

**NCFE**

**CACHE**

**Be able to**

**NCFE CACHE Level 3 Diploma for Working in the  
Early Years Sector (Early Years Educator)  
QN: 610/4164/6**

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## Section 1: introduction

This guidance was created to support assessors and learners in identifying how the skills, learning outcomes (LOs), and 'be able to' assessment criteria (AC) can be evidenced within the Level 3 Diploma for Working in the Early Years Sector (Early Years Educator) (610/4164/6) qualification.

This document will:

- provide an overview of each unit
- identify the AC that will be assessed as skills/competencies in relation to the learner's own practical experience
- suggest assessment methods which can be applied to each AC
- enable planning for next steps and tracking in relation to assessment

To ensure that you are using the most up-to-date version of this Be able to document, please check the version number and date in the page footer against that of the summary of 'be able to' AC on the NCFE website.

## Rules of use

This document **must** be used alongside the Qualification Specification to ensure all AC are appropriately met.

## Supporting placement staff

This document may help to support placement staff by:

- listing all the skills/competencies the learner must achieve in order to evidence AC
- identifying the opportunities for expert witness testimony (EWT) – whilst there is no mandatory requirement for a professional development record to achieve the units, this document could be used as an opportunity for reflection with the learner

## Further guidance

Your external quality assurer (EQA) will be able to support you with the use of this document.

We have provided this guidance in Microsoft Word format to enable you to use the content more flexibly within your own course materials.

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**Section 2: mandatory units**

**EYE L3 WF 1 Introduction to the role of the early years educator (T/651/1390)**

This unit explores the role and responsibilities of the reflective early years educator whilst appreciating the knowledge, skills and behaviours required for effective engagement within own role. During the delivery of this unit, learners should be exposed to the significance of sustainability in practice where appropriate.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
5. Be able to use and model good communication skills, including a good command of the English language in spoken and written form	5.1 Communicate with a good command of the English language in spoken and written form including, for example, when working with children, emails, in meetings and discussions	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> <li>• direct observation</li> </ul>		
6. Be able to explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team	6.1 Explain own role, responsibilities and expected behaviours, and the roles of colleagues in the setting and team, including the significance of being self-motivated, proactive and able to use initiative (this could be initiated through small peer group discussions in preparation for placement where it will be required to be observed)	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
7. Be able to explain how our own and others' behaviour can impact on babies and children and the importance of role	7.1 Explain how our own and others' behaviour can impact on babies and children and the importance of role modelling positive behaviours	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

modelling positive behaviours				
8. Be confident in supporting or challenging the practice of colleagues, including difficult conversations	8.1 Discuss the importance of challenging practice in the best interests of babies and children	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	8.2 Summarise steps to take when challenging the practice of colleagues	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
9. Be able to follow procedures in the work setting including, where appropriate, updating and developing policies and procedures	9.1 Work in adherence to policy and procedure with regard to: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> <li>• referring development concerns</li> <li>• protecting educators (for example, media and online presence)</li> <li>• staff health and safety, including mental health and wellbeing support</li> </ul>	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
10. Be able to foster a culture of mutual support, teamwork and continuous improvement that encourages confidential discussion of sensitive issues, through effective	10.1 Contribute to a culture of mutual support, teamwork and continuous improvement by partaking in supervision	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
	10.2 Discuss how effective supervision encourages confidential discussion of sensitive issues at all stages of a career	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		

supervision at all stages of career				
11. Be able to seek out feedback from others and use reflection to identify and support career development and personal goals	11.1 Collect feedback from others to identify areas for improvement	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
	11.2 Develop a personal development plan to support goals	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
	11.3 Discuss how the role of a mentor and supervision can support career goals	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		

**EYE L3 WF 2 Holistic child development (Y/651/1391)**

This unit explores holistic development and key milestones for babies and children including the significance of experience and personal circumstance.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
7. Be able to prepare and support babies and children through transitions and significant events in their lives	7.1 Develop effective strategies to support children's ability to manage significant life events and daily micro transitions	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
	7.2 Reflect on how early years educators prepare babies and children for planned transitions	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
	7.3 Summarise processes used in an early years setting to support individual children through micro transitions, making reference to the role of the key person	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
	7.4 Identify strategies to support individual children through unplanned and significant life events	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
8. Be able to support children to form positive attachments	8.1 Apply theories of attachment to demonstrate warm and responsive, professional relationships with babies, children and their families with clearly established and age-appropriate boundaries, including supporting children to develop warm and responsive relationships with other children	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
	8.2 Shadow the role of a key person and reflect on key features of this role	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		



		<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
<p>9. Be able to promote health and wellbeing in settings working with babies and children from birth to five years</p>	<p>9.1 Reflect on strategies used in an early years setting to:</p> <ul style="list-style-type: none"> <li>• encourage babies and children to consume healthy and balanced meals, snacks and drinks, taking account of cultural requirements, including race, religion and belief systems (considering good oral health)</li> <li>• encourage babies and children to be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> <li>• teach children to develop skills to manage their own and others safety</li> <li>• provide sensitive and respectful personal care to include personal hygiene practices and oral hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	<p>9.2 Interact with babies and children to positively impact their health and wellbeing demonstrating care, compassion and sensitivity</p>	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
<p>10. Be able to support children to develop a positive sense of self and to recognise, understand and manage their emotions, including supporting a child's understanding of</p>	<p>10.1 Facilitate an enabling, nurturing environment encouraging emotional literacy</p>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	<p>10.2 Maintain an effective and supportive emotional environment that enables the babies and children to feel safe, secure, respected and experience a positive sense of self and wellbeing, maintaining</p>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

differing emotional reactions and what may or may not be appropriate	and prioritising the individual child's voice			
	10.3 Model the use of co-regulation to support babies and children when they are experiencing any range of emotions by providing warm, responsive interactions to help support the development of self-regulation	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
11. Be able to apply evidence-based theories in practice, and as appropriate, based on a clear understanding of cognitive science (reliable theory)	11.1 Reflect on own practice to identify where there are links to evidence-based theory and philosophical approaches	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

**EYE L3 WF 3 Children with special educational needs and disabilities (SEND) (A/651/1392)**

This unit explores legislation and guidance to support the increasing awareness and confidence of the early years educator to support babies, children and their families when facilitating nurturing environments for babies and children with special educational needs and disabilities (SEND).

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
4. Be able to explain and apply the early years foundation stage (EYFS) statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND, through a graduated approach	4.1 Reflect on how policy and procedure in an early years setting adheres to the EYFS statutory framework and SEND code of practice in relation to the care and education of babies and children with SEND, through a graduated approach	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• direct observation</li> <li>• reflective journal entry</li> </ul>		
	4.2 Advocate for children’s individual learning, considering their current development and uniqueness, including those with SEND and English as an additional language (EAL)	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	4.3 Create an effective and supportive emotional environment that enables the child to feel safe, secure, respected and to experience a sense of wellbeing, maintaining and prioritising the individual child’s voice	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
5. Be able to work effectively in partnership with others (or alongside colleagues), including parents and carers, to promote and implement appropriate strategies for	5.1 Reflect on policy and procedure in an early years setting to describe ways to work effectively in partnership with others, including parents and carers, to identify, help, promote and implement appropriate strategies for supporting the progress of babies and children with SEND	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	5.2 Explain the importance of own professional skills and behaviour when	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

supporting the progress of babies and children with SEND	liaising with parents/carers of children with SEND			
6. Be able to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers, including the initial assessment, implementation, and ongoing review	6.1 Explain how to effectively carry out a child's care plan (or shadow a colleague) alongside parents and carers in an early years setting to include: <ul style="list-style-type: none"> <li>the initial assessment</li> <li>implementation and ongoing review</li> </ul>	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
	6.2 Explain the importance of carrying out a child's care plan in a sensitive and respectful manner	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>expert witness testimony (EWT)</li> </ul>		
7. Be able to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND	7.1 Facilitate an environment that meets the individual needs of children in an early years setting	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
	7.2 Discuss how the setting supports babies and children to develop a positive sense of their own identity and culture, valuing race, religion and belief systems	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
	7.3 Create an effective and supportive emotional environment that enables all children to feel safe, secure, respected and to experience a sense of wellbeing	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
	7.4 Promote and encourage a working environment that values and respects the maintenance and prioritisation of the individual developmental needs and stages of babies and children with SEND, whilst valuing and respecting the child's voice	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		

	7.5 Model inclusive practice to ensure children have equal access to opportunities to learn, develop, and reach their potential	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
8. Be able to use specialist aids, resources and equipment available to support babies and children with SEND	8.1 Use specialist aids, resources and equipment available to support babies and children with SEND (simulation and reflection as appropriate)	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
9. Be able to analyse and explain how cultural background and family circumstances can impact on babies' and children's learning and development	9.1 Support babies and children to develop a positive sense of their own identity and culture	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	9.2 Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	9.3 Reflect on effective strategies in an early years setting to know how to identify, help and work appropriately with others to provide children and babies with any additional support they may need	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

**EYE L3 WF 4 Effective communication in an early years setting (D/651/1393)**

This unit explores the significance of communication for holistic development and learning in all babies and children.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
4. Be able to develop, support and promote babies' and children's speech, language, and communication through effective planned adult interactions	4.1 Read stories in the following situations: <ul style="list-style-type: none"> <li>with an individual baby or young child</li> <li>with small groups of children (up to four children)</li> <li>with large groups of children (five children or more)</li> </ul>	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> <li>direct observation</li> </ul>		
	4.2 Demonstrate the following skills and techniques: <ul style="list-style-type: none"> <li>reading aloud stories and talking about them to build familiarity and understanding and develop conversation through sensitive questioning</li> <li>exploring vocabulary in wider contexts</li> <li>using a rich range of vocabulary and language structures</li> </ul>	<ul style="list-style-type: none"> <li>reflective journal entry</li> <li>professional discussion</li> <li>direct observation</li> </ul>		
	4.3 Participate in songs and rhymes with babies and children to support an awareness of sounds	<ul style="list-style-type: none"> <li>professional discussion</li> <li>direct observation</li> </ul>		
	4.4 Promote and facilitate children's communication through experiences and activities for social interactions and relationships to blossom	<ul style="list-style-type: none"> <li>professional discussion</li> <li>direct observation</li> </ul>		
5. Be able to identify delays in communication	5.1 Explain ways the early years educator is able to identify delays in communication development	<ul style="list-style-type: none"> <li>professional discussion</li> </ul>		

development and describe appropriate support services for babies and children	5.2 Describe appropriate support services for babies and children	<ul style="list-style-type: none"> <li>professional discussion</li> </ul>		
6. Be able to communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development	6.1 Communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend their learning and development	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>expert witness testimony (EWT)</li> </ul>		
7. Be able to help children catch up with language development through planned use of pronunciations, words and phrases	7.1 Use appropriate strategies and ways of working to facilitate a language rich environment for babies and children	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>expert witness testimony (EWT)</li> </ul>		
	7.2 Summarise how the early years educator can support children to catch up with language development through planned use of pronunciations, words and phrases	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>expert witness testimony (EWT)</li> </ul>		
8. Be able to adapt teaching approaches as appropriate to ensure children with speech and language difficulties, and those for whom English is an additional language (EAL), are supported to catch up	8.1 Use examples from practice to describe ways the early years educator can adapt teaching approaches as appropriate to ensure children with speech and language difficulties, and those for whom English is an additional language (EAL), are supported to catch up through effective communication	<ul style="list-style-type: none"> <li>direct observation</li> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		

<p>9. Be able to apply a range of communication methods for effective collaborative working</p>	<p>9.1 Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child</p>	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
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**EYE L3 WF 5 Safeguarding and welfare requirements (F/651/1394)**

This unit explores how the early years educator safeguards children including wider aspects of child protection, reporting and record keeping. There are opportunities to consider sustainability and sustainable development goals 2 and 6 when exploring the welfare requirements.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
4. Be able to recognise when a baby or child is in danger or at risk of abuse, including online, and know how to act to protect them	4.1 Discuss signs to recognise when a baby or child is in danger or at risk of abuse, including online, and the procedure to follow to protect them in an early years setting	<ul style="list-style-type: none"> <li>professional discussion</li> <li>work product</li> </ul>		
5. Be able to find and stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance	5.1 Discuss how the early years educator would apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting, demonstrating vigilance and professional curiosity	<ul style="list-style-type: none"> <li>work product</li> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
	5.2 Explain ways the early years educator can stay updated on employer, local and national safeguarding policies and procedures as set out in statutory and non-statutory guidance	<ul style="list-style-type: none"> <li>professional discussion</li> <li>work product</li> </ul>		
6. Be able to follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an	6.1 Refer to policy to discuss Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing or a cover-up by an employer's organisation. This might be about activity that is illegal, risks others' health and safety, is poor practice or fails to meet statutory requirements	<ul style="list-style-type: none"> <li>professional discussion</li> <li>work product</li> </ul>		

<p>employer's organisation. This might be about activity that is illegal, risks others' health and safety, is poor practice or fails to meet statutory requirements</p>				
<p>7. Be able to carry out own role and act upon responsibilities, including providing appropriate supervision of others in relation to safeguarding and security, including child protection, duty of care, reporting and confidentiality of information</p>	<p>7.1 Carry out and act upon responsibilities, including:</p> <ul style="list-style-type: none"> <li>• providing appropriate supervision of others in relation to safeguarding and security</li> <li>• child protection</li> <li>• duty of care</li> <li>• reporting and confidentiality of information</li> </ul>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• EWT</li> </ul>		

**EYE L3 WF 6 Health, wellbeing and safety (H/651/1395)**

This unit explores the relationship between legislation policy and procedure with further focus on own role and responsibilities with regard to the health, wellbeing and safety of babies and children. Students should be mindful of energy-saving approaches to sustainability when considering health, wellbeing and safety, for example energy-efficient approaches and wellbeing strategies.

Learning outcomes (LOs)	Assessment criteria (AC)	Suggested evidence for assessment	Evidence method and reference	Signature and date
9. Be able to use equipment, furniture and materials safely following the manufacturer's instructions and setting's requirements, with regard for sleep safety. Assist others in the safe use of: <ul style="list-style-type: none"> <li>• equipment</li> <li>• furniture</li> <li>• materials</li> </ul>	9.1 Assist others in the safe use of equipment, furniture and materials, following the manufacturer's instructions and setting's requirements (can be achieved through simulation as appropriate)	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	9.2 Discuss sleep safety and precautions to take to keep babies and children safe	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> </ul>		
10. Be able to identify and act upon own responsibilities in relation to: <ul style="list-style-type: none"> <li>• health</li> <li>• safety</li> <li>• wellbeing</li> </ul>	10.1 Apply legislation, policy and procedure to ensure the safety and wellbeing of everyone in the setting, adhering to: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• confidentiality of information</li> <li>• promoting the welfare of babies and children</li> </ul>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
11. Be able to carry out risk assessments and risk management in line with:	11.1 Apply the principles of risk assessment and risk management in line with daily procedure to include a working knowledge of how to complete documentation within practice	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

<ul style="list-style-type: none"> <li>• employer, local and national requirements</li> <li>• policies and procedures</li> </ul>	11.2 Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting, to include: <ul style="list-style-type: none"> <li>• risk assessment</li> <li>• food safety and allergies</li> <li>• COSHH</li> <li>• accidents, injuries and emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	11.3 Outline ways risk benefit is managed in an early years setting	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
12. Be able to maintain accurate and coherent records and reports and share information, when appropriate, to ensure the needs of all children are met	12.1 Refer to policy and procedures in an early years setting to explain the role of the early years educator in relation to records and reports to include: <ul style="list-style-type: none"> <li>• medication requirements</li> <li>• special dietary needs, including approaches to starting and storing solid foods</li> <li>• planning</li> <li>• observation and assessment</li> <li>• health, safety and security</li> <li>• accidents and near misses</li> <li>• daily registers</li> </ul>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> <li>• work product</li> </ul>		
13. Be able to explain, plan, and carry out respectful care routines appropriate to the development, stage, dignity and needs of babies and children to include their cultural, race, religion and belief systems	13.1 Reflect on policy and procedure in an early years setting to describe the role of an early years educator with regard to: <ul style="list-style-type: none"> <li>• supervision of children whilst eating (feeding and weaning and complementary feeding)</li> <li>• nappy changing procedures</li> <li>• potty and toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> <li>• work product</li> </ul>		

	13.2 Shadow qualified staff as they prepare food that is suitable for the age and development of babies and children, referring to the most up-to-date guidance, and supervise children whilst eating	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	13.3 Prepare food that respects individual need and preference, including cultural requirements such as race, religion and belief systems	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	13.4 Plan care routines that are sensitive to the culture, race, religion and belief systems of children with regard to food and personal care	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> <li>• work product</li> </ul>		
14. Be able to implement effective strategies for preventing and controlling infection	14.1 Demonstrate effective handwashing techniques	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	14.2 Reflect on policy and procedure with regard to: <ul style="list-style-type: none"> <li>• food hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> <li>• work product</li> </ul>		
	14.3 Explain exclusion processes to describe knowledge of common childhood illnesses	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	14.4 Outline the immunisation schedule	<ul style="list-style-type: none"> <li>• work product</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
15. Be able to respond and take appropriate action to accidents	15.1 Discuss policy and procedure to explain the role and responsibilities of the early years educator with regard to:	<ul style="list-style-type: none"> <li>• work product</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

<p>and emergency situations</p>	<ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical or dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> <li>• receiving, storing, recording, administering and the safe disposal of medicines</li> </ul>			
<p>16. Be able to share information with parents and carers</p>	<p>16.1 Share information (written or verbal) with parents and carers with regard to:</p> <ul style="list-style-type: none"> <li>• the importance of healthy balanced diets</li> <li>• looking after teeth and oral health</li> <li>• being physically active</li> </ul>	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

**EYE L3 WF 7 Promoting an effective early years curriculum (J/651/1396)**

This unit explores the early years statutory framework offered through the early years foundation stage (EYFS) and the implications for embedding effective characteristics of teaching and learning for all children.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
6. Promote equality of opportunity in the education and care of all children in early years provision, including children with SEND	6.1 Demonstrate high-quality, fair and inclusive practice	<ul style="list-style-type: none"> <li>• work product</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
7. Be able to plan <b>educational programmes</b> that reflect the needs and interests of the children	7.1 Contribute to educational programmes that reflect: <ul style="list-style-type: none"> <li>• stage of development</li> <li>• individual interests, needs and circumstances</li> <li>• entitlement to new, important and interesting knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	7.2 Advocate for children's individual learning, considering their current development and uniqueness	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	7.3 Facilitate, scaffold and support adult-led opportunities and child-centred experiences with children based on their curriculum and pedagogy	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	7.4 Provide ongoing, effective learning experiences underpinned by a holistic understanding of the child	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

8. Be able to use appropriate curriculum and practice support, such as the non-statutory Development Matters guidance	8.1 Use appropriate curriculum and practice, such as the non-statutory guidance, to facilitate child-centred dynamic, innovative and evolving dynamic experiences and opportunities for babies and children both indoors and outdoors	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	8.2 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	8.3 Use knowledge of the early years curriculum and the needs and interests of children in an early years setting to choose, plan and sequence what all children need to learn	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
9. Be able to respond to the needs and interests of the child, to support intended learning	9.1 Be child-centred and empathetic, valuing equality, diversity and inclusion, and the uniqueness of each child	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	9.2 Be playful, creative and imaginative in a range of interactions to demonstrate: <ul style="list-style-type: none"> <li>• giving encouragement</li> <li>• introducing the child to new interests</li> <li>• applying strategies to develop and extend children’s development, learning and thinking (including sustained shared thinking)</li> </ul>	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
10. Be able to reflect on the impact of pedagogical approaches and values on the	10.1 Reflect on how an organisation’s approach and values underpin the environment in an early years setting	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		



environment in an early years setting				
11. Be able to select and combine the best pedagogical approaches, based on the curriculum and children's prior knowledge	11.1 Demonstrate an appropriate balance of adult and child-led activities	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.2 Work in ways that demonstrate effective role modelling and supporting children's group learning and socialisation	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.3 Demonstrate reading a story with expression and clarity	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.4 Interact with children to explain new concepts with clarity and precision	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.5 Demonstrate strategies for supporting early literacy	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.6 Demonstrate strategies for supporting early mathematics	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	11.7 Promote and facilitate children's interpersonal communication to support the development of their social interactions and relationships	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
12. Be able to adapt teaching to suit babies' and	12.1 Adapt experiences and opportunities to suit the current and next steps learning needs of babies and children	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

children's different starting points, experience and knowledge				
	12.2 Advocate for children's individual learning, considering their current development and uniqueness	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.3 Review pedagogical practice for improved child-centred experiences in line with curriculum requirements	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.4 Create child-centred, dynamic, innovative and evolving physical environments both indoors and outdoors. Facilitate and support opportunities and experiences with children based on their curriculum and pedagogy	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.5 Review effective learning experiences underpinned by a holistic understanding of the child's needs, stage and interests	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.6 Exemplify inclusive practice to ensure children have equal access to opportunities to learn, develop and reach their potential	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.7 Be child-centred and empathetic, valuing diversity and the uniqueness of each child, paying attention to avoidance of stereotypes (for example, those based on gender, culture or race) and explain how they can cause damage (how they might encourage prejudice)	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	12.8 Analyse and explain how cultural background and family circumstances	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

	can impact on babies' and children's learning and development			
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**EYE L3 WF 8 Assessment of children's learning and development (K/651/1397)**

This unit explores the assessment opportunities applied by early years educators to ensure the unique needs of each baby and child are understood and valued.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
5. Be able to discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents or carers	5.1 Work with others to discuss children's progress and plan the next stages in their learning	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
6. Be able to use information from assessment to adjust curriculum and plans so that any gaps in children's learning are addressed, supporting the child's development	6.1 Use information gathered from assessment to provide ongoing, effective learning experiences underpinned by a holistic understanding of the child	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• work product</li> </ul>		
7. Be able to carry out assessment effectively, plan and record the outcomes, and share results accurately and confidentially in line with the early years foundation stage	7.1 Apply the observation and planning cycle to carry out a minimum of 10 observations on children in line with own setting procedures	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• work product</li> </ul>		
	7.2 Analyse observation evidence in order to assess and plan holistic individual learning (based on a comprehensive understanding of the child's needs and interests)	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

statutory framework and setting's requirements	7.3 Share observational records appropriately and store securely in line with processes and procedures in an early years setting to maintain confidentiality	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	7.4 Describe how assessment informs pedagogy in an early years setting	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
	7.5 Work with colleagues to identify efficient approaches to assessment, making recommendations	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

**EYE L3 WF 9 Understanding play for holistic development and learning (L/651/1398)**

This unit explores knowledge, understanding and skills needed to be able to plan, lead and review play experiences that support babies' and children's learning and development whilst fostering a positive approach to sustainability.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
6. Be able to plan, lead and evaluate play opportunities in an early years setting	6.1 Plan, lead and evaluate six experiences with babies and children in an early years setting. A minimum of one play experience must be carried out in an outdoor environment	<ul style="list-style-type: none"> <li>• reflective journal entry</li> <li>• professional discussion</li> </ul>		
	6.2 Review one learning experience using theoretical perspectives and philosophical approaches to play that support the developmental stage, needs and interests of children	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
7. Be able to lead and support inclusive play experiences	7.1 Support individual children's participation in planned and unplanned play experiences with regard to the child's stage of development and personal interest	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
8. Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities	8.1 Plan play experiences, demonstrating links to theoretical perspectives and philosophical approaches	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• EWT</li> <li>• work product</li> </ul>		

**EYE L3 WF 10 Partnership working (M/651/1399)**

This unit explores partnership working, including benefits, challenges and complexities of professional collaboration.

<b>Learning outcomes (LOs)</b>	<b>Assessment criteria (AC)</b>	<b>Suggested evidence for assessment</b>	<b>Evidence method and reference</b>	<b>Signature and date</b>
8. Be able to work in partnership with parents and carers to help them recognise and value the significant contributions they make to the child's health, wellbeing, and learning and development	8.1 Work alongside colleagues who engage with parents and carers to help them recognise and value the significant contributions they make to their child's health, wellbeing, and learning and development	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	8.2 Discuss the significance of parent/carer contributions to a child's learning experiences	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> </ul>		
	8.3 Discuss the role of key person and how they apply theories of attachment to develop effective relationships with children	<ul style="list-style-type: none"> <li>• direct observation</li> </ul>		
	8.4 Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance)	<ul style="list-style-type: none"> <li>• direct observation</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		
9. Be able to encourage parents and carers to take an active role in their baby's or child's	9.1 Discuss ways early years educators encourage parents and carers to take an active role in their baby's or child's care, play, and learning and development	<ul style="list-style-type: none"> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

care, play, and learning and development	9.2 Explain approaches to engage parents and carers during change and transition, including micro transitions and significant events	<ul style="list-style-type: none"> <li>professional discussion</li> </ul>		
10. Be able to explain the roles and responsibilities of other agencies and professionals that work with and support the setting and children, both statutory and non-statutory, and be familiar with statutory and non-statutory guidance to support this	10.1 Discuss how early years educators communicate in a multi-professional capacity to meet the individual needs of the child (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance)	<ul style="list-style-type: none"> <li>professional discussion</li> </ul>		
11. Be able to work co-operatively and communicate effectively with key persons, colleagues, other professionals, and agencies to meet the needs of babies and children and enable them to progress	11.1 Work co-operatively with a key person in an early years setting and communicate effectively including safe use of technology with key persons and colleagues	<ul style="list-style-type: none"> <li>direct observation</li> </ul>		
	11.2 Discuss ways to communicate effectively with other professionals and agencies to meet the needs of babies and children and enable them to progress (other agencies and professionals working with children and the setting from across both statutory and non-statutory, being familiar with statutory and non-statutory guidance)	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		
12. Be able to make additional provisions to support babies'	12.1 Discuss the role of the early years educator as an advocate for babies or children	<ul style="list-style-type: none"> <li>professional discussion</li> <li>reflective journal entry</li> </ul>		



<p>and children's education and development where they lack this support from parents and carers</p>	<p>12.2 Make additional provisions to support babies' and children's education and development where they lack this support from parents and carers</p>			
<p>13. Be able to work confidently with the Ofsted early years inspection framework</p>	<p>13.1 Engage effectively with Ofsted's early years inspection framework</p>	<ul style="list-style-type: none"> <li>• work product</li> <li>• professional discussion</li> <li>• reflective journal entry</li> </ul>		

### **Section 3: assessment and quality assurance information**

#### **Assessment guidance**

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your external quality assurer (EQA) with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes (LOs) associated with each unit.

Direct observation is a requirement of evidence generation contributing to the achievement of skills-based assessment criteria (AC).

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Websites: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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