

Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner)

Placement Experience Assessment Portfolio of Evidence (EYP)

This Portfolio of Evidence is to be used with the following qualification:

Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner)

Guidance for learners in obtaining evidence for the Early Years Practitioner competencies

This guidance is only applicable for mid-flight learners certifying in summer 2022

This portfolio includes the following topics:

- **Learner assessment of skills and competencies**
- **Appendix A-Suggested routine and template – for simulated assessment**

Learner assessment of skills and competencies

Unit 3: Developing Professional Practice Skills for Working Early Years Settings.	
Learning Aim A: Demonstrate the professional behaviours required in an early years setting	
Criteria	Simulation / Work placement
A.P1 Demonstrate professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	Work placement
A.M1 Demonstrate a consistently good standard of professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	Work placement
A.D1 Demonstrate a consistently high standard of professional conduct, organisation and timekeeping skills that meet a range of needs in an early years setting.	Work placement

Unit 3 Learning Aim B: Communicate effectively with colleagues and visitors in early years settings	
Criteria	Simulation / Work placement
B.P2 Apply appropriate communications skills when working with practitioners in an early years setting.	Work placement or simulation. This can be assessed through a role play activity and/or simulated remote activity for e.g. a remote interview for a job role in an Early Years setting. The learner could then follow this up with a reflective account based on their performance. (See Learning Aim B1 content in specification – Page 40)
B.P3 Apply appropriate interpersonal skills when interacting with visitors accessing an early years setting.	Work placement or simulation This could be assessed through a role play or a remote simulated meeting with a visitor/parent/carer, providing feedback on a child's learning. The learner could follow this up with a reflective account of their performance (See Learning Aim B2 content in specification – Page 40/41)
B.M2 Apply a range of appropriate communication and interpersonal skills when working with practitioners and different types of visitors accessing an early years setting.	Work placement

<p>B.D2 Apply a range of effective communication and interpersonal skills consistently in different contexts when working with practitioners and different types of visitors accessing an early years setting.</p>	<p><i>Work placement</i></p>
<p>Unit 3 Learning Aim C: Support daily practice in an early years setting</p>	
<p>Criteria</p>	<p>Simulation / Work placement</p>
<p>C.P4 Provide a standard of support to a practitioner performing daily routines in an early years setting.</p>	<p><i>Work placement or simulation.</i></p> <p>Learners could complete a write up of 2 routines (Appendix A) that take place in an Early Years settings. Learners could then choose to role play how they would meet the needs of the children and support their colleagues in ensuring learning opportunities and how health and safety is considered. (See Learning Aim C content in specification – Page 41/42)</p> <p>Learners could use the adapted routine plan to record the planned routines.</p>
<p>C.M3 Provide a consistently good standard of support to practitioners during daily routines in an early years setting.</p>	<p><i>Work placement</i></p>
<p>C.D3 Provide a consistently high standard of support to practitioners during daily routines in an early years setting.</p>	<p><i>Work placement</i></p>

Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings	
Learning Aim A: Contribute to physical care routines that promote the quality of care for children	
Criteria	Simulation / Work placement
A.P1 Show how you have appropriately supported simple physical care routines for children in an early years setting.	Work placement
A.P2 Identify ways in which dignity and respect are taken into account when carrying out physical care routines	<p>Work placement or simulation</p> <p>Learners could have access to the personal care procedures from settings in your local area. These are accessible from the settings website. Here is an example of personal care routines from an early years setting:</p> <ul style="list-style-type: none"> • Personal care – nappy and toileting <p>Learners could use the basis of a policy/procedure to prepare for the simulated assessment.</p> <p>Learners could plan and perform a role play showing how they would ensure dignity and respect for example during a nappy change routine. Learners could narrate during the role play identifying how they are meeting this criterion. The role play should be recorded for assessment evidence</p> <p>Learners could watch the virtual tour, which includes the bathroom area. They can then write up a toileting routine, to include their role in allowing children privacy and respect when supporting children during this routine.</p> <p>Here is a link to a nursery virtual tour which includes a bathroom area</p> <ul style="list-style-type: none"> • Nursery tour <p>Learners could plan and demonstrate hand washing procedures in an early years setting, learners could narrate during the role play identifying how they are meeting this criterion. The role play should be recorded for assessment evidence. (See Learning Aim A content in specification – Page 55/56)</p>

A.M1 Show how you have provided a consistently good quality of support for different physical care routines for children in an early years setting.	Work placement
A.D1 Show how to provide confident and consistently good quality of support for a range of physical care routines in different environments for children in an early years setting.	Work placement

Unit 4 Learning Aim B: Maintain safe environments for carrying out physical care routines in early years setting	
Criteria	Simulation / Work placement
B.P3 Apply basic cleanliness and hygiene standards in an environment where physical care routines take place in an early years setting.	<p data-bbox="689 673 1079 705">Work placement or simulation</p> <p data-bbox="689 746 2020 852">Learners could include this evidence as part of the nappy change role play, they can demonstrate good hygiene and cleanliness, by wearing PPE, and showing sanitation procedures e.g., wiping the changing mat. Learners should include any hygiene preparation before the routine is carried out.</p> <p data-bbox="689 893 2007 999">Learners can include this evidence as part of the toileting routine, to include the checks made in this area, hygiene procedures e.g., washing hands and sanitation of bathroom area. (See Learning Aim B content in specification – Page 56/57)</p>
B.M2 Apply and promote good standards of safety and hygiene in different environments in an early years setting.	<p data-bbox="689 1040 1079 1072">Work placement or simulation</p> <p data-bbox="689 1114 2020 1254">Learners can expand on their work from B.P2 and B.P3 to evidence how they can maintain hygiene practices in the when carrying out routines, they can include the importance of each step, preventing the risk of cross infection and maintaining children’s safety. (See Learning Aim B content in specification – Page 56/57)</p>

Unit 4 Learning Aim C: Support and encourage children at meal and snack times in early years settings	
Criteria	Simulation / Work placement
C.P4 Prepare and serve a selection of snacks suitable for young children	<p><i>Work placement or simulation</i></p> <p>Learners could plan a snack time routine for children in an early years setting, using the adapted template (Appendix A). They can then prepare the snacks identified in the plan, this can be completed in the centre or at home, photographic evidence of how they have prepared the snack, can be included as evidence of what they have prepared. (See Learning Aim C content in specification – Page 57)</p>
C.P5 Use appropriate skills to help to feed a child during a mealtime.	<p><i>Work placement</i></p>
C.M3 Use a range of appropriate skills to prepare, serve and provide consistent support to a child during snack and mealtimes in an early years setting.	<p><i>Work placement</i></p>
C.D2 Use a range of appropriate skills to independently prepare, serve, and provide high-quality support to children during meal and snack times in an early years setting.	<p><i>Work placement</i></p>

Unit 5: Supporting Children’s Learning through Play

Early Years settings have produced virtual tours, these are promotional videos but provide an excellent opportunity to observe how areas are set up for play and learning. Using virtual tours could be a good starting point for all simulated evidence for unit 5.

You may wish to explore virtual tours from settings in your local area or some links have been provided which can be used by your centre.

Unit 5 Learning Aim A: Explore play and learning provision for children up to 5 years old in an early years setting

<p>A.P1 Produce a brief and accurate record of the ways in which an early years setting promotes children’s development through play and learning activities</p>	<p>Work placement or simulation</p> <p>Learners could watch a virtual tour, observing the different areas available to support children’s play and learning. From their observations, they could produce a plan of a nursery, with notes to identify how each area would promote children’s development (See Learning Aim A content in specification – Page 69/70)</p> <p>Here are some links of virtual tours:</p> <p>Nursery</p> <p>Early Years Department</p> <p>Baby and Toddler room</p>
<p>A.M1 Produce a detailed record of ways in which an early years setting promotes children’s development at different stages through different types of play and learning activities</p>	<p>Work placement or simulation</p> <p>Learners could watch a video clips to observe practitioners engaged in play with children. They can then record these observations and identify how each type of play identified supports different areas of development and the role of the practitioner in promoting the child/children’s development.</p> <p>Here are some examples of practitioners engaged in different types of play, they can be used as a basis for the simulated assessment.</p> <p>Engaging with babies and toddlers</p>

	<p>Play and learning in nursery</p> <p>Learning provision in the EYFS</p> <p>(See Learning Aim A content in specification – Page 69/70)</p>
<p>A.D1 Produce a comprehensive record, assessing the ways in which an early years setting promotes different areas of children’s development, for children at different stages, through different types of play and learning activities.</p>	<p><i>Work placement or simulation</i></p> <p>Learners can extend the work from A.M1, using the observations of practitioners engaging in play. They should include valid reasons why each type of play is important, with links to show how each play type can promote different areas of development and the role of the practitioner in supporting play.</p> <p>(See Learning Aim A content in specification – Page 69/70)</p>

Unit 5 Learning Aim B: Assist early years practitioners in preparing an enabling and environment to stimulate learning through play

B.P2 Prepare an appropriate physical environment for learning through play.

Work placement or simulation

Learners could use the adapted activity planning sheet to prepare a plan for a display area (e.g., tabletop display) and an outdoor play activity. The learners would benefit from being given a specific age or age range for this plan. They can include information on the skills used to support the setting up and maintaining of the tabletop display and outdoor activity. (See Learning Aim B content in specification – Pages 70/71)

Learners could watch video clips on enabling environments in early years settings, to help them in planning for assessment.

Some examples can be found here:

[Outdoor space](#)

[Forest School](#)

[Outdoor Play in the rain](#)

[Treasure baskets](#)

[Rhyme Time](#)

[Storytime](#)

[Sensory Walls](#)

[Learning provision in the early years](#)

<p>B.P3 Follow instructions accurately to prepare resources for an indoor and an outdoor play activity in an early years setting.</p>	<p><i>Work placement or simulation</i></p> <p>Learners could research the resources required for the planned display areas and outdoor activity. They could produce resource booklet, with the pictures of their chosen resources.</p> <p>Centre resources permitting, learners could have the opportunity to set up their resources for their planned activity and/or tabletop display, photographic evidence could be used for assessment. (See Learning Aim B content in specification – Pages 70/71)</p>
<p>B.M2 Prepare a stimulating physical environment and age and stage relevant resources that demonstrate own initiative in supporting the delivery of an early years setting’s play and learning plans for indoor and outdoor play activities</p>	<p><i>Work placement</i></p>
<p>B.D2 Prepare stimulating physical environments and age and stage appropriate resources, demonstrating independence in supporting the delivery of an early years setting’s play and learning plans for indoor and outdoor play and learning activities.</p>	<p><i>Work placement</i></p>
<p>C.P4 Provide appropriate support to children during planned child-initiated and planned adult-led play and learning activities</p>	<p><i>Work placement</i></p>
<p>C.P5 Produce accurate records of the impact of planned play and learning activities on an individual child’s development or progress.</p>	<p><i>Work placement or simulation</i></p> <p>Learners could expand on the work for B.P2, using the adapted activity planning sheet to reflect on their chosen tabletop display and outdoor activity. Reflecting on the skills they would use to support, how they could extend the activities and how this would support a child’s development. (See Learning Aim B content in specification – Pages 70/71)</p>
<p>C.M3 Provide effective support to children, using a range of relevant skills throughout one planned child-initiated and one adult-led planned play and learning activity.</p>	<p><i>Work placement</i></p>

C.D3 Provide effective, confident, and responsive support throughout planned child-initiated and adult-led play and learning activities in early years settings.	Work placement
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Unit 6: Supporting Children’s Communication, Literacy and Language Development	
Unit 6 Learning Aim A: Explore the links between communication, language, and literacy development	
A.P1 Conduct an accurate observation of an experienced practitioner engaged in a communication, language, and literacy-based activity with children in an early years setting.	<p>Work placement or simulation</p> <p>Learners can use video clips to observe practitioners engaging with children in the early years setting, focusing their observations on the methods used by the practitioner to support children’s language development. (See Learning Aim A content in specification – Page 85)</p> <p>Examples of interactions between practitioners and children:</p> <p>Learning Provision in the EYFS</p> <p>Interactions in Early Years</p>
A.M1 Conduct a focused observation of an experienced practitioner engaged in communication, language, and literacy-based activities with children in an early years setting.	<p>Work placement or simulation</p> <p>Learners can expand their work from A.P1 to include why the identified approaches (from A.P1) have been used to support communication, language, and literacy. (See Learning Aim A content in specification – Page 85)</p>
A.D1 Conduct an observation that analyses an experienced practitioner engaged in selected communication, language, and literacy-based activities with children in an early years setting.	<p>Work placement or simulation</p> <p>Learners can expand on their work from A.P1 and A.M1 to analyse their findings from the observations, to show how the environment and other factors may affect the methods used by the practitioner in supporting communication, language, and literacy. They could include a judgement on the methods used in supporting the children’s language, communication, and literacy skills. (See Learning Aim A content in specification – Page 85).</p>

Unit 6 Learning Aim B: Support children with different communication needs and abilities	
B.P2 Communicate appropriately and follow instructions and guidance accurately when interacting with children with different communication needs or abilities in a communication-focused and language-based activity in an early years setting.	Work placement
B.M2 Communicate appropriately using a range of strategies in providing support to a child, and a group of children, with different communication needs and abilities during a communication-focused and language-based planned activity in an early years setting.	Work placement
B.D2 Communicate appropriately and confidently using a wide range of strategies to provide support and develop the language skills of a child, and a group of children, with different communication needs and abilities in a planned communication-focused and language-based activity in an early years setting.	Work placement

Appendix A- Suggested routine template - for simulated assessment

Date:	Time:
Routine:	Age of the child:

Planning and Preparation

Resources and/or equipment required:
Health and Safety: (e.g., consider the surroundings and the equipment for the child's safety and the staff safety)
Child's individual needs or preferences? What individual needs might a child have e.g., dietary

Routine details

A general description of the routine: Include details from start to finish? Imagine you are describing the routine to another person.
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Describe what your role would be when supporting the routine:

What would your role be in preparing for this routine?

What would your role be *during* this routine?

What would your role be *after* this routine?

Describe the skills you would use to carry out the routine (e.g., communication, patience):