



Department  
for Education

# **Early Years Assistant (Level 2): Qualifications Criteria**

**December 2017**

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## Context

The criteria set out the minimum requirements for a high quality level 2 early years assistant qualification.

It is the role of the Department for Education to define the content of the level 2 qualifications that practitioners must hold to be included in the ratios specified in the Early Years Foundation Stage Statutory Framework.

The Department for Education does this by setting criteria that qualifications must meet to enable practitioners to demonstrate their competence.

## Early Years Foundation Stage Statutory Framework

The Early Years Foundation Stage sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children a broad range of knowledge and skills that provide a foundation for good future progress through school and life.

## Qualification Criteria

The qualification criteria set out the skills, knowledge and understanding that a practitioner must demonstrate to achieve a level 2 (early years assistant) qualification and be considered qualified to support young children age birth to five in the Early Years Foundation Stage. It is divided into two sections:

**Section i:** Summary of qualification content and assessment criteria

**Section ii:** Minimum qualification content requirements for level 2 early years assistants.

# **Section i: Summary of content and assessment criteria for level 2 Early Years Assistant qualifications**

## **A: Qualification content**

All level 2 early years assistant qualifications will require candidates to demonstrate skills, knowledge and understanding in the following areas:

- 1. Knowledge of Child Development**
- 2. Safeguarding**
- 3. Health and safety**
- 4. Health and Wellbeing**
- 5. Communication**
- 6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes**
- 7. Support children with special educational needs and disabilities**
- 8. Own role and development**
- 9. Working with others – parents, colleagues, other professionals**

*Full details of required qualification content are shown in Section ii on the following pages.*

## **B: Accreditation**

From [date] all level 2 early years assistant qualifications must meet the national requirements set by Ofqual for valid, reliable assessment and awarding procedures. They must also be regulated by Ofqual onto the current national qualifications framework.

## **Section ii: Minimum qualification content requirements for Level 2 Early Years Assistant**

### **1. Knowledge of Child Development**

- 1.1. Describe the expected pattern of babies and children's development from birth to 5 years and understand their further development from age 5 to 7. Areas of development to include:
  - cognitive
  - speech, language and communication
  - literacy and numeracy
  - physical
  - emotional
  - social
  - neurological and brain
- 1.2. Understand the importance of child development for early learning and long term educational outcomes.
- 1.3. Understand the importance to children's holistic development of:
  - speech, language and communication
  - personal, social and emotional development
  - physical development
- 1.4. Explain how babies' and young children's learning and development can be affected by their stage of development and individual circumstances.
- 1.5. Understand typical speech and language development and how these can affect other areas of development.
- 1.6. Describe the significance of attachment and how transitions and other significant events impact children.
- 1.7. Demonstrate how to support babies and young children through a range of transitions.

## **2. Safeguarding**

- 2.1. Understand safeguarding policies and procedures, including child protection and online safety.
- 2.2. Recognise when a child is in danger or at risk of serious harm and explain the procedures to be followed to protect them.
- 2.3. Explain how to obtain support and advice for yourself.

### 3. Health and safety

- 3.1. Outline the legal requirements and guidance for:
  - health and safety
  - security
- 3.2. Identify risks and hazards in the work setting and during off site visits and explain own role and responsibilities.
- 3.3. Describe own role and responsibilities, including reporting, in the event of:
  - a baby or young child requiring urgent medical attention
  - a non-medical incident or emergency
- 3.4. Demonstrate skills and understanding for the prevention and control of infection, including:
  - hand washing
  - food preparation and hygiene
  - dealing with spillages safely
  - safe disposal of waste
  - using correct personal protective equipment
- 3.5. Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.
- 3.6. Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.

## 4. Health and Wellbeing

- 4.1. Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical attention.
- 4.2. Demonstrate how to encourage children to:
  - be aware of personal safety and the safety of others
  - develop hygiene practices
- 4.3. Understand the current dietary guidance for early years and demonstrate why it is important for babies and young children to have a healthy balanced diet and be physically active.
- 4.4. Promote health and wellbeing in settings by encouraging babies and young children to:
  - consume healthy and balanced meals, snacks and drinks appropriate for their age
  - be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors
- 4.5. Demonstrate how to share information with parents/carers about the importance of healthy balanced diets and being physically active.
- 4.6. Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:
  - Eating (feeding and weaning/complimentary feeding)
  - nappy changing procedures
  - potty/toilet training
  - care of skin, teeth and hair
  - rest and sleep provision



## **5. Communication**

- 5.1. Demonstrate how to communicate with children in ways that will be understood, including verbal and non-verbal communication.
- 5.2. Explain ways to communicate with children for whom English is an additional language (EAL).
- 5.3. Encourage babies and young children to use a range of communication methods.
- 5.4. Demonstrate a range of communication methods to exchange information with adults in line with agreed practice.

## **6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes**

- 6.1. Describe the curriculum framework for babies and young children that must be implemented by your setting.
- 6.2. Demonstrate inclusive practice ensuring that every child is included and supported.
- 6.3. Explain the terms:
  - Adult led activities
  - Child initiated activities
  - Spontaneous activities
- 6.4. Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), purposeful play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.
- 6.5. Implement activities to support children's play, creativity, social development and learning and clear-up after activities.
- 6.6. Review a range of play and learning experiences and activities to identify learning opportunities.
- 6.7. Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:
  - the child
  - the early years setting
- 6.8. Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected current framework and setting's requirements.
- 6.9. Describe how to refer concerns you may have about a baby's or child's development.
- 6.10. Support children's early interest and development in reading, mark making and writing.
- 6.11. Support children's interest and development in mathematical learning including numbers, counting, sorting and matching, shape and measure.

## **7. Support children with special educational needs and disabilities**

- 7.1. Describe statutory guidance in relation to caring for children with Special Educational Needs and Disabilities.
- 7.2. Explain partnership working in relation to working effectively with children with Special Educational Needs and Disabilities.
- 7.3. Support the development of plans and reviews, for each baby's and young child's individual requirements.
- 7.4. Follow the baby's and young child's individual plan as a basis for their care and participation.
- 7.5. Make sure what you do is suitable for all the babies and young children you work with, according to their age, needs and abilities.
- 7.6. Describe what specialist aids and equipment are available for the children you work with and how to use these safely.

## 8. Own role and development

- 8.1. Explain own role and expected behaviours and the roles of colleagues and the team.
- 8.2. Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.
- 8.3. Explain how your behaviour can impact on babies and children and influence them.
- 8.4. Outline the legal requirements and guidance for:
  - confidentiality of information
  - safeguarding
  - promoting the welfare of children.
- 8.5. Identify own responsibilities when following procedures in the work setting for:
  - reporting
  - whistleblowing
  - protecting and promoting the welfare of children
  - safeguarding
  - confidentiality
  - information sharing
- 8.6. Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.
- 8.7. Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in Special Educational Needs and Disabilities, English or mathematics).
- 8.8. Use feedback, mentoring and/or supervision to support and identify areas for development, identify goals and career opportunities.

## **9. Working with others – parents, colleagues, other professionals**

- 9.1. Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
- 9.2. Explain the importance of the home learning environment and parental/carer engagement and role in early learning.
- 9.3. Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
- 9.4. Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
- 9.5. Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.



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