Training Qualifications UK

TQUK Level 2 End-Point Assessment for ST0888 **Early Years Practitioner** V1.1

Qualification Number: 610/6155/4

Standard Specification

Contents

Key Information 3

Apprenticeship Summary 4

- Overview of the Role
- Occupation Summary
- Typical Job Titles
- Professional Recognition

Assessment Methods 5

- Assessment Order
- EPA Window
- Gateway Considerations

Observation with questioning 6

- Overview
- Observation
- Questioning
- Grading
- Observation with questioning - KSBs and Grading Criteria

Portfolio of Evidence 10

Professional Discussion 11

- Overview
- Grading
- Professional Discussion - KSBs and Grading Criteria

Overall Grading 17

Resits and Retakes 17

Appeals 17

Key Information

Reference:	ST0888
Version:	V1.1
Level:	2
Minimum duration to gateway:	12 months
Typical EPA period:	3 months
Maximum funding:	£5,000
Route:	Education and early years
Approved for delivery:	26 March 2020
Date updated:	27 January 2025
Lars code:	550
EQA provider:	Ofqual
Review:	This apprenticeship standard will be reviewed in accordance with the change request policy.
Qualification Number	610/6155/4

Apprenticeship Summary

Overview of the Role

Work and interact directly with children on a day to day basis supporting the planning of and delivery of activities.

Occupation Summary

This occupation is found in a range of private and public settings including; full-day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, family hubs, and local authority provision to deliver the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development and care of children from birth to age five in both indoor and outdoor environments.

The broad purpose of the occupation is to work and interact directly with children on a day-to-day basis, supporting the planning and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the provision. An EYP works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional in the Early Years Workforce. In their daily work, an employee in this occupation interacts with parents, children, colleagues and wider multi-agency professionals and partners such as health visitors, social workers and speech and language therapists. Individuals will undergo all checks as per the EYFS requirements to ensure suitability to work with children.

Due to the nature and level of responsibility, it is not anticipated that the role would have any budgetary or leadership responsibilities. The EYP will be responsible for supporting child-initiated and adult-led activities based around the needs and interests of each individual child, supporting children's learning through planned, purposeful play opportunities and educational programmes and working as part of a team to ensure each child feels safe and secure. An EYP will support the observation and assessment of each child, contribute to their learning experiences and assist with the care needs of the individual child such as teeth, skin, hair, feeding, changing nappies and toileting under direction of a more senior member of the team. They will work in partnerships with other colleagues, parents, carers, or other professionals, with support from a more senior team member, to meet each child's individual needs. They will have a responsibility for ensuring that they recognise when a child is in danger or at risk of serious harm or abuse and contributing to the health and safety of the children, staff and others on the premises.

Typical Job Titles

Assistant Childminder, Early years Practitioner, Nanny and Early Years Worker, Nursery Assistant, Nursery Nurse, Nursery Practitioner.

Professional Recognition

This standard aligns with the following professional recognition: Department for Education for full and relevant at Level 2.

Assessment Methods

The end-point assessment (EPA) for this standard consists of two assessment methods/ components:

Observation with Questioning

Professional Discussion underpinned by a portfolio of evidence

Assessment Order

The assessment methods can be delivered in any order. The result of one assessment method does not need to be known before starting the next.

EPA Window

The EPA period starts when Training Qualifications UK (TQUK) confirms the gateway requirements have been met and is typically three months.

Gateway Considerations

Before the apprentice can start their EPA, the training provider is required to upload the following:

- photo ID
- portfolio of evidence.

At gateway, the training provider is also requested sign a declaration to confirm that the English and maths requirements have been met in line with the funding rules.

Observation with questioning

Overview

In the observation with questioning, the End-Point Assessor observes the apprentice in their workplace and asks questions to give the apprentice the opportunity to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The observed session should form part of the apprentice's normal working day and should reflect their typical working practices, working conditions, and day-to-day duties. Simulation is not allowed.

The End-Point Assessor will conduct and assess the observation with questioning, which must last **80 minutes**. The total time for the observation element is **50 minutes**. The time allocated for questioning is **30 minutes**. The End-Point Assessor has the discretion to increase the time of the observation with questioning by up to 10% to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questioning may be split into sections held on the same working day. The End-Point Assessor must explain the format and timescales of the observation with questioning to the apprentice before it starts. This does not count towards the assessment time.

Apprentices must be given **two weeks'** notice of the venue, date, and time of the observation with questioning. The observation with questioning must take place in the apprentice's normal place of work (for example, their employer's or a customer's premises). This must be a controlled environment, free from any distractions.

Observation

The End-Point Assessor should observe the apprentice doing the following during the observation:

- interacting with children and other adults
- supporting children's learning through facilitating learning opportunities.

They must only observe one apprentice at a time, and be as unobtrusive as possible. Any equipment and resources needed for the observation must be provided by the employer and be in a good and safe working order.

Questioning

The End-Point Assessor must ask at least **five questions** after the observation. They may ask follow-up questions where clarification is required. In addition to the set number of questions for the observation with questioning, the End-Point Assessor must ask questions about KSBs that were not observed to gather assessment evidence, but these should be kept to a minimum.

Grading

The End-Point Assessor must make the grading decision. This assessment is graded fail or pass, according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Observation with questioning - KSBs and Grading Criteria

Health and safety	
Pass	Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance. **(K8, K9, K10, S3, S5)**
	Applies prevention and control measures techniques when disposing of waste correctly. **(K32, S4)**
K8 The legal requirements and guidance for health and safety.	
K9 Risks and hazards in the provision and during off site visits.	
K10 Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency.	
K32 Prevention and control of infection techniques, including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment.	
S3 Identify risks and hazards in the provision and during off site visits relating to both children and staff and visitors and follow reporting procedures.	
S4 Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment.	
S5 Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision's requirements.	
Well-being and child development	
Pass	Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others. **(K30, S6, B3, B6)**
K30 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.	
S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).	
B3 Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.	
B6 Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.	

Communication	
Pass	Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods. **(K15, S9, S10, S11)**
	Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods. **(S12, B2)**
K15 Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech.	
S9 Communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood. This includes verbal and non-verbal communication.	
S10 Extend children's development and learning through verbal and non-verbal communication.	
S11 Encourage babies and young children to use a range of communication methods.	
S12 Use a range of appropriate communication methods to share information with children, parents or carers and other professionals.	
B2 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.	

Support the planning and delivery of activities, purposeful play opportunities and educational programmes	
Pass	Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner. **(K17, S14, S16, S17, B1)**
	Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes. **(K18, S13, B5)**
K17 The principles of enabling environments (indoor and outdoor), adult-led activities, child-initiated activities and spontaneous experiences.	
K18 The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents or carers and the early years provision in planning the next steps.	
S13 Work with colleagues to identify and plan educational programmes to support children's holistic development through a range of play, creativity, social development and learning.	
S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.	
S16 Use learning activities to support early language development.	
S17 Support children's early interest and development in mark making, writing, reading and being read to.	
B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for their development.	
B5 Commitment - to improving the outcomes for children through inspiration and child centred care and education.	
Support children with special educational needs and disabilities	
Pass	Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements. **(K22, S20)**
K22 What specialist aids, resources and equipment are available for the children in the provision and how to use these safely.	
S20 Work in ways that value and respect the developmental needs and stages of babies and children.	

Portfolio of Evidence

Apprentices must compile a portfolio containing evidence during the on-programme period of the apprenticeship to demonstrate the knowledge, skills and behaviours (KSBs) that the professional discussion will assess. The portfolio will typically contain **12 discrete pieces of evidence**.

Evidence should be mapped against the KSBs assessed by the professional discussion and may be used to demonstrate more than one KSB. The apprentice must provide evidence for all the KSBs. Incomplete portfolios will be rejected at the gateway stage.

Evidence sources may include:

- observation records from training providers, managers, and peer observations
- documentation covering a range of different stages of children's development
- anonymised case records, SEND records, and safeguarding records
- risk assessments
- records of continuous professional development
- practical project work
- evidence of feedback to parents.

This is not a definitive list; other evidence sources are possible. However, the evidence provided must be valid and attributable to the apprentice.

Any employer contributions to the portfolio of evidence should focus on direct observation of performance (a witness statement, for example) rather than opinions.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment.

As the portfolio is to underpin the professional discussion, it is not directly assessed or marked. It will only be reviewed to prepare questions for the professional discussion, and the End-Point Assessor will not be required to give feedback on the portfolio after this review.

Professional Discussion
(underpinned by a portfolio of evidence)

Overview

In the professional discussion, the End-Point Assessor and the apprentice have a formal two-way conversation to allow the apprentice to demonstrate the knowledge, skills and behaviours (KSBs) mapped to this assessment method.

The End-Point Assessor will conduct and assess the professional discussion, which must last **60 minutes**. The End-Point Assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The training provider must submit the apprentice's portfolio of evidence at gateway. The End-Point Assessor must have at least **two weeks** to review the portfolio of evidence prior to the professional discussion to prepare questions based on the KSBs identified for this method.

The End-Point Assessor must ask at least **10 questions**. Follow-up questions are allowed where clarification is required.

The apprentice must have access to their portfolio of evidence during the professional discussion so they can refer to and use evidence from it to illustrate their answers.

Apprentices must be given **two weeks' notice** of the venue, date, and time of the professional discussion. The professional discussion must take place in a suitable venue such as the employer's premises, in a controlled environment, free from any distractions.

This assessment method can take place face to face, on the same day as the observation, or remotely, conducted by video conferencing using Microsoft Teams.

Grading

The End-Point Assessor will make all grading decisions.

This assessment is graded fail, pass or distinction according to the grading criteria.

To achieve a pass in this assessment, the apprentice must meet all the pass criteria. To be awarded a distinction, they must meet all the pass criteria and all the distinction criteria.

If the apprentice does not meet all the pass criteria, this assessment will be graded as a fail.

Professional Discussion - KSBs and Grading Criteria

Well-being and child development	
Pass	Describes 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)**
	Outlines 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)**
	Describes 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)**
	Describes the importance of respectful care routines. **(S8)**
Dist.	Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies' and children's progress across key areas as part of effective and integrated practice. **(K1, K2, K3, K4)**
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.	
K2 The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.	
K3 How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.	
K4 The significance of attachment, the key person's role and how transitions and other significant events impact children at different ages and stages.	
K13 The impact of health and wellbeing on children's development.	
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.	
K25 How own behaviour can impact on babies and children and influence them.	
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.	
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.	
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.	

Safeguarding	
Pass	Describes how own role is affected by responsibilities created by safeguarding policies and procedures. **(K6, K7)**
	Outlines 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)**
	Describes 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)**
	Outlines 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)**
Dist.	Explains 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)**
	Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children. **(K5, B8)**
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of children.	
K6 Safeguarding policies and procedures, including child protection and online safety.	
K7 Own role and responsibilities in relation to safeguarding and security, including child protection, recording and reporting, whistle blowing and confidentiality of information.	
K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines.	
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.	
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.	
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.	

Support the planning and delivery of activities, purposeful play opportunities and educational programmes	
Pass	Describes 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)**
	Outlines 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)**
Dist.	Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching. **(K31, S18)**
K16 The statutory framework, including the learning and development requirements for babies and young children's provision.	
K19 How to refer concerns about a baby's or child's development.	
K31 Ways to increase children's awareness of environmental sustainability.	
S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory and the provision's requirements.	
S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.	
Support children with special educational needs and disabilities	
Pass	Describes 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)**
Dist.	N/A
K20 The statutory guidance in relation to the care and education of children with special educational needs and disabilities.	
K21 Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities.	
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.	

Own role and development	
Pass	Describes 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)**
Pass	Describes 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)**
Dist.	Explains how they try to develop and improve their 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)**
K23 Own role and expected behaviours and the roles of colleagues and the team.	
K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these.	
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.	
K27 The importance of reflective practice and continued professional development to improve own skills and early years practice.	
S21 Use feedback and mentoring or supervision to identify and support areas for development, goals and career opportunities.	
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.	

Working with others – parents, colleagues, other professionals	
Pass	Describes how they 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)**
	Outlines 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)**
	Describes 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)**
Dist.	Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress. **(K29, S22, S23, B4)**
K28 The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory.	
K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning.	
S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	
S23 Work alongside parents or carers and recognise their role in the baby or child's health, well-being, learning and development.	
S24 Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development.	
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.	
B4 Being team-focused - work effectively with colleagues and other professionals.	

Overall Grading

The overall grades available for this apprenticeship are fail, pass, or distinction. Each assessment component is graded individually. Once an apprentice has completed all assessment components, the grades are combined as described in the table below to determine an apprentice's overall grade.

Observation with questioning	Professional Discussion	Overall Grade
A fail in any assessment component will result in a fail overall		
Pass	Pass	Pass
Pass	Distinction	Distinction

Resits and Retakes

If an apprentice fails one or more assessment method(s), they are eligible for a resit or a retake. The apprentice's employer needs to agree that a resit or retake is appropriate.

A resit does not need further learning, whereas a retake does. An apprentice should have a supportive action plan to prepare for a resit or a retake.

Resits are typically taken within two months of the fail notification. The timescale for a retake is dependent on how much retraining is required, but they are typically taken within three months of the fail notification.

Failed assessment methods must be resat or retaken within a six-month period from the fail notification, otherwise the entire EPA will need to be resat or retaken in full.

If an apprentice requires a resit or retake, their EPA grade will be capped at a pass, unless Training Qualifications UK determines there are exceptional circumstances.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Appeals

Training Qualifications UK's Appeals Policy, including time frames, can be found here.