

Training Materials Document from England, UK – prepared by Royal Holloway University of London, UK

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1. **Ofsted:** UK Regulatory body – Ofsted is the Office for Standards in Education, Children's Services and Skills. This body inspects services providing education and skills for learners of all ages. They also inspect and regulate services that care for children and young people. Their role is to make sure that organisations providing education, training and care services in England do so to a high standard for children and students. They carry out inspections and regulatory visits throughout England and publish the results online. Finally, they report directly to Parliament but are independent and impartial.

<https://www.gov.uk/government/organisations/ofsted>

2. **Early Years Foundation Stage:** The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

2:1 Areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

2.3 Useful links

2.3.1 Statutory framework for early years foundation stage, please see link below for full document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

2.3.2 The 2021 early years foundation stage: assessment and reporting arrangements (ARA) – please see link below for full document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/940833/2021_EYFS_ARA_V1.0.pdf

3. Level 2 Early Years Practitioner Qualifications from 1 Sept 2019, England, UK

Awarding Body	Level	Title
BIIAB	2	BIIAB Level 2 Diploma for the Early Years Practitioner
City and Guilds	2	City & Guilds Level 2 Diploma for the Early Years Practitioner (England)
iCan Qualifications Limited (iCQ)	2	Level 2 Diploma for the Early Years Practitioner
Innovate Awarding	2	Level 2 Diploma for the Early Years Practitioner
NCFE	2	NCFE CACHE Level 2 Diploma for the Early Years Practitioner
Pearson	2	BTEC Level 2 Diploma in Children's Play, Learning and Development (Early Years Practitioner)
Pearson	2	Pearson BTEC Level 2 Diploma for Early Years Practitioners
Skillsfirst	2	Skillsfirst Level 2 Diploma for the Early Years Practitioner (RQF)
TQUK	2	TQUK Level 2 Diploma for the Early Years Practitioner (RQF)
Various	2	Level 2 Children and Young People's Workforce (CYPW) Intermediate Apprenticeship Framework (early years pathway)

4. Some examples of higher education qualifications in England, UK

4.1 Certificate of higher education in early childhood – Please see from Open University, website England, below:

This certificate is relevant for anyone interested in young children's learning and development, including practitioners working in early-years settings or those wanting a career working with children from birth to seven years. In this certificate, you'll develop your understanding of policy and practice in early childhood. It will prepare you to engage with further study as a foundation for careers working with young children and their families across all sectors.

Key features of the course

- Develops your understanding of young children's learning and development

- Focuses on young children's play and creativity within the context of the family and early childhood settings
- Includes national and international perspectives on early childhood
- Builds a solid foundation for further study

This certificate of higher education is also equivalent to the first third of the BA (Honours) Early Childhood (Q89).

<http://www.open.ac.uk/courses/early-years/certificates/certificate-of-higher-education-in-early-childhood-t26>

4.2 Early Years Practitioner Diploma

This course provides an introduction to working with children from birth upwards giving an overview of the real-world experience of a career in care. There is opportunity to take part in work placements in an early years or care setting. This course also affords progression to a level 3 vocational course in Early Years Education or Health and Social Care. The course offers hands on experience using work-based training via a weekly work placement. Through this experience, the practitioner can observe how children learn and play whilst gaining an understanding how they grow and develop.

4.3 Online Diploma for early years workforce – from Stonebridge College website, <https://www.stonebridge.uk.com/course/cache-level-3-diploma-in-early-years-education-and-care-early-years-educator-qcf>

Diploma for the Early Years Workforce (Early Years Educator) NCFE CACHE Level 3 (RQF)

This CACHE Level 3 childcare course is the best qualification to prepare learners for a career as early years educators. This means that once you achieve your diploma, you will be ready to work with children aged 5 and below and will have developed an understanding of children up to 7 years old.

Awarded by the UK specialist organisation for children and adult care, this RQF qualification (QRN: 601/2629/2) has been approved by the National College for Teaching and Leadership. This distance learning course for Level 3 Early Years Educator is the leading qualification for anyone looking to work as a childminder, nursery practitioner or pre-school childcarer.

The course was designed to suit any level of experience and qualification. This means you can qualify as an early years educator with only English & maths GCSE at grade C (or above).

If you require help to achieve the necessary grades for your GCSEs, you can enrol on one of our [Functional Skills](#) courses and study alongside your qualification.

Who should study this course?

This course is aimed at anyone interested in working with young children. Whether you want to retrain or earn money while you start a family, this type of work suits anyone that needs to fit their working schedule around small children.

Please note that from September 2014, anyone seeking work as a fully qualified early years practitioner will be required to complete this Early Years Educator course.

While previous qualifications are not required to enrol on this course, GCSE English and maths at grade C or above are necessary to be able to qualify for this Level 3 diploma.

Am I required to do a placement?

In order to achieve your NCFE CACHE Level 3 childcare qualification, you will be required to do a minimum of 350 hours in a suitable placement.

For you to get the most out of your placement, we strongly advise that you get experience in 1 or 2 work settings, to ensure it covers the following age ranges:

Age range	Hours
0 – 1 year 11 months (working with babies)	25
2 – 2 years 11 months (working with toddlers)	133
3 – 5 years (working with pre-school children)	192

As practical evidence is required for all age groups in all units, we recommend that you complete the hours for all age groups throughout the duration of your course. This will ensure you are able to meet the practical evidence requirements to pass the qualification.

If you already have a placement in a setting that provides care and education for multiple age groups, such as a nursery (for ages 0 to 5), then you can cover your work experience within a single setting.

What happens after the course?

At the end of your course, you will have the in-depth knowledge and practical skills to be able to care for young children, as a nursery nurse, a pre-school practitioner or a home-based childcarer.

If you want to continue studying, you can gain Early Years Professional Status by taking a degree with a higher education institution.

After you earn this qualified status, you will be able to work with young children in different settings, be it within private, public or voluntary capacities.

You can even stay at home, look after your own children and others, and earn money as a self-employed childminder.

Studying and qualifying with our distance learning courses is all about giving you the right options to choose from for your future career. Some of the possible jobs you could have following this Level 3 childcare course are:

- Nursery nurse
- Early years practitioner
- Nursery teacher

The Early Years Educator Qualification Syllabus structured along 4 themes, detailed below:

Theme 1: Health and well-being

Unit 1.1 (L/505/9300) Support healthy lifestyles for children through the provision of food and nutrition

The learning outcomes for this unit are:

- Understand the impact of food and nutrition on children's health and development.
- Understand how food choices impact on health and development during pre-pregnancy, pregnancy and breastfeeding.
- Understand the nutritional needs of children.
- Understand the impact of poor diet on children's health and development.
- Understand individuals' dietary requirements and preferences.
- Be able to support healthy eating in own setting.

Unit 1.2 WB (A/505/9809) Promote healthy lifestyles for children through exercise

The learning outcomes for this unit are:

- Understand children's need for exercise.
- Be able to support children's exercise in an indoor and outdoor space

Unit 1.3 WB (M/505/9810) Support physical care routines for children

The learning outcomes for this unit are:

- Understand the physical care needs of children.
- Be able to use hygienic practice to minimise the spread of infection.
- Understand rest and sleep needs of children.
- Understand childhood immunisation.
- Be able to support children in personal physical care routines.

Unit 1.4 WB (T/505/9811) Promote children's emotional well-being

The learning outcomes for this unit are:

- Understand children's needs in relation to emotional well-being.
- Understand the requirements for promoting emotional well-being in relation to current frameworks.
- Understand the needs of children during transition and significant events.
- Be able to promote the emotional well-being of children in own setting.

Unit 1.5 (A/505/9812) Understand how to support children who are unwell

The learning outcomes for this unit are:

- Know common childhood illnesses.
- Know the signs of ill health in children.

- Understand legal requirements for reporting notifiable diseases.
- Understand the role of the early years practitioner in minimising ill health in children.
- Understand care routines when a child is ill.
- Understand how to support children for planned hospital admission.
- Understand the therapeutic role of play in hospitals.
- Understand the role of the early years practitioner when supporting children who are chronically ill.

Theme 2: Legislation, frameworks and professional practice

Unit 2.2 (F/505/9813) Understand legislation relating to the safeguarding, protection and welfare of children

The learning outcomes for this unit are:

- Understand legislation and guidelines for the safeguarding, protection and welfare of children.
- Understand policies and procedures for the safeguarding, protection and welfare of children.
- Understand how to respond to evidence or concerns that a child has been abused or harmed.
- Understand the purpose of serious case reviews.

Unit 2.3 WB (J/505/9814) Follow legislation relating to the health and safety of children

The learning outcomes for this unit are:

- Understand legislation and guidelines for health and safety.
- Understand policies and procedures for health and safety.
- Be able to manage risk within an environment which provides challenge for children.
- Be able to identify, record and report accidents, incidents and emergencies.

Unit 2.4 WB (L/505/9815) Follow legislation relating to equality, diversity and inclusive practice

The learning outcomes for this unit are:

- Understand how legislation, policies and procedures inform equality, diversity and inclusive practice.
- Be able to use information, advice and support to promote equality, diversity and inclusion.
- Be able to work in ways which support equality, diversity and inclusive practice.

Unit 2.5 WB (R/505/9816) Working in partnership

The learning outcomes for this unit are:

- Understand the principles of partnership working in relation to current frameworks when working with children.
- Understand how to work in partnership.
- Understand challenges to partnership working.
- Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.

- Be able to complete records.

Theme 3: Play, development and learning for school readiness

Unit 3.1 (Y/505/9817) Understand the value of play in early years

The learning outcomes for this unit are:

- Understand the role of play.
- Understand children's rights in relation to play.
- Understand play at different stages of children's development.
- Understand different types of play for all children.
- Understand inclusive play practice.

Unit 3.2 WB (D/505/9818) Plan, lead and review play opportunities which support children's learning and development

The learning outcomes for this unit are:

- Understand theoretical perspectives and philosophical approaches which support play.
- Be able to apply theoretical perspectives and philosophical approaches in planning play opportunities.
- Be able to lead and support play opportunities.
- Be able to review how planned play opportunities contribute to own practice.

Unit 3.4 WB (H/505/9819) Promote enabling play environments

The learning outcomes for this unit are:

- Understand the play environment.
- Understand how the early years practitioner supports children's behaviour and socialisation within play environments.
- Be able to support children's behaviour and socialisation within play environments.
- Understand how the characteristics of an enabling indoor and outdoor play environment meet the age, stage and needs of children.
- Be able to provide enabling play environments.
- Be able to plan and lead opportunities which support children's understanding of the world.
- Be able to plan and lead opportunities which encourage children's engagement in expressive arts and design.

Unit 3.5 WB (Y/505/9820) Developing children's emergent literacy skills

The learning outcomes for this unit are:

- Understand the language and communication needs of children.
- Be able to support children's language and communication needs.
- Understand strategies which support emergent literacy.
- Be able to use strategies to plan and lead activities which support emergent literacy.
- Be able to review how planned activities support emergent literacy.
- Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.

Unit 3.6 WB (D/505/9821) Developing children's emergent mathematical skills

The learning outcomes for this unit are:

- Understand how mathematics relates to children's everyday lives.
- Understand how working with others supports children's emergent mathematical development.
- Understand how to create an environment which supports children's emergent mathematical development.
- Understand the role of the early years practitioner in relation to supporting children's emergent mathematical development.
- Understand how opportunities support children's emergent mathematical development.
- Be able to implement activities to support children's emergent mathematical development.
- Be able to review how planned activities support children's emergent mathematical development.
- Be able to work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.

Unit 3.7 WB (H/505/9822) Support children's transition to school

The learning outcomes for this unit are:

- Understand 'school readiness' in relation to the role of the early years practitioner.
- Understand 'school readiness' in relation to the current framework.
- Be able to work in partnership with others to support children's readiness for school.

Unit 3.9 WB (K/505/9823) Develop children's cognitive skills

The learning outcomes for this unit are:

- Understand about cognitive development in children.
- Understand theory underpinning cognitive development.
- Be able to implement a learning experience which supports the development of sustained shared thinking in children.
- Be able to evaluate the provision for supporting cognitive development in own setting.

Unit 3.10 WB (M/505/9824) Promote children's speech, language and communication

The learning outcomes for this unit are:

- Understand theory and current frameworks which underpin children's speech, language and communication development.
- Understand how the early years practitioner supports the development of speech, language and communication of children.
- Be able to create a language rich environment to develop the speech, language and communication of children in own setting.
- Be able to lead activities which support the development of speech, language and communication of children.

Unit 3.11 WB (A/505/9826) Promoting children's physical development

The learning outcomes for this unit are:

- Understand physical development of children.
- Understand theory and current frameworks in relation to children's physical development.
- Be able to implement opportunities which promote the physical development of children.

Unit 3.12 WB (T/505/9825) Promoting children's personal, social and emotional development

The learning outcomes for this unit are:

- Understand personal, social and emotional development of children.
- Understand theory and current frameworks underpinning personal, social and emotional development of children.
- Be able to promote the personal, social and emotional development of children.
- Be able to implement an opportunity which promotes the personal, social and emotional development of children.

Unit 3.13 (F/505/9827) Support children with additional needs

The learning outcomes for this unit are:

- Understand biological, environmental and developmental factors which may result in children needing additional support.
- Understand how personal experiences, values and beliefs impact on the role of the early years practitioner.
- Understand the principles of inclusive practice.
- Understand the role of early intervention in partnership working.
- Be able to support the additional needs of children.
- Be able to critically evaluate the provision for children with additional needs in own setting.

Unit 3.14 (J/505/9828) Use observation, assessment and planning to promote the development of children

The learning outcomes for this unit are:

- Understand the role of observation when working with children.
- Understand observation methods.
- Understand professional practice in relation to the observation of children.
- Be able to carry out observations in own setting in line with current frameworks.
- Be able to work with parents/carers in a way which **encourages** them to take an active role in their child's play, learning and development.

Unit 3.15 (L/505/9829) Use longitudinal studies to observe, assess and plan for children's needs

The learning outcomes for this unit are:

- Understand the purpose of undertaking Longitudinal Studies.
- Be able to use observations to assess and plan for the developmental needs of children in line with current frameworks.
- Be able to critically evaluate the outcomes of Longitudinal Studies.

Theme 4: Professional development

Unit 4.1 (F/505/9830) Engage in professional development

The learning outcomes for this unit are:

- Understand professional development.
- Understand theoretical perspectives in relation to reflection.
- Be able to use reflective practice to contribute to own professional development.

How long will the course take to complete?

The course has been assigned approximately 486 guided learning hours. You should reasonably expect the course to take you 18-24 months to complete, although the course can be completed faster if you are able to dedicate more time to your studies, there is no time limit set for this or any other of our courses.

5. Useful Resources including slides, and videos, below:

(i) How Pre-school education works in England, YouTube

<https://www.youtube.com/watch?v=qDzyttu7lGU>

(ii) Bright Horizons Day Nursery and Preschool, YouTube

<https://www.youtube.com/watch?v=Prhh2Ovam2o>

(iii) Young England Kindergarten, YouTube

<https://www.youtube.com/watch?v=xbuXL-K56Ks>

(iv) The Montessori Method, YouTube

https://www.youtube.com/watch?v=EKz_l6HgcVM

(v) How to train as a Montessori nursery teacher, YouTube

https://www.youtube.com/watch?v=EKz_l6HgcVM

6. EYFS Consultation, National Children's Bureau, NatCen Webinar - below

<https://foundationyears.org.uk/2019/12/early-years-foundation-stage-reforms-webinar/>

9. Some examples of early childcare curriculum course from a Masters in Early Years Education, UCL, London, UK

Teaching and learning

The programme allows students to engage with current issues and debates relevant to early years education, increasing understanding of policy development and developing leadership

knowledge and skills to assess the quality of early years practice. Students gain understanding of general methodology and research methods, which enables them to conduct research in early years settings. This programme provides the opportunity for students to access professional development that is informed by best practice in early years education. It will also prepare students for leadership roles and develop their understanding of general methodology and research methods. This programme is delivered through face-to-face evening sessions. Assessment is through assignments and a dissertation. Students attend lectures and seminars of approximately 30 hours per taught module but are also expected to undertake weekly independent study, reading and structured activities linked to the taught sessions including online engagement through a virtual learning environment.

Modes and duration

Full time: 1 year

Part time: 2 years

Flexible: up to 5 years

Modules run once per academic year with part-time and full-time students taught together.

Entry requirements

A minimum of a second-class Bachelor's degree. Experience of working with young children is desirable.

Masters Degree Modules:

Students undertake modules to the value of 180 credits.

The programme consists of three compulsory modules (90 credits), one optional module (30 credits) and a dissertation (60 credits).

Upon successful completion of 180 credits, you will be awarded a MA in Early Years Education.

(a) Early childhood education, 30 credits, compulsory module

This module covers key issues in the education and care of children under eight years old, focusing particularly on provision made in early childhood settings for children from birth to five (the current English Early Years Foundation Stage). The module is of interest to those concerned with early childhood provision in the UK and also to those with experience of other, international, contexts.

The module will introduce students to a range of critical theories and recent research on young children's learning. Content includes a critical examination of the relationship between educational research, curriculum, evaluation and practice in early childhood education. The module incorporates a range of research and policy debates in early childhood education, diversity within provision and practice across a range of early years contexts, and current debates in early childhood education.

Methods of assessment

100% Final Assignment (5000 Words)

(b) Researching early years and primary education, 30 credits, compulsory module

This module offers an introduction to the importance of high-quality educational research, enabling students both to evaluate and critique published research studies, and to design and implement a small-scale study of their own. It proceeds by means of a detailed consideration, week by week, of a recent study in the field of early childhood and primary education, and an analysis of the design, methods and interpretation the study has employed. By these means, participants are enabled to experiment with different research approaches and methods, and to explore the ethical aspects of research, especially research with young children.

Methods of assessment

100% 3000 word annotated bibliography and up to 2000 word annotated PPT slides

(c) Leadership in early childhood education, 30 credits, optional module

The module aims to develop a critical awareness of national and international policies in early childhood services. It explores meanings, theories and research relevant to effective leadership within policy and practice. Students will have the opportunity to critically examine and reflect on leadership practice within early years contexts. This module is equally relevant for current leaders in post, as well as those who aspire to be leaders in the future.

Methods of assessment

40% Assignment 2000 words

50% Digital Poster

10% Moodle activities

(d) Contemporary issues in early years, 30 credits, compulsory module

This module introduces a range of important contemporary issues related to the provision of services for young children and their families. The content of the module will be embedded within current policy contexts, professional practice, recent research, and contemporary debates about the changing landscape of the early years sector, the practitioner's role in working with children, families and other professionals within early years settings, schools and children's services.

The module aims to raise questions about the provision of care and education for children, interpret current provision within the context of the values and policies which underpin them. The inclusion of an international perspective enables a critique of western ideas of the early years as a significant phase of provision. Reflective practice provides a framework for critical reflection of policy into practice throughout the module.

Methods of assessment

100% Assignment (5000 words)

(e) Dissertation on early years education, 60 credits, compulsory module

Students following this module will design and conduct their own small-scale research project, demonstrating a sound understanding of methodology, research methods, and ethics in relation to their work. Content focuses on the development of research skills in investigating some aspect of provision for children, or of children's lives. This will enable an understanding of methodology, including the collection, presentation and evaluation of data. Ultimately this module will lead to the development of the student as a researcher and the ability to relate their own study to an existing field of evidence.

Methods of assessment

100% Dissertation (20,000 words)

**8. Early Years Initial Teacher Training: Graduate Employment Based Route
(Middlesex University, London, UK)**

This 12-month part time training route enables you to work towards Early Years Teacher Status (EYTS) whilst being employed in an early years setting. We recognise that as an employed student you will have unique training needs and we will work with you to create an individual training plan, in consultation with your employer, to ensure that you have sufficient training and placement opportunities to meet all aspects of the Teachers' Standards (Early Years).

In addition to the practice role you have in your workplace, you are also required to extend your knowledge, skills and understanding through placement experiences in order to meet the Teachers' Standards (Early Years). You will gain experience of different approaches to teaching, and to school and early years setting organisation and management.

As an Early Years ITT Graduate Employment Based trainee you will work towards the Teachers' Standards (Early Years) and achieve Early Years Teacher Status (EYTS). To enhance your progress towards achieving EYTS, we offer the Professional Practice in Early Years Foundation Stage Teaching which enables you to gain 60 credits at Masters Level.

Overview

Working as an early years teacher is a rewarding and challenging career and you can make a real difference to young children's development and life chances. This part time training programme is designed for graduates who are employed in an early years setting and wish to further their experience and knowledge in early childhood development and lead education and care for children from birth to five years

Why study Early Years Initial Teacher Training: Graduate Employment Based Route?

This 12-month part time training route enables you to work towards Early Years Teacher Status (EYTS) whilst being employed in an early years setting. We recognise that as an

employed student you will have unique training needs and we will work with you to create an individual training plan, in consultation with your employer, to ensure that you have sufficient training and placement opportunities to meet all aspects of the Teachers' Standards (Early Years).

In addition to the practice role you have in your workplace, you are also required to extend your knowledge, skills and understanding through placement experiences in order to meet the Teachers' Standards (Early Years). You will gain experience of different approaches to teaching, and to school and early years setting organisation and management.

As an Early Years ITT Graduate Employment Based trainee you will work towards the Teachers' Standards (Early Years) and achieve Early Years Teacher Status (EYTS). To enhance your progress towards achieving EYTS, we offer the Professional Practice in Early Years Foundation Stage Teaching which enables you to gain 60 credits at Masters Level.

Accreditation

This degree is accredited by the Teaching Regulation Agency, Department for Education.

What will you study on the Early Years Initial Teacher Training: Graduate Employment Based Route?

You will be expected to teach in two schools or early years settings which will comprise of:

- A contrasting setting placement This placement will be for a period of up to 30 days depending on the extent of your previous teaching experience and you will focus on the teaching and practices on an age group you have not had experience teaching
- A 10 day placement This placement will support your understanding of children's learning as they progress through primary school as you will focus on the teaching and practices of children aged 5-7 years

There are also three additional components to this course which are assessed by coursework and cross referenced against the Teachers' Standards (Early Years).

Modules:

- Professional knowledge and skills for the Early Years Teacher
- Early Years Practice Based Enquiry
- Early Years Pedagogy and Wider Professional Practice

Teaching

How is the Early Years Initial Teacher Training: Graduate Employment Based Route taught?

This course will be taught through weekly lectures and seminars on early years theory, policy, education and care practices which will closely reference the Teachers' Standards

(Early Years) and the professional knowledge and skills required by early years teachers. Opportunities are provided through small group supervision sessions to share ideas and reflect on your academic learning and practice with an experienced early years tutor.

During your training, your working timetable should be no more than 90% of your full time working hours, enabling you to be released for training days, study time and placements. Your employer must be in full support of your application and agree to release and support you to undertake the requirements necessary to achieve EYTS.

Assessment

Assessments have been designed to enable you to reflect on your knowledge and understanding of young children's learning and development alongside the experiences of professional teaching practice that you gain from your role in your workplace and on placement. Teacher led sessions are delivered twice a month with opportunities for smaller group and individual supervision based on your training needs. In addition, trainees are encouraged to learn independently through guided and blended learning through an e-portfolio and a workbased project. Progress meetings within your workplace with your employer and tutor will take place at regular intervals throughout the training programme.