

**NCFE**

**CACHE**



# **Competency framework**

**An Introduction to working in Early Years  
Setting: Supporting Documentation**

## Introduction and purpose

This Competency Based Framework has been created to complement learners who are currently completing a knowledge only qualification in early years or childcare. This Framework allows an opportunity to build recognition for the hours learners spend in placement, and also evidence the multitude of skills achieved in practice to complement their theoretical studies and strengthen confidence in the setting.

Miranda Stone, author of the Framework states: 'Some of my learners have over 400 documented placement hours, so for them to be able to see the practical skills they have achieved supports them to maintain motivation throughout their qualification as they have visual evidence of their competency. Using this document also embeds theory into practice, and helps the qualification to come to life, as it translates directly into the learners real life placement settings. The document is also a useful link between the classroom and the placement setting, as the setting can tailor practical work for the learners based on their current unit or subject area. Additionally, the employer comments help to direct teaching, as areas of concern or improvement that the learners are demonstrating within placement can be highlighted. This open communication helps me to support the learners in placement from the classroom, and overcome any issues they may experience. It also helps build positive relationships between our school and the placement setting, which subsequently helps us to provide holistic support for all our learners.'

**This is a non-mandatory Competency Based Framework** that can support learners as they become familiar with careers in early years and childcare. CACHE would like to thank Miranda Stone, Vocational Tutor Health and Social Care of Combe Pafford School, Torquay, Devon for sharing this approach for others to use as appropriate.

This internal competency framework is designed to complement theoretical learning and embed the theory into Early Years Practice .It is not mandatory, but can be used as evidence of skills developed in practice.

The assessments are to be completed by a qualified and named Job Coach, or the employer/mentor within the Early Years Setting. In circumstances where a practice indicator cannot be evidenced in the workplace, learners may evidence competence by using reflective writing or providing certification from a relevant course they have undertaken whilst in the Early Years Setting. This must be appended to the document and checked by the learner's vocational tutor who will sign the document accordingly.

**Assessment Methods (AM)**

Assessment Method	Abbreviation	Description
Direct Observation	Obs	The job coach has witnessed the learner competently completing the practice indicator.
Expert Witness Testimony	EWT	The employer provides an account of the learner completing the practice indicator.
Professional discussion	PD	The learner is able to contribute to and develop a discussion around the subject matter appropriately.
Oral Questioning	O Quest	The learner correctly answers and demonstrates knowledge of a relevant practice indicator.
Reflective Account	RA	The learner has produced a written reflection of their own practice using a reflective cycle.
Professional Course	ProC	The learner has attended a relevant course with a qualified training provider.

Completion of a practice indicator must be recorded by using one of five assessment methods outlined in the table over the page. Abbreviations are to be used when evidencing completion of a practical indicator.

**Evidence scores** are detailed on each page scaled from 1–5. These scores allow learners to obtain a formative opportunity to reflect on their current practices and improve their score.

**Employer feedback and learner comments** can be given using the space provided as an opportunity for increased communication, praise, feedback, reflection and practice improvements.

**Tutor**  $\checkmark$  marks are to be scored from 1–5 and finalised using all collated evidence presented to the learner's vocational teacher. Question and answers may be used to assess learner's competence if evidence is inconclusive.

Description of competency	The competency	Tutor ✓	Practice Indicators	Evidence of completion	AM and Score
<p><b>Principles of Good Practice</b></p> <p>The core competency framework is based on a shared understanding of the values and principles of the Early Years Foundation Stage, which will underpin all work with children and families.</p> <p>A comprehensive understanding of the values of the EYFS should be developed when working with children to create a shared understanding amongst professionals</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• develop an understanding of the core principles of the EYFS and the particular core values of every child being unique</li> <li>• recognise the importance of regulation, policies and procedures in the Early Years Setting</li> <li>• respect differing values in the workplace</li> <li>• understand what shapes our values and how this can influence the way we work with children</li> <li>• work with children in a manner that respects their rights and dignity.</li> </ul>		<p>Evidence of the underpinning values and principles in work with children and families.</p> <ul style="list-style-type: none"> <li>• Can the learner communicate with, and respond effectively to: <ul style="list-style-type: none"> <li>○ children?</li> <li>○ families ?</li> <li>○ colleagues?</li> </ul> </li> <li>• Can the learner identify key policies/procedures of the setting?</li> <li>• Does the learner demonstrate positive relationships with the children?</li> <li>• Can the learner contribute to an environment that enables all children to learn and develop?</li> <li>• Does the learner consider children's individual needs?</li> </ul>		

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Employer feedback				Learner comments	
1 – No evidence of competence in practice	2 – Evidence of competence in a few cases	3 – Evidence of competence in a number of cases	4 – Evidence of competence in most cases	5 – Evidence of competence displayed consistently	

Description of competency	The competency	Tutor ✓	Practice Indicators	Evidence of completion	AM and Score
<p><b>Child Development</b></p> <p>This competency is required to ensure every practitioner working with children and their families operates from a minimum foundation of knowledge of children's key development areas.</p> <p>A good understanding of physical, social, emotional, intellectual, and language development will ensure the learner can monitor children for developmental milestones and can identify any difficulties as soon as possible to improve outcomes.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to identify developmental milestones relevant to the age/stage of the child</li> <li>• demonstrate the ability to identify developmental delay and know how this may affect the child's health and well-being</li> <li>• demonstrate the ability to identify support and interventions that can be used to improve outcomes for children experiencing developmental delay.</li> </ul>		<p>Evidence of child development knowledge and support.</p> <ul style="list-style-type: none"> <li>• Can the learner confidently identify when a child/children in their placement have reached a key developmental milestone?</li> <li>• Can the learner identify a child/children who are experiencing developmental delay(s)?</li> <li>• Can the learner explain how the identified development delay may affect the child's life?</li> <li>• Can the learner work independently with a child</li> <li>• to support their individual development needs?</li> <li>• Can the learner describe or demonstrate the correct process to follow when reporting a suspected developmental concern with a child?</li> </ul>		

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<p><b>Planning and Review</b></p> <p>This competency is required to ensure every practitioner working with children and families can plan activities with children and review the effectiveness of the activity using reflection and feedback to improve practice and outcomes for children.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• use active listening, appropriate communication and engagement skills to encourage the participation of children in activities</li> <li>• adapt, change or simplify activities based on the children's individual needs, age and stage</li> <li>• reflect on planned activities to review the effectiveness and identify improvements to practice and outcomes for children</li> <li>• use feedback from colleagues to improve practice and ensure the best outcomes for the children</li> <li>• identify own strengths and weaknesses in practice for self-development.</li> </ul>		<p>Evidence of effective planning and reviewing processes.</p> <ul style="list-style-type: none"> <li>• Can the learner use appropriate communication that engages children in a planned activity?</li> <li>• Can the learner describe what the benefits of their planned activity are for the children?</li> <li>• Can the learner adapt, change or simplify the activity dependent on the children's needs/age/stage?</li> <li>• Can the learner state what they would change about an activity if they were to repeat it, and why?</li> <li>• Can a learner listen effectively to constructive feedback, and demonstrate a willingness to improve their practice based on the feedback received?</li> <li>• Can the learner identify their own strengths and weaknesses?</li> </ul>		



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<p><b>Safeguarding children.</b></p> <p>This competency is required to ensure every practitioner working with children and families operates from the same basic foundation of knowledge and understanding of safeguarding practices in the EYFS.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• evidence the ability to recognise the presenting signs of children exposed to: <ul style="list-style-type: none"> <li>○ domestic abuse</li> <li>○ parental mental health difficulties</li> <li>○ parental disability or physically ill-health</li> <li>○ physical, sexual, emotional abuse and neglect</li> </ul> </li> <li>• recognise the different factors which create vulnerability in children and families</li> <li>• identify actions to take in response to suspected safeguarding issues</li> <li>• understand how confidentiality contributes to safeguarding children and their families.</li> </ul>		<p>Evidence that supports safeguarding policies and procedures in the workplace.</p> <ul style="list-style-type: none"> <li>• Can the learner identify warning signs of different types of abuse in children?</li> <li>• Can the learner recognise how behaviour and behavioural changes may be linked with children exposed to adverse conditions?</li> <li>• Can the learner confidently identify who to notify when abuse is suspected in a child?</li> <li>• Can the learner access the setting's safeguarding policy?</li> <li>• Can the learner demonstrate the use of confidentiality procedures within the setting eg knowing where to put children's personal information?</li> </ul>		

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<p><b>Building relationships with parents/carers and colleagues</b></p> <p>This competency is required to ensure every practitioner working with children and families feels confident and competent to build positive and constructive relationships with parents and colleagues.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• understand and demonstrate active listening and reflective techniques</li> <li>• understand and create positive relationships with parents/carers and colleagues</li> <li>• demonstrate solution focused language and approaches.</li> <li>• understand how to challenge colleague's practice</li> <li>• understand and demonstrate the role of supporting and facilitating colleagues to work effectively</li> <li>• develop team-working skills.</li> </ul>		<p>Evidence that supports building strong relationships with parents/carers and colleagues.</p> <ul style="list-style-type: none"> <li>• Can the learner demonstrate dignity, respect, honesty and integrity to: <ul style="list-style-type: none"> <li>○ children?</li> <li>○ parents/carers?</li> <li>○ colleagues?</li> </ul> </li> <li>• Can the learner contribute appropriately in discussions with colleagues?</li> <li>• Does the learner demonstrate active listening techniques?</li> <li>• Can the learner explain actions to take if poor practice/malpractice is identified?</li> <li>• Does the learner support their colleagues?</li> </ul>		

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<p><b>Practical Skills within the Early Years Setting</b></p> <p>This competency is required to ensure every practitioner working with children and families demonstrates the necessary practical skills outlined by the EYFS that underpins health and safety standards within the Early Years Setting.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>• identify employees with additional duties regarding health and safety</li> <li>• follow the Early Years Setting's emergency procedures</li> <li>• understand the importance of food safety standards</li> <li>• demonstrate knowledge of procedures regarding accidents and injuries within the Early Years Setting</li> <li>• accept responsibility for their own health and safety whilst in the Early Years Setting</li> <li>• demonstrate an understanding of value of play for children.</li> </ul>		<p>Evidence that demonstrates practical skills within the Early Years Setting.</p> <ul style="list-style-type: none"> <li>• Can the learner identify a first aider?</li> <li>• Can the learner demonstrate or describe the correct procedure for emergency fire alarm evacuation?</li> <li>• Does the learner wash their hands before helping children with meals?</li> <li>• Does the learner encourage children to wash their hands before meals?</li> <li>• Can the learner demonstrate or describe the correct procedure to follow when a child is hurt or injured?</li> <li>• Can the learner demonstrate safe moving and handling techniques?</li> <li>• Can the learner identify slip or trip hazards?</li> <li>• Does the learner independently clean and tidy areas after use?</li> <li>• Can the learner use safety doors/intercoms/telephones appropriately ensuring safety for children and colleagues?</li> <li>• Can the learner check and use appropriate equipment safely?</li> <li>• Can the learner support children to play? Identifying: <ul style="list-style-type: none"> <li>○ the benefits of the play</li> <li>○ how they ensured the play was safe.</li> </ul> </li> </ul>		

<b>Employer feedback</b>				<b>Learner comments</b>
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Please use this space for any additional evidence and information with reference to appropriate competency description and practice indicator.

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