwashing, (ii) food hygiene, (iii) dealing with spillages safely, (iv) safe disposal of waste, (v) using correct personal protective equipment, (vi) knowledge of common childhood illnesses and immunisation, and (vii) exclusion periods for infectious diseases.
8	Be able to support children's nutritional needs and healthy routines.	8.1	Apply current dietary guidance for early years to ensure children have a healthy, balanced diet.
		8.2	Explain the importance of a healthy balanced diet, physical activity, and oral health for babies and children.
		8.3	Share information, within limitations of own role, with parents and carers about: (i) the importance of healthy balanced diets, (ii) looking after teeth and oral health, and (iii) being physically active.
		8.4	Plan and carry out respectful care routines appropriate to the child's development, stage, dignity, and needs, including: (i) eating (feeding and weaning/complementary feeding), (ii) nappy changing procedures, (iii) potty/toilet training, (iv) care of skin, teeth, and hair, and (v) rest and sleep provision.
		8.5	Find and apply the most up-to-date advice on weaning provided by the NHS.
		8.6	Prepare food suitable for the age and development of babies and children, referring to the most current guidance.
		8.7	Supervise children effectively when eating to ensure their safety.

9	Be able to maintain accurate records and use equipment safely in early years settings.	9.1	Maintain accurate and coherent records and reports to ensure the needs of all children are met, including: (i) medication requirements, (ii) special dietary needs, (iii) planning, (iv) observation and assessment, (v) health, safety, and security, (vi) accidents and near misses, and (vii) daily registers.
		9.2	Share records and reports appropriately, ensuring confidentiality and adherence to policies and procedures.
		9.3	Use equipment, furniture, and materials safely, following manufacturer's instructions and setting requirements, with regard for sleep safety.
		9.4	Assist others in the safe use of equipment, furniture, and materials.

5	Building Effective Relationships to Support Children's Development

Aim

The aim of this unit is to provide learners with the knowledge and skills to establish and maintain positive relationships with parents, carers, colleagues, and professionals in early years settings. Learners will explore the importance of collaboration and effective communication in promoting children's learning, development, and wellbeing. The unit emphasises the role of partnerships in creating consistent and supportive environments, addressing diverse needs, and fostering parental engagement. Through practical application, learners will develop the confidence to build meaningful relationships that support children's progress and contribute to a holistic approach to their care and education.

Learning Outcomes - The learner will		Assessment Criteria - The learner can	
1	Understand the importance of building partnerships in early years settings.	1.1	Explain why developing and maintaining good relationships and partnerships in an early years setting is essential for meeting the needs of all children.
		1.2	Identify the benefits of collaboration with key persons, colleagues, parents, carers, and other professionals or agencies.
		1.3	Describe how strong partnerships contribute to a child's overall development and wellbeing.
2	Understand the roles and responsibilities of key persons, colleagues, and external professionals in early years partnerships.	2.1	Define the role of a key person in supporting children's development and wellbeing.
		2.2	Explain the responsibilities of colleagues and external professionals in contributing to effective partnerships.
		2.3	Identify how the unique skills and expertise of different professionals or agencies can support a child's individual needs.
		2.4	Explain why setting leaders must collaborate with colleagues and other professionals within and beyond their setting to ensure children's learning and development progress effectively.
		2.5	Describe the roles and responsibilities of statutory and non-statutory agencies, including local authorities and other relevant agencies, in supporting early years settings and children.
		2.6	Explain Ofsted's role in regulating and inspecting early years provision, including reporting on quality and standards.

3	Be able to communicate effectively and work cooperatively with others in early years settings.	3.1	Apply effective communication skills to engage with key persons, colleagues, parents, carers, and other professionals.
		3.2	Apply clear, respectful, and appropriate communication to build trust and understanding with all stakeholders.
		3.3	Explain how to manage and resolve disagreements constructively in a professional setting.
		3.4	Work cooperatively with others to ensure consistency and continuity in supporting children's development and progress.
4	Understand the importance of engaging parents and carers in children's development and learning.	4.1	Explain why parent and/or carer engagement is consistently associated with ensuring their child's subsequent academic success.
		4.2	Describe why effective engagement with parents and/or carers is important and recognise that it may require sustained effort and support.
		4.3	Summarise how to encourage parents and/or carers to take an active role in their child's care, play, learning, and development.
		4.4	Explain strategies to support parents and carers in recognising the significant contributions they make to their child's health, wellbeing, and learning.
		4.5	Explain why Early Years Educators should advocate for children's learning, parental engagement, the home learning environment, and the role of parents and carers in early education.
5	Understand the importance of sharing information appropriately to meet children's needs.	5.1	Explain the principles of confidentiality and when it is appropriate to share information with others.
		5.2	Describe how to share relevant information with key persons, colleagues, and external professionals in line with statutory frameworks and organisational policies.
		5.3	Describe the importance of keeping parents and carers informed about their child's progress and development.
6		6.1	Identify statutory and non-statutory agencies and their roles in supporting early years settings and children.

	Be able to engage with statutory and non-statutory professionals and agencies to support children's development.	6.2	Explain the significance of local authorities and other relevant agencies in supporting children's learning and development.
		6.3	Work effectively and confidently with Ofsted, demonstrating an understanding of Ofsted's Early Years Inspection framework.
		6.4	Collaborate with multidisciplinary teams to address the individual needs of babies and children and enable their progress.
7	Be able to address gaps in support for children's education and development.	7.1	Identify circumstances where babies and children may lack support from parents and/or carers in their education and development.
		7.2	Maintain additional provisions to support children's education and development where such support is lacking, ensuring their learning and progress are not disadvantaged.
8	Be able to reflect on the effectiveness of partnerships in meeting children's needs.	8.1	Evaluate the impact of partnerships on children's development and wellbeing.
		8.2	Reflect on own practice in building relationships and identify areas for improvement in partnership working.

6	**Reflecting on Professionalism and Continuous Development**

Aim

The aim of this unit is to equip learners with the knowledge and skills to uphold professionalism and continuously develop their practice in early years education. Learners will explore the importance of reflective practice, professional behaviours, and continuous professional development (CPD) in improving outcomes for children. The unit emphasises fostering a culture of teamwork, supporting colleagues, and respecting diversity and inclusion. Learners will also develop strategies to address challenges, seek feedback, and engage in evidence-based practice to enhance their skills, knowledge, and career opportunities while contributing to high-quality early years provision.

	Learning Outcomes - The learner will		**Assessment Criteria - The learner can**
1	Understand the expectations and behaviours required in a professional early years setting.	1.1	Explain the expected behaviours in a professional early years setting, including attitudes, punctuality, and reliability.
		1.2	Identify how professionalism impacts the quality of care and education provided to children.
		1.3	Describe the importance of adhering to organisational policies, codes of conduct, and relevant statutory frameworks.
		1.4	Explain major types of insurance and their benefits for businesses.
2	Understand the roles and responsibilities of a Level 3 Early Years Educator.	2.1	Explain the responsibilities of a Level 3 Early Years Educator, including supervising staff or leading a setting.
		2.2	Describe the skills and knowledge required to manage and lead an early years setting effectively.
		2.3	Reflect on how leadership responsibilities contribute to the overall quality and outcomes of early years education.
3	Understand the purpose and benefits of supervision in early years settings.	3.1	Explain the purpose of supervision as an opportunity for staff to discuss issues, identify solutions, and receive coaching to improve personal effectiveness.
		3.2	Describe how effective supervision supports the professional development of practitioners and promotes the interests of babies and children.

		3.3	Reflect on the role of supervision in fostering a supportive environment for professional growth and problem-solving.
4	Understand and follow procedures to maintain a safe and effective work environment.	4.1	Explain the importance of adhering to procedures in the work setting for: (i) reporting, (ii) whistleblowing, (iii) protecting and promoting the welfare of children, (iv) safeguarding, (v) confidentiality, (vi) information sharing, (vii) use of technology, (viii) referring development concerns, (ix) protecting practitioners, including media and online presence, and (x) staff health and safety, including mental health and wellbeing support.
		4.2	Summarise how to follow procedures in the work setting to ensure compliance with legal and organisational requirements.
5	Understand positive behaviours and respect for diversity and inclusion.	5.1	Explain the importance of respecting and promoting diversity, inclusion, cultural differences, and family circumstances in an early years setting.
		5.2	Analyse how own and others' behaviours can impact babies and children, emphasising the importance of role modelling positive behaviours.
		5.3	Explain why acting with confidence in supporting or challenging the practice of colleagues to ensure that it aligns with organisational policies, promotes positive outcomes for children.
6	Be able to engage in reflective practice and continuous professional development (CPD).	6.1	Define reflective practice and explain its importance in improving own practice and professional development.
		6.2	Explain how engaging in evidence-based, continuous professional development can (i) improve skills, practice, and subject knowledge, (ii) enhance career opportunities, and (iii) positively impact children's academic outcomes, particularly in areas of disadvantage.
		6.3	Identify tools and techniques for engaging in reflective practice, such as self-assessments, feedback, and professional discussions.
		6.4	Actively seek feedback from others to identify and support career development goals, for example through mentoring and/or supervised observations.
		6.5	Reflect on own practice to identify strengths, areas for improvement, and actions for development.

		6.6	Plan and evaluate personal professional development goals.
		6.7	Explain the importance of CPD for maintaining and improving professional knowledge and skills.
		6.8	Identify and apply sources of CPD opportunities, such as training, workshops, and mentoring.
7	Manage challenges in professional early years settings.	7.1	Identify challenges that may arise in a professional early years setting, such as conflicts, workload pressures, or changes in policies.
		7.2	Analyse strategies for managing challenging situations while maintaining professionalism.
		7.3	Explain the importance of seeking support and guidance from colleagues or mentors in difficult circumstances.