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Guidance to the Standards for the award of Early Years Professional Status

# Guidance to the Standards for the award of Early Years Professional Status

September 2008

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**

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All children deserve the best  
possible start in life.

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## Foreword



All children deserve the best possible start in life. This can be achieved, in large part, by ensuring that the people who provide early years service have the right skills, knowledge and experience to have a positive impact on the children they work with. Early years services are better when they are led by graduate practitioners - Early Years Professionals (EYPs) – who reflect to improve what they do and guide others to be the best they can be.

Without meeting and talking to one, understanding an Early Years Professional starts with an understanding of the EYP Standards. This guidance provides an insight into the skills and attributes demanded by the Standards that in turn will deliver high quality experiences for children and their parents.

Each child has a unique experience of growing up which involves developments and changes for them and the people around them. EYPs must be equipped for the challenge of working creatively to demonstrate and lead practice in this environment. They contribute to the experience of every child in their setting, their parents and link with other professionals from the children's workforce to enhance individual experience.

Embedded within the Standards is an understanding that children and their families access many other children's services beyond early years settings and that the best way these different services can be provided is as part of a team working around them.

It is vital to nurture all children's wellbeing and to enable their learning and development to flourish. The Standards reflect the need for EYPs to be champions of anti-discriminatory practice. We must all challenge the stereotypes we encounter and deliver services that provide the best for all children. Some children experience, or are at risk of experiencing, disadvantages in their lives. EYPs, along with other professionals, work in important positions that can help address these disadvantages.

Each EYP has the potential to have a positive impact on the lives of the children and families they work with and lead others to do the same. This potential will be realised by working with others within the framework of the Early Years Foundation Stage to provide services that are rich, rewarding and stimulating. These EYP Standards reflect the characteristics that will enable this to be done and the guidance will support working towards and working as Early Years Professionals.

The first EYPs are already making a difference to the lives of children. Their enthusiasm, commitment and skill is impressive and I look forward to seeing their impact spread across the early year's world.

A handwritten signature in blue ink that reads "Jane Haywood". The signature is written in a cursive, flowing style.

**Jane Haywood**

Chief Executive, Children's Workforce Development Council

## Introduction

### The attributes of Early Years Professionals

- 1 Early Years Professionals (EYPs) have relevant experience of, and are able to lead practice across, the full age-range from birth to the end of the EYFS. However, the actual role of EYPs will vary according to the context within which they work, such as the size of the setting, its internal organisation and professional autonomy.
- 2 EYPs may work singly as childminders or as part of a network of childminders; they may work in a pre-school group or a group of small nurseries; or they may work in a Sure Start Children's Centre, a day nursery or any other registered setting. Nonetheless, there are certain attributes that distinguish their role, whatever their working context: the first is that they are **reflective practitioners**; the second is that they **lead and support** colleagues in order to effect change and improve outcomes for children.

### Reflective practice

- 3 EYPs undertake the same activities as many of their colleagues. However, EYPs are graduate-level practitioners who have a clear grasp of the reasons why they are acting in particular ways. They recognise their role in improving the children's experiences and life-chances and in maximising their opportunities. They make decisions based on the depth of their knowledge of the statutory framework for the Early Years Foundation Stage (EYFS) and of relevant theories and research. They are alive to changing circumstances and respond flexibly with children's interests at heart. They review, analyse and evaluate their own and others' practice and thus judge whether they are making a difference to the well-being, learning and development of children in their own and their colleagues' care.

### Leading and supporting others

4. EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and exercise leadership in making a positive difference to children's well-being, learning and development. To do this they need to work skilfully with others. This requires a wide range of skills, including what is often characterised as 'emotional intelligence': they are good listeners and able to tune into what colleagues know and can do; they are sensitive to colleagues' readiness for change; they are able to explain the rationale for particular changes; and they draw on a repertoire of strategies for inspiring, influencing, and negotiating with, others. In the last analysis, all these skills are applied for the sake of improving outcomes for children.
5. Leadership and support are independent of a practitioner's position in a setting. To meet the Standards, candidates do not need to be a proprietor, manager or deputy manager of a setting.

### The Standards

6. The Standards for the award of Early Years Professional Status set out the national expectations for anyone wishing to gain the status. The wording of the Standards will resonate with a wide audience since the Standards reflect the cornerstones of good practice, but the expectations of EYPs are particularly high.

- 7 The Standards are outcome statements that describe what Early Years Professionals need to know, understand and be able to do, and apply to practice with children from birth to the end of the EYFS: that is, babies, toddlers and young children. They are organised in six groups:
- Knowledge and understanding
  - Effective practice
  - Relationships with children
  - Communicating and working in partnership with families and carers
  - Teamwork and collaboration
  - Professional development
- 8 No hierarchy is implied by the order in which they are presented. Although each Standard is described discretely, there are inter-relationships both within each group of Standards, and between the groups of Standards. For example, the knowledge and understanding outlined in the first six Standards will inform all aspects of practice covered in the section entitled 'effective practice' and inform EYPs' leadership of colleagues.
- 9 To attain EYPS, practitioners must provide evidence that they meet all the Standards. Being an EYP, however, implies more than meeting a series of discrete Standards: it is necessary to consider the Standards as a whole in order to appreciate the skill, creativity, commitment, energy and enthusiasm required for maintaining high quality personal practice in the early years and the intellectual and leadership skills required of effective EYPs.

### Assessment against the Standards

- 10 The assessment process is common to all candidates regardless of their background, the Early Years setting in which they currently work, the nature and length of the pathway they follow for preparation and training, and where they did their training and completed their assessment.
- 11 The process is designed to be both rigorous and consistent, thus affording confidence to employers and maximising candidates' opportunities to work across and between settings.
- 12 Candidates work in different settings and have varied experience, but the national providers of training and assessment exercise fine professional judgement when preparing candidates to meet the Standards, and when assessing candidates for EYPS.

### The two strands: 'personal practice' and 'leading and supporting others'

- 13 The rubric for five of the six groups of Standards requires candidates to provide evidence that they meet the Standard in respect of both their **personal practice** and their **leadership and support of others**.

- 14 The rubric for the group of Standards on ‘teamwork and collaboration’ does not separate these two strands because they are closely interwoven: **personal practice** in this group of Standards refers to ways in which EYPs work effectively with colleagues and within teams, rather than to their practice with children. It is through their **personal practice** in teamwork and collaboration that they **lead and support others** to bring about change and thereby improve provision for, and practice with, children.
- 15 The assessment process has been designed to enable candidates to demonstrate both their personal practice and their leadership and support of others. One of the main responsibilities of assessors and moderators is to ensure that candidates provide sufficient evidence of both these elements within each group of Standards and across all the Standards.
- 16 Candidates present several written tasks that enable them to provide evidence of their personal practice and of their leadership and support. Subsequently, assessors visit each candidate’s professional setting to:
- review relevant documents;
  - interview the candidate and other witnesses; and
  - observe direct evidence of the impact of the candidate’s personal practice and leadership and support of others.

### Audiences for this Guidance

- 17 This Guidance is primarily for the use of Early Years Professionals (EYPs) and for candidates aspiring to the EYP status. It will help them to understand what is expected of them and how they might demonstrate that they meet the Standards.
- 18 However, the Guidance is also intended to be useful for training providers and for others involved in the EYP programme:
- **trainers** to develop programmes which enable candidates to meet the Standards;
  - **mentors** to support candidates in extending and reflecting on their experience with reference to the Standards; and
  - **assessors** to make consistent judgements against the Standards.
- 19 In addition, the Guidance should help:
- **employers** and **local authority advisers** to know what they can expect of practitioners with EYPS, and help them to locate EYPS within their workforce strategy;
  - **existing Early Years practitioners** who are planning their future career development; and
  - **prospective practitioners** who are considering a career in Early Years.

## Format of the Guidance

20. For each group of Standards, the Guidance comprises a brief explanation, together with examples of the two dimensions of personal practice and leading and supporting others.
21. For each individual Standard, the Guidance comprises an amplification of the meaning and scope of the Standard, together with a list of the assessment requirements that candidates must meet.

## Guidance on each group of Standards

22. The introduction to each group of Standards summarises the underlying rationale for the group of Standards. It also includes examples of **personal practice** and of **leadership and support**.
23. The purposes of the examples of personal practice are:
  - first, to illustrate how some of the Standards in the group might be evidenced in EYPs' practice;
  - second, to show how personal practice in this group might be related to Standards in other groups of Standards; and
  - third, to reflect the level at which EYPs perform.
24. Candidates for EYPS should note that these examples of personal practice do not represent the only ways in which they can demonstrate their personal practice in this group of Standards. They should also note that, although the situations and activities described in the examples are located in one type of setting, such as a nursery, they apply equally to all settings.
25. The introduction to each group of Standards also provides brief examples of the type of activities that EYPs undertake to lead and support colleagues. Candidates should note that these examples are not exhaustive of all the possibilities: they simply indicate the range of ways in which candidates could demonstrate their skills of leadership and support.

## Guidance on each Standard

26. The Guidance on each Standard comprises two parts:
  - first, an amplification of the meaning and scope of the Standard; and
  - second, a synopsis of what must be demonstrated by candidates presenting themselves for assessment for the award of EYPS.
27. The amplification provides an interpretation of the high quality personal practice represented by the Standard. The way in which leadership and support of colleagues might be demonstrated is common to all the Standards in the group and hence is only found in the introduction to that group of Standards.

- 28 The length of the amplification on each Standard depends on the nature, implications and complexity of particular Standards. Overall, however, the amplifications are intentionally brief, and avoid repeating information that is readily available in other sources such as the statutory framework and non-statutory guidance for the EYFS.
- 29 In the case of personal practice, it is important to remember that the Standards apply equally to practice with, and improving outcomes for, each of babies, toddlers and young children. The definition of these three age-groups can be found in the Glossary at the end of this document. Of course, the precise nature of practice may differ according to children's age and stage of development but the overriding characteristics of personal practice, represented by the Standards, remain common.
- 30 In the case of leading and supporting others, it is important to remember that the ways in which leadership is exercised will vary according to the context and type of setting. The Standards do not assume a single style and form of leadership. For example, EYPs may sometimes exercise more formal leadership through briefings, training, mentoring or drafting policy papers; sometimes they may lead by modelling good practice, face-to-face discussion and coaching colleagues. Effective leadership might be characterised by informal, incremental steps rather than formal, promotional activities.
- 31 The nature of leadership may also be affected by the size and type of ownership of Early Years settings (such as day nurseries, groups of small private nurseries, children's centres, childminders, pre-schools and crèches) and the kinds of situations or events that EYPs encounter. Larger settings may offer more direct opportunities, both planned and reactive, to show leadership. Other settings, with a single practitioner or a very small staff, may require more forward planning of links with other practitioners: for example, with nurseries under common ownership, or with colleagues in a network of childminders.

### Assessment requirements

- 32 The summary of assessment requirements specifies the principal aspects of what candidates should know, understand and be able to do both in their own practice and in their leadership and support of others. These synopses are intended to help candidates, assessors and other interested parties to anticipate the manner and extent to which each Standard will be assessed. They make clear what is expected in the case of more complex Standards.
- 33 Candidates for EYPS must provide evidence that they meet each Standard. However, they should note that assessors will look for sufficient evidence of **personal practice** and **leadership and support** within groups of Standards rather than in each of the 39 individual Standards. Candidates will be given further guidance on this during their preparation for assessment.

### Complementary resources

- 34 This Guidance document should be read in conjunction with the range of learning tools available from training providers and CWDC. The Guidance will be developed in the light of changes in legislation and non-Statutory guidance and in the light of increases in knowledge about effective practice for young children. It is intended that over time CWDC's online facilities will provide tools to help stakeholders keep up-to-date with developments.

# Guidance to the Standards

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# Knowledge and understanding

This group of Standards (S1-S6) specifies the main strands of knowledge and understanding expected of EYPs. These strands do not exist in isolation: they inform other Standards concerned with EYPs' personal practice, their relationships with children, their collaboration with parents, colleagues and other professionals, and their professional development.

**In this Guidance, the term ‘parents’ includes any person who has parental responsibility for, or has care of, a child (see Glossary).**

## Personal practice

As graduates, the depth and breadth of EYPs’ knowledge and understanding enable them to practise and model practice at a high level, and to reflect upon their own and others’ practice in order to effect continuous improvement. Their personal practice, and their leadership and support of colleagues, are rooted in a secure grasp of important sources such as national policy, legislation and non-statutory frameworks and guidance, and underlying theories and research on child development and early years practice. Thus informed, EYPs can explain to colleagues and parents the rationale for policy, practice and improvement.

**How might the Standards in this group translate into practitioners’ personal practice?**

### A new arrival

**A young child attends a pre-school three mornings per week. The father works away from home Monday to Friday. Following the birth of a second child, the parents arrange for the older child to attend the pre-school daily and for one of her grandmothers to fetch her on order to give the mother some more time to recover from the birth. The child reacts to the change in circumstances by wetting herself and becoming very withdrawn whereas previously she had been outgoing and making good progress.**

#### Standards on knowledge and understanding

Once aware of the situation, the EYP immediately anticipates the possible reaction of the child on the basis of her knowledge of child development in general and the likely effect of a family event, such as the arrival of a sibling (**S2, S3**). She also understands the important contribution that the key person in the pre-school can make to the child’s well-being, and potentially that of other professionals outside the setting (**S6**).

#### Other Standards

The EYP makes additional time available to the child and ensures that familiar routines are maintained in order to enhance her sense of security and maintain her well-being (**S9, S23**). The EYP provides reassurance to the parent and grandparent about the normality of the child’s response and, at their request, makes suggestions for managing the situation at home (**S31**). In time, the EYP is able to encourage the child to start making progress again (**S7, S8**). She provides regular reports to the parent and also makes time available to listen to her concerns about coping with two young children, mainly on her own. When requested, she continues to offer advice about managing the child at home (**S29-S32**).

Throughout this situation, the EYP works with her colleagues to agree ways of managing the child and makes sure that they each know what their role should be (**S33, S34**). She ensures that everyone coming into contact with the child monitors the situation carefully by keeping a record of the child’s pattern of behaviour and by adjusting activities to make allowances for the regression to an earlier stage of development (**S10, S13**).

This case enabled the EYP to model and discuss with colleagues what are appropriate interventions in this and similar situations and thus contributed to more consistently good practice throughout the pre-school (**S38**).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise forms of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- lead training workshops, team discussions or network meetings on the implications for colleagues' practice of national policy and legislation, principles of child development, recent research and innovations in good practice;
- work one-to-one with colleagues in order to analyse and report on the match between practice, policy requirements and knowledge of good practice;
- involve colleagues in drawing up and implementing induction arrangements for a colleague who is new to the setting and/or early years work to ensure that they understand key policies and procedures;
- undertake, with colleagues, a Health and Safety audit of the environment by moving round the setting and testing it for hazards but also for opportunities for children to take risks safely;
- keep up-to-date with theoretical work and/or research evidence and use it to explain to colleagues the rationale for activities with children.

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## S1 The principles and content of the Early Years Foundation Stage and how to put them into practice

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### Amplification

This Standard is concerned with EYPs' knowledge and understanding of the Early Years Foundation Stage (EYFS), the basis of which is the Statutory Framework for the Early Years Foundation Stage, (DCSF, 2007). This framework is complemented by the Practice Guidance for the Early Years Foundation Stage (DCSF, 2007), which explains the areas of learning and development, and provides non-statutory guidance, additional advice and information. The framework and the guidance are also supported by resources for providers and practitioners.

The framework and guidance apply to all practitioners working with young children: what distinguishes EYPs is the depth of, and ability to apply, their knowledge and understanding.

EYPs are able to translate their knowledge and understanding of the EYFS into effective personal practice. Further, the knowledge and understanding covered by the EYFS provide EYPs with a common vocabulary for their work with colleagues: this in turn facilitates their support for colleagues in implementing the EYFS.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- understand and promote through their practice the four broad principles that underpin the EYFS;
- can lead and support others to implement the broad themes and principles of the EYFS and meet the requirements of the six areas of learning and development.

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## S2 The individual and diverse ways in which children develop and learn from birth to the end of the foundation stage and thereafter

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### Amplification

This Standard relates to EYPs' detailed knowledge and understanding of the broad developmental stages of children from birth to the end of the Early Years Foundation Stage (EYFS). Note that, in the light of developments since the Standards were first published in 2006, the wording of the Standard (that is, "from birth to the end of the foundation stage") should now be interpreted as "from birth to the end of the EYFS".

EYPs recognise that children are competent learners from birth: even young babies will usually have had a wide range of different experiences and will have developed their own skills and interests. As children learn and develop, they build on what they have already achieved; they continue to practise, refine and consolidate their previous learning and development. By the time they reach the end of the foundation stage, the majority of children will have achieved or exceeded the early learning goals whilst others will still be working towards them.

Babies, toddlers and young children, from birth to five years old, are the focus of the work of an EYP, but EYPs also know, in general terms, the patterns of development that children typically exhibit during Key Stage 1 in school.

EYPs understand that the course of development for children is influenced by cultural and environmental factors, including their home environment. They understand that differences in behaviour do not always reflect differences in development: for example, for some children maintaining eye contact may be a culturally inappropriate way for them to interact with adults. Further, some children will behave in ways that fall outside the typical range of development. EYPs recognise that there is a difference between developmental delay and developmental disorder, with implications for early years practice, including the necessity to work with parents and with colleagues from outside the setting to plan, deliver and support effective practice for children with atypical development patterns.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- have a detailed knowledge and understanding of the broad developmental stages of children from birth to the end of the foundation stage;
- recognise that children do not necessarily progress sequentially through these stages, and that the broad stages of development overlap because children develop at different speeds in different competences;
- understand that the course of development is influenced by cultural and environmental factors, and that differences in behaviour do not always reflect differences in development;
- work with colleagues to ensure that they take account of young children's stage of development, interests and needs.

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## **S3** How children's well-being, development, learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting

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### **Amplification**

This Standard covers the nature and consequences of changes or transitions that all children will have to deal with in their early years. It also acknowledges that particular events or ongoing situations, both within and outside the setting, will have an influence upon children's well-being and behaviour and upon their capacity to learn and develop.

Such changes may include transition from home to an early years setting, movement within or between different early years settings, or the move from an early years setting to school. It may be the departure of a member of staff to whom the child was particularly attached.

Some children face situations in their home life that adversely affect their welfare, the way they behave and develop, and their ability to learn: for example, serious family illness, the birth of a sibling or death of a close relative, or the disability or poor mental health of a parent. Some children face discrimination on the basis of a personal or social attribute, such as their ethnicity, family circumstances or disability, that affects their self-esteem and, hence, their capacity to learn and develop.

EYPs understand how such influences and transitions can affect children. They recognise that each child is unique and that the effect will be different for individual children depending upon their stage of development and their capacity to cope with change and adversity.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- understand the transitions that all young children pass through as they grow and develop, and their potential effect;
- understand the influence of particular events and situations in children's lives upon their well-being and behaviour and their capacity to learn and develop;
- use their knowledge and understanding of such influences and transitions to inform their leadership and support of colleagues.

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## **S4** The main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings

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### **Amplification**

This Standard covers the national and local statutory and non-statutory frameworks concerned with the welfare, care and education of children. EYPs are not expected to have a detailed knowledge of all such frameworks, but they do have a sufficient working in order to understand their own responsibilities and the implications for early years settings. Thus informed, they are better able to develop, evaluate and modify their own practice; and they are better able to lead and support colleagues in developing their understanding of statutory and non-statutory frameworks and in introducing changes when necessary. Some of the current, relevant national documents are listed below, but this is not an exhaustive list.

The documents fall into several categories. Some set the broader context of political and professional policy and provide an important backcloth for EYPs' work, such as:

Every Child Matters (DfES, 2003)

Ten-Year Childcare Strategy: choice for parents, the best start for children (DfES 2004)

The Children's Plan: Building Brighter Futures (DCSF, 2007)

Some set the broader legislative framework for EYPs and helps to frame EYPs' values. This category includes legislation that underpins the duty to promote equality and inclusion, and that outlaws discrimination in respect of such characteristics as disability, race and gender. It also includes legislation particular to children:

Children Act (2004)

Childcare Act (2006)

Other statutory and non-statutory documents have a direct effect on EYPs' day-to-day practice, notably:

Statutory Framework for the Early Years Foundation Stage (DCSF 2007)

Practice Guidance for the Early Years Foundation Stage (DCSF, 2007)

The Common Assessment Framework for children and young people: Practitioners' Guide (CWDC, 2007)

The SEN Code of Practice (DfES, 1994 revised 2001)

Statutory and non-statutory documents change over time and EYPs ensure that they keep their knowledge of them up-to-date. EYPs identify those local frameworks that are relevant and sift them for principles that are of direct relevance to their practice.

- Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- have a working knowledge of the main provisions of national and local statutory and non-statutory frameworks;
- understand, as a consequence, their own responsibilities and the implications for policy and practice within early years settings;
- use this knowledge and understanding to lead and support colleagues in developing their understanding of statutory and non-statutory frameworks.

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## **S5** The current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children and their implications for early years settings

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### **Amplification**

This Standard relates to EYPs' knowledge of policy and guidance relevant to early years settings.

EYPs play a crucial role in keeping children healthy and safe and promoting their well-being. They have a sound working knowledge and understanding of the current legal requirements, and of national policies and guidance on health and safety, and on safeguarding and promoting the well-being of children. They keep up-to-date with changes in the legislation and national guidance. They are knowledgeable about relevant local policies and procedures, such as those of the Local Safeguarding Children's Board. They understand the implications of these various documents for their own and colleagues' practice and can apply them effectively in their setting.

Relevant key policies, procedures and guidance with which EYPs are familiar include those covering:

- accidents and first aid;
- child protection and bullying;
- promoting equality and combating discrimination;
- safety and risk assessments (including equipment, fire evacuation, visits outside the setting, missing children or those not collected);
- health (such as children with a health condition, medicine policy and infection control, food handling);
- personal care (such as hygiene and incontinence);
- staff ratios, staff qualifications and conduct.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- have a sound working knowledge and understanding of the current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well-being of children;
- demonstrate how the (above) knowledge and understanding underpin their own practice;
- show how they use their knowledge and understanding of the legal requirements, policies and guidance to inform their leadership and support of colleagues and influence colleagues' practice.

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## **S6** The contribution that other professionals within the setting and beyond can make to children's physical and emotional well-being, development and learning

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### **Amplification**

EYPs work in a wide range of settings that offer both full and sessional day care. Some settings, such as children's centres, will include a range of health and family support services. Whatever their setting, EYPs will be aware of, and may encounter, other professionals who support children and their families.

This Standard highlights EYPs' understanding of the contribution of these other professionals who may include: educational psychologists, occupational therapists, physiotherapists, speech and language therapists, health visitors, special educational needs co-ordinators, social workers, family support workers, portage workers and teachers.

EYPs recognise the role of other professionals in contributing to children's physical and emotional well-being, learning and development. They understand the importance of working in collaboration with them. They seek out advice and direct involvement from other professionals when appropriate to the needs of the child, and explain and promote this involvement to colleagues and parents. They might take an active part in, or contribute to, multi-professional planning and review. This could involve the co-ordination and implementation of agreed programmes and interventions for particular children, and liaison with the parents.

Some EYPs, such as those working in children's centres, might work closely with a range of professionals in their own setting; others may work with professionals who visit their setting regularly or from time to time; or they may liaise with or work alongside professionals outside the setting.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- know and understand the roles of professionals who commonly support children from birth to the end of the EYFS, and the contribution that each can make to children's physical and emotional well-being, learning and development;
- are able to lead and support colleagues to develop their understanding of the contribution of, and ability to work collaboratively with, other professionals within and beyond the setting.



# Effective practice

This group of Standards (S7-S24) describes the different facets of EYPs' practice that promote all children's well-being, and support and extend their learning and development.

## Personal practice

The Standards cover several inter-related elements of effective practice:

- values and expectations (as in S7);
- creating an environment that safeguards children's welfare, respects their rights and promotes positive behaviour (as in S8, S17, S19, S20);
- providing for equality of opportunity (as in S12 and S18);
- planning and providing appropriate activities and experiences (as in S9, S11, S12, S14, S15 and S16);
- differentiating provision to meet individual children's needs (as in S13 and S23);
- reviewing and taking responsibility for children's well-being, learning and development (as in S10, S21, S22 and S24).

How might the Standards in this group translate into practitioners' personal practice?

### The Learning Journey

The practitioners in a nursery produce booklets for recording the development of their babies and toddlers. There are several names for such booklets, but here they call them 'My Learning Journey'.

The booklets typically start with a photograph of the child: subsequently any significant incidents noted during each day are recorded briefly and immediately in the book. The learning journeys act as a record of each child's personal experience.

#### Standards on effective practice

All practitioners contribute to these booklets. However, the EYP leads her colleagues to base their entries on direct observation, and ensures that they are seen as an integral element of the setting's approach to monitoring, assessing, recording and reporting children's activity, development and progress. She uses these records to help to determine the next steps in children's learning and development (**S10, S21**).

The records also serve as a mirror of the kinds of experiences, activities and play opportunities provided indoors, outdoors and away from the setting itself (**S11**) and the extent of any personalised provision (**S13**). This 'mirror' provides practitioners with evidence for reviewing the nature and balance of provision for the children (**S24**).

What proved a little more challenging was how to incorporate some record of practitioners supporting children's emergent understanding by encouraging the children to talk about what they see and do, and to ask questions. However, they did manage to capture on film one 13 month-old's excited interchange with his key person about a squirrel appropriating the robin's breakfast from the bird table (**S16**)!

#### Other Standards

EYPs are able to interpret the contents of the 'learning journey' in terms of the EYFS and their knowledge of child development from birth to the end of the EYFS (**S1, S2**). They make sure that they exploit opportunities to enable children to contribute, especially if they have drawn attention to something new that they have experienced or learned to do: this reflects the EYP's grasp of the principle that children's perspectives and views are respected and valid (**S27**).

EYPs are able to use the 'learning journeys' as major resources in providing information for, and communicating enthusiasm to, parents on children's well-being, learning and development (S32). At the same time, the 'learning journey' serves as an opportunity for the EYP to share with colleagues their observations and ideas about individual children, and for the EYP to reflect on, and prompt a collective evaluation of, the overall balance of provision (S33, S34, S38).

## The estranged father

**A divorced father arrives at a children's centre to collect his three year-old son, who lives with his mother. However, he is not one of the named adults, so members of staff indicate that they cannot release the child to him. The father becomes agitated and insists that the mother has agreed to the arrangement because he cannot have his normal contact at the weekend.**

### Standards on effective practice

An EYP is not only aware of the conflict between the parents with respect to this divorce, but also understands the extent to which it has already affected the child's development. In this circumstance, she invites the father away from the entrance hall, which is full of other parents and children, so that she can discuss the matter with him in private. She is calm and courteous but also very firm in her approach, as she does not want the situation to escalate. She also arranges for the key person to take the child, who is becoming distressed, into a quiet area and asks him to listen carefully to anything the child has to say (S8, S18).

The EYP explains the situation to the father and aims to negotiate an appropriate solution, which could involve the mother or another family member verifying the position or coming to assist. The EYP makes clear to the father what she can and cannot do in these circumstances, in line with the centre's own procedures and guidance for safeguarding children (S19).

Subsequently, the EYP monitors the child carefully and records her observations in order to assess the impact of the events upon him. She keeps her colleagues informed about the situation, and adjusts the programme of activities to take account of any observed changes in the child's needs (S10, S13, S21, S23).

### Other Standards

This EYP understands the wider context in terms of the effects of external events upon children's learning and development. She also has a thorough knowledge of the legislation relating to, and guidance about, keeping children safe (S1, S3, S5).

She records what has happened in detail and liaises with the health visitor who is involved with the family. She also arranges to speak to the mother to agree how they handle any similar situation in future and keeps her informed about the child's progress. She mentions to the mother some additional sources of support for single parents (S30, S31, S33). Finally, she reassures the child that she is available to listen if he wants to talk (S27).

The EYP ensures that her colleagues, particularly the child's key person, are fully briefed about the situation and she takes the opportunity to discuss their role in it. She also takes the opportunity to lead a review of their policy on the collection of children to make sure that it takes account of this particular type of event (S34, S35).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise forms of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- hold mentoring sessions for a colleague who is new to Early Years work;
- contribute substantially to multi-professional planning and reviews;
- coach colleagues in the setting, or in other settings in a network, on raising expectations or personalising provision, or on aspects of practice such as routines, play, sustained shared thinking, or assessment and recording;
- hold training workshops, team or network meetings to explain and share good practice;
- undertake joint observations of children in order to develop colleagues' skills in assessing individual children's needs and establishing the next steps in their learning and development;
- rearrange a room with a colleague with a view to creating better use of the space or more opportunity for a specific activity, and evaluate the effect;
- develop and implement policies, or lead discussion, on promoting rights and equality, or on dealing with situations in which children or adults express stereotypical and prejudicial views;
- conduct and distribute inventories of existing resources in terms of their fitness-for-purpose;
- establish risk assessments in their setting.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## **S7** Have high expectations of all children and commitment to ensuring that they can achieve their full potential

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### **Amplification**

This Standard relates to EYPs' commitment to raising children's level of achievement in their learning and development, and to having high expectations of children's behaviour. This applies to all children irrespective of their ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability. The commitment will be evident in every aspect of EYPs' planning, their direct work with children and their evaluation of their own and colleagues' practice, so that children develop positive self-esteem and achieve their full potential.

EYPs find out relevant information about children's needs and circumstances, levels of development and past achievements through discussions with parents, the key person and their own observations. They use this information to plan next steps that are challenging and achievable, and incorporate children's prior experience, their interests and the way they prefer to learn.

EYPs note where a young child is struggling or is very confident when using specific skills, such as in numeracy or literacy. As a consequence, they provide additional resources and more stimulating experiences to inspire the child to learn and raise further their level of achievement.

When caring for a child with a disability, EYPs clearly understand the child's abilities as well as their disabilities, and encourage further development at an appropriate level. They recognise how important it is to maintain a regular dialogue with the parents and other professionals involved with the child so that they work in concert, including contributing to or keeping to any formal plan.

EYPs show their commitment to high expectations for children's social and emotional development by encouraging and supporting them to behave in a respectful manner to adults and one another. This includes helping them to resolve their own conflicts rather than relying on adults to sort out their quarrels and disagreements.

Where necessary, EYPs challenge stereotypical views of what children can achieve. They advise colleagues on how to take account, and minimise the effects, of the barriers to participation and achievement that a particular child or children might experience. In some cases, they may encourage parents to raise their expectations of what their child can achieve.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- apply their commitment to raising the achievement of all children, irrespective of ethnicity, culture or religion, home language, family background and gender;
- apply their commitment to raising the achievement of all children, irrespective of their learning difficulties or disabilities, or of their current stage of development or attainment;
- apply their planning, direct work with children and evaluation of their own and colleagues' practice to enable all children to achieve their full potential;
- lead and support colleagues to maintain high expectations of children and to ensure that the children achieve their full potential.

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## **S8** Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn

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### **Amplification**

This Standard relates to how EYPs create and sustain an environment that enables children to learn and develop, and promotes their well-being. Such an environment:

- stimulates interest and values learning;
- is safe and secure; and
- provides activities that are based on a clear rationale.

EYPs know that children learn and develop more effectively if they feel safe and secure. This means that they welcome and respect all the children, and provide them with appropriate levels of nurturing. EYPs ensure that the environment is attractive, stimulating, supportive and well organised, reflects the community it serves, and uses space and resources flexibly. They may contribute to this in several ways:

- providing experiences and activities that interest and motivate children to learn;
- encouraging children to co-operate and respect others;
- promoting independence;
- explicitly valuing the contributions of all children;
- challenging stereotypes and expressions of discrimination;
- reviewing the environment on a regular basis to ensure that it achieves its purposes.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- create and sustain a safe, stimulating and purposeful environment that enables children to feel secure, encouraged and motivated to learn;
- ensure children feel welcomed, respected and valued, and are confident and keen to use and develop their skills in a range of situations;
- lead and support colleagues to create and sustain a safe, purposeful and stimulating environment in which children can learn and develop.

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## S9 Provide balanced and flexible daily and weekly routines that meet children's needs and enable them to develop and learn

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### Amplification

This Standard relates to the ways EYPs ensure that schedules and routines provide stability whilst being responsive to individual children's needs. A predictable environment does not imply rigid routines and schedules that prevent children from becoming engrossed in activities and thinking deeply about what they are doing. EYPs balance predictability with a flexibility that is based on their observations of children and on an assessment of their needs.

Effective settings make provision for balanced, flexible and personalised routines. In some settings, EYPs organise a weekly plan in advance. In larger settings they discuss it with colleagues, and practitioners in all settings can then discuss with each child what they will do.

EYPs recognise that periods of rest and relaxation are equally as important as other more stimulating activities. This may mean taking into account particular circumstances: for example, children who attend more than one setting, children who have different patterns of attendance, such as those attending part-time, and those using full-time or extended services. Some babies and very young children might find their time in a setting particularly tiring and may need opportunities to rest and be quiet, and some young children will be at different stages in toilet training. Some children will have particular medical conditions, learning difficulties or disabilities and may need more frequent pauses and rests than other children, or different or more flexible eating and other care routines.

Overall, EYPs constantly take cognisance and maintain an overview of what the children are involved in to ensure an appropriate balance of activities for each child. This balance may include a range of stimulating activities, focused tasks and physically demanding involvements; it may involve socialisation with peers, and periods of relaxation, rest and maybe sleep. The activities also allow for special time with adults.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- plan and implement balanced and flexible daily and weekly schedules that are responsive to each child's needs and enable each child to learn and develop;
- lead and support colleagues to design and implement balanced and flexible daily and weekly schedules that are responsive to children's needs and enable them to learn and develop.

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**S10** Use close, informed observation and other strategies to monitor children’s activity, development and progress systematically and carefully, and use this information to inform, plan and improve practice and provision

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**Amplification**

This Standard sets out how EYPs, routinely and systematically, closely observe what children can do and use the evidence from these observations to inform planning for the next developmental steps.

The above implies that EYPs know and are able to use appropriate forms of observation. They know when it is useful to observe children individually and when to observe them in groups. They know when and why to record their observations and they use appropriate methods: for example, in writing, photographs, digital images, video or audiotape. They also know how to build up a record of observations over time and how to summarise them for different purposes: for example, for meetings with colleagues or parents.

EYPs interpret the information and evidence they obtain in order to review their practice and provision, and to plan for and implement improvements where they judge them necessary in order to better support children’s well-being, learning and development whilst, at the same time, making personalised provision for individual children.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- routinely and systematically observe and record what children can do;
- plan next steps in the light of children’s current well-being and stage of learning and development;
- regularly review and respond to outcomes of their monitoring to improve practice and provision;
- lead and support colleagues to monitor and record children’s activities regularly and use this information as the basis for planning and improving practice and provision.

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## **S11** Plan and provide appropriate child-led and adult-initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn

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### **Amplification**

This Standard sets out how EYPs plan and provide experiences that have the following main characteristics.

- First, these experiences are *planned and purposeful*, and give all children opportunities to learn and develop.
- Second, they are *relevant*, with content that matches children's ages, needs, interests and learning styles.
- Third, they are *developmentally appropriate* for the different starting points from which children develop their learning and that build on what they can already do.
- Fourth, they are *sustained* in that they give children time to become engrossed, to work in depth and to complete activities.
- Fifth, they are *comprehensive* in that they cover all areas/aspects of the EYFS.

Overall, the experiences are *child-oriented* in that they stimulate and inspire children, foster their independence, motivate them to become competent learners, and promote their personal, social and emotional development. They are also *child-led*: most children play spontaneously, and EYPs build skilfully upon children's own initiatives and choices.

In order to do this, EYPs undertake risk assessments of the environment and take all reasonable precautions to safeguard children's welfare without restricting their opportunities to develop.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- plan and provide purposeful opportunities for all children to learn and develop through indoor and outdoor activities in the setting and through out-of-setting activities;
- plan and provide relevant, appropriate play and other learning experiences based on children's interests and needs;
- ensure that effective, appropriate activities are both directed by adults and initiated by children;
- lead and support colleagues in promoting activities and play opportunities that enable children to learn and develop.

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## **S12** Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion

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### **Amplification**

This Standard describes how EYPs select, prepare, organise and manage resources in ways that best support all children's learning and development. The choice of resources alone will not ensure equality and inclusion; it is also the way in which they are used that will promote both.

Resources that are of interest to children are more likely to motivate them to learn and develop. EYPs ensure the resources they use are:

- suitable for the age and interests of the children using them;
- suitable, as far as is reasonable, for children with learning difficulties or disabilities and those learning English as an additional language; and
- reflect positively the ethnic, social, cultural and religious diversity in society.

EYPs also ensure that resources are safe and suit both individual and group activities; they make sure that children know how to use them safely, and that they are supervised adequately whilst doing so.

EYPs are able to select from available resources such as toys, books and other published materials, museum and gallery resources, visual aids, tools, specialist equipment, artefacts and hardware and software. They are also able to prepare their own resources where necessary. They provide advice to parents as appropriate to support the effective selection and use of resources that continue children's learning and development at home.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- provide a range of flexible and interesting resources, suitable for individuals and groups, that reflect diversity and children's ages, interests and abilities;
- select and prepare resources that match each child's age, interests and abilities;
- ensure that resources are safe, and are used safely with appropriate levels of supervision;
- lead and support colleagues to select, prepare and use appropriate and safe resources.

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## S13 Make effective personalised provision for the children they work with

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### Amplification

This Standard relates to how EYPs take account of the range of development found, during the Early Years Foundation Stage, amongst children of the same chronological age. It also indicates how they take account of the different ways and rates at which children learn and develop. This informs the provision EYPs make for individual children based on their observations.

EYPs draw on their knowledge and understanding of children's developmental stages and the way they learn, in order to plan experiences and activities tailored as far as possible to suit the needs and interests of the child. They identify children's needs and interests by careful observation, including interpreting children's facial expressions or body language, and noticing those things that capture their attention.

EYPs plan and promote a flexible approach that accommodates the needs of children who have learning difficulties or disabilities and those learning English as an additional language. Their approach also takes account of children's ethnicity, culture and religion, family background, gender and ability.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- make provision to suit each child's learning needs, interests and stage of development;
- lead and support colleagues in personalising provision to match each child's differing learning needs, interests and stage of development.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## **S14** Respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning

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### **Amplification**

This standard outlines how EYPs' own practice reflects their knowledge and understanding of how children learn and develop, thus enabling them to identify what children might appropriately do next. EYPs ensure that provision for children takes account of their different needs and predispositions, bearing in mind that these may change over time.

EYPs have readily available strategies to help children make those next steps. They take an inclusive approach that is flexible enough to respond to children's different stages of development, such as by differentiating provision or resources, managing groups of children and/or adult support, or setting appropriate targets. They know where to seek specialist information and advice, when necessary, on those needs with which they are less familiar.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- identify what constitutes the next steps in each child's learning and development, and make suitable provision to support them;
- lead and support colleagues in identifying the next steps in each child's learning and development, and make suitable provision to support them.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## S15 Support the development of children's language and communication skills

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### Amplification

EYPs are particularly aware of the centrality of spoken and written language for young children's well-being, learning and development. This Standard describes how EYPs' own practice supports the development of babies', toddlers' and young children's language and communication skills. This applies as much to babies as to older children, as well as to children who have learning and communication difficulties or disabilities and those for whom English is not their first language.

EYPs ensure that the environment is rich in language opportunities. In particular, they ensure that children get off to a good start by engaging them in activities that encourage them to talk frequently, increase their stock of words and improve their command of dialogue through modelling these behaviours to others. They also give children the opportunity to develop confidence in using and practising these skills in a range of social contexts, both one-to-one relationships and groups, and in a range of activities, notably role-play areas that encourage the writing of signs and mark-making.

EYPs develop children's language and communication skills by listening as well as speaking: they listen to and hold conversations with children; they read them stories. They encourage the development of reading and writing skills by the use of books and signage, and the manipulation of fine objects.

EYPs employ signs or gestures that accompany speech as a way of encouraging and supporting both verbal and non-verbal communication with children, thereby demonstrating that non-verbal 'language' is a vital part of communication. They are particularly aware that babies, children who have learning and communication difficulties or disabilities and those for whom English is a second language depend upon signs and gestures to aid their understanding.

EYPs involve parents by telling them about their children's progress, thereby encouraging them to maintain the interactions at home. EYPs also know when they require specialist advice in order to provide the appropriate level of support and equipment for a child with additional needs.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- plan for and provide children with the opportunity to communicate confidently, including speaking, listening, and beginning to read and write, with particular attention to those who experience difficulties in this area;
- support children to practise their skills in a range of situations and for a range of purposes;
- ensure or advise on the provision of a range of resources to support children's language and communication;
- lead and support colleagues to support the development of children's language and communication skills.

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## S16 Engage in sustained shared thinking with children

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### Amplification

This Standard refers to the development of children's thinking skills, which are essential tools that enable children to learn. EYPs plan and provide opportunities and seize un-planned opportunities to improve children's thinking skills by engaging them in high quality verbal interactions involving sustained, shared thinking. This involves supporting and challenging children's thinking by getting involved in their thinking process and helping them make connections in their learning. It is also about sharing a genuine interest in what seizes children's imagination and helping them to clarify their ideas, ask questions, and work with other children to develop their ideas. Such interactions may take place on an adult or peer one-to-one basis, or in small groups.

EYPs are creative in working on anything that helps to develop children's thinking and regularly try out new activities. They know when they need to seek additional help in managing a child who struggles to concentrate. They may tell parents about an activity that has fascinated their child and suggest how they might continue and extend the activity at home, thereby conveying the importance of sustained interaction with their children.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- use a range of planned and unplanned opportunities to develop children's thinking skills;
- can both initiate and use the topics that interest children to engage in and develop sustained shared thinking with adults and peers;
- lead and support colleagues to develop their skills in engaging in sustained shared thinking with children.

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## **S17** Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills

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### **Amplification**

This standard explains how EYPs develop children's social, emotional and behavioural skills in order to promote positive behaviour, self-control and independence. They also employ behaviour management strategies that are appropriate to the child's level of development so as to encourage positive behaviour.

EYPs plan activities to develop children's social and emotional skills, giving them opportunities to be responsible, make decisions, errors and choices, and exercise self-control; at the same time, they ensure that children feel secure and safe, and understand the limits of their freedom.

They set reasonable expectations for children's behaviour and establish clear boundaries. They provide explanations, taking account of children's level of understanding. They consistently apply clear and concise rules with all children whilst making adaptations to suit the stage of development. They are able to manage behaviour effectively on a day-to-day basis, helping children to negotiate solutions to problems with other children, and model these skills appropriately.

EYPs set the tone and pre-empt inappropriate behaviour by their reinforcement of positive behaviour, praising as much as possible and giving children constructive feedback. When necessary, however, they are assertive in challenging unacceptable behaviour. They recognise that children's misbehaviour can exclude them from taking a full part in activities or lead to them being ostracised by others. It can also distract other children's attention, and result in the adults controlling behaviour rather than supporting learning and development. They follow up children's misbehaviour promptly and in a manner that gives due attention to circumstances that may have occasioned it.

EYPs work in partnership with parents to manage challenging behaviour. They know when it is appropriate to involve other professionals to help children whose misbehaviour is serious and persistent to modify their behaviour.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- consistently apply effective management behaviour strategies that promote positive behaviour and allow children to develop self-control and independence;
- plan opportunities to develop children's personal, social and emotional skills;
- apply standards of behaviour fairly and consistently, and assist children to understand what is expected of them;
- lead and support colleagues to use effective behaviour management strategies in order to promote positive behaviour, self-control and independence on the part of children.

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## S18 Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of their practice

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### Amplification

This Standard relates to EYPs' commitment to having strategies in place to meet the needs of all children, advocating for and upholding their rights, and actively promoting equality of opportunity and anti-discriminatory practice. These are key to improving outcomes for children.

EYPs ensure that no child is excluded or disadvantaged because of race, ethnicity, culture or religion, home language, family background or gender, or because they have learning difficulties or disabilities. Whether or not there is a diverse population in the setting, EYPs show that they promote positive attitudes to diversity and difference by helping children to learn about and value different aspects of people's lives. They encourage children to acquire an appreciation of and respect for their own and other cultures, their traditions and styles of living.

Some children may experience discrimination and barriers to participation and learning. EYPs show how they target support to remove barriers, where these exist, and to include such children fully in all aspects of provision. This may involve providing additional support from adults, adapting activities or environments, providing alternative activities, or using specialist aids and equipment.

EYPs protect children's rights in the context of Every Child Matters and anti-discriminatory legislation. Aware of wider social inequalities, they provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued, and where stereotypes and expressions of discrimination or prejudice are consistently challenged. They are able to monitor and evaluate provision and practice in order to identify and remove any discrimination.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- ensure children's rights and entitlements are upheld;
- treat all children fairly regardless of race, ethnicity, culture or religion, home language, family background, gender, or learning difficulties or disabilities;
- make provision to include all children, using specialist services as needed;
- lead and support colleagues to promote all children's rights, equality and inclusion.

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## **S19** Establish a safe environment and employ practices that promote children’s health, safety and physical, mental and emotional well-being

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### **Amplification**

This Standard describes what constitutes a safe environment that enables children to develop physically, mentally and emotionally, as well as the type of practices that promote the good health and welfare of the children.

EYPs provide an environment that enables children to take risks and make mistakes. They ensure that children respect the environment, whilst understanding the dangers in their immediate environment and knowing how to act to keep themselves safe. EYPs make sure that the environment indoors and outdoors, including furniture, equipment and toys, is safe, secure and appropriate for the children involved.

They provide support and comfort for children who are upset or distressed. They take steps to find out about the children and their parent(s) before admission; they pay particular attention to the children in their first few sessions to ensure they feel comfortable. EYPs in settings with more than one practitioner ensure that all children in their care have a key person who is special to them and their family.

EYPs make sure that ICT is used with suitable safeguards for children and help children to be aware of the health risks from using computers and other electronic equipment. They ensure that equipment is correctly positioned and that children position themselves and use it correctly.

EYPs promote healthy eating and regular exercise as part of their provision. They are able to take appropriate action when children are ill, including any necessary steps to prevent infection. They have appropriate procedures for the disposal of nappies and other such waste.

They are aware of the impact of the working environment upon the well-being of colleagues, which in turn affects their attitude to the work and approach to the children. They therefore advise on, or contribute to, an assessment of the environment for those working in it, and follow through its outcome.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- establish and maintain a safe environment where all children feel secure and can develop independence;
- employ practices that promote children’s health, safety and physical, mental and emotional well-being;
- lead and support colleagues to establish a safe environment for all children and employ practices that promote children’s health, safety and physical, mental and emotional well-being.

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## **S20** Recognise when a child is in danger or at risk of harm and know how to act to protect them

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### **Amplification**

This Standard defines how EYPs act in order to safeguard and promote children's welfare. Specifically, they are able to apply local policies, procedures and protocols for safeguarding children: they recognise the signs and symptoms of actual or potential harm in children and when they are in danger; and they know how and when to act to safeguard them, including liaising with and referring matters to professionals working in health and children's social care.

EYPs develop or contribute to the setting's anti-bullying policy, and combat bullying behaviour and support children who are being bullied. This includes being aware of appropriate methods and techniques to resolve behavioural difficulties, as described in Standard 17.

EYPs share their knowledge with colleagues about what constitutes danger or the risk of harm for children and local safeguarding arrangements so that they understand their individual responsibility.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- can act decisively in order to protect children who are in danger or at risk of harm;
- ensure that colleagues are sufficiently knowledgeable about local policies and procedures for safeguarding children, and know how to apply them at an appropriate level;
- lead and provide support to colleagues in specific situations.



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## S21 Assess, record and report on progress in children's development and learning and use this as a basis for differentiating provision

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### Amplification

This Standard highlights how the on-going assessment of children's progress is an integral part of the process of ensuring that they learn and develop.

In the EYFS, the key aspects of assessment are:

- first, making systematic observations and assessments of each child's achievement, interests and learning styles;
- second, using these observations and assessments to identify learning priorities and to plan relevant and motivating learning experiences for each child;
- third, matching observation to the expectations of the Early Learning Goals.

These three aspects are the basis for making differentiated and personalised provision. EYPs regularly review each child's progress and make adjustments to practice and provision in order to provide individualised support to their learning and development. They identify children who have additional needs and who might benefit from further assessment so that practitioners can better support their learning and development. They understand the Common Assessment Framework (CAF) and how to make a contribution to it; they understand how CAF core data can help professionals from all agencies work together to identify and address factors from outside the setting that may be affecting a child's learning and development.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- understand and can implement procedures and systems to assess, record and report on progress in children's learning and development;
- use the information from assessment as a basis for differentiating provision for individual children;
- can identify children who may have additional needs, and are familiar with the CAF as a means of identifying and addressing external factors that may be affecting a child's capacity to learn and develop;
- lead and support colleagues to record children's progress in learning and development, and differentiate provision accordingly.

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## **S22** Give constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next and, when appropriate, encourage children to think about, evaluate and improve on their own performance

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### **Amplification**

This Standard identifies the relationship between constructive feedback to young children and progress in their learning and development. Children of all ages gain independence and self-esteem by developing the confidence to take control of their actions. They are likely to make more progress if they are given immediate, constructive and sensitive feedback that identifies what they have or have not understood or achieved, and that helps them to overcome difficulties and to think about what they need to do next.

Some young children may begin to evaluate their own progress and think about what and how they might improve. In this circumstance, EYPs support children when they:

- provide specific opportunities for children to be responsible for their choices;
- ask open questions that encourage children to reflect on their performance;
- create a culture that values both achievement and perseverance in the face of an initial lack of success.

EYPs understand the importance of non-verbal positive reinforcement, such as by a smile or clapping hands. They are able to integrate their skills in monitoring and assessing children's progress into their everyday practice. They recognise when children are:

- doing well and will benefit from specific feedback such as through open questions that prompt further insights;
- encountering difficulties leading to frustration, and require more direct intervention to help them to see what they have achieved and what they might do next.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- give constructive and sensitive feedback to help children to understand what they have achieved and think about what they need to do next;
- create an environment that enables children to think about, evaluate and improve on their performance;
- lead and support colleagues to develop and extend the ways that they encourage children to celebrate their successes, and to persevere when they are less successful.

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## **S23** Identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist support

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### **Amplification**

This Standard concerns the importance of identifying and supporting children who have been affected by changes or difficulties in their personal circumstances. Key events include: bereavement, adverse financial circumstances, divorce and family break-up, as well as difficulties experienced by parents, such as physical or mental health problems or substance misuse.

Children experiencing changes or difficulties in their personal circumstances are likely to feel insecure and this will be reflected in their progress and behaviour. They may regress to an earlier stage of development for a period of time and demand a greater level of attention and comfort. They may misbehave and make little or no progress for a time.

EYPs make allowances for the circumstances and adapt their response to try to lessen children's distress, and to help them to feel more secure. They are alert to children's expression of anxiety or distress in whatever way it is manifested. Whilst curbing unacceptable behaviour and keeping children safe, at the same time they provide constant reassurance and additional nurturing. They listen to children and encourage them to express their feelings and frustrations: for example, through the medium of stories and puppets.

EYPs understand the limits of their role in providing care and support and can identify when, where and how to refer to colleagues for specialist support.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- identify and support children whose well-being, learning or development are affected by changes or difficulties in their personal circumstances;
- know the limits of their role and recognise when and how to refer children to colleagues for specialist support;
- lead and support colleagues to understand the difficulties that children may experience and the types of specialist support that can be offered.

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## S24 Be accountable for the delivery of high quality provision

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### Amplification

This Standard underpins the principle that young children have the right to high quality provision. EYPs understand that the quality of care and education that young children experience has a significant effect on their progress and development. They are accountable for the delivery of high quality provision within their scope of operation, and their accountability is first and foremost to the children and their parents. EYPs may also be accountable to managers, boards of governors and proprietors through a process of performance review.

The five outcomes central to Every Child Matters and the principles of the Statutory Framework for the Early Years Foundation Stage underpin this accountability. They provide a structure for high quality provision that promotes children's well-being and supports them in learning and developing confidently.

Comments, both commendations and complaints, from those with an interest in the setting, including parents, and reports from external agencies such as Ofsted provide information on the standards of provision and inform development plans. EYPs use such feedback to reflect on their practice and take action to improve the quality of provision.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- are accountable in their setting for the delivery of high quality provision;
- recognise that their personal accountability is first and foremost to children and their parents;
- support colleagues in their professional development in order to provide, develop and maintain high quality provision.



## Relationships with children

This group of Standards (S25-28) highlights the significance of building and maintaining personal relationships in supporting the well-being, learning and development of babies, toddlers and young children.

## Personal practice

EYPs recognise that the development of positive relationships underpins their success in helping children to learn and develop. These relationships are the medium through which they convey their values and attitudes as well as their expectations of children. EYPs have skills in communicating with children of all ages, backgrounds and abilities. They appreciate that good communication is characterised by not only initiating verbal and non-verbal interaction with babies, toddlers and young children but also listening to them. Good communication is the way in which they demonstrate their respect for children as well as providing the opportunity to get to know them and find out how best to support their learning and development.

**How might the Standards in this group translate into practitioners' personal practice?**

### Baby talk

**A member of staff in a nursery finds it difficult to communicate with babies at the pre-verbal stage.**

#### Standards on relationships with children

During routine observation of the babies' room, an EYP noticed that one member of staff was finding it difficult to communicate with the babies. He discussed this with the member of staff, highlighting how it was both possible and necessary to do so. He emphasised the importance of taking proper account of, and responding to, the babies' sounds and actions such as eye contact and body movement (S25, S27). He modelled the use of infant-directed speech, echoing the sounds the baby makes, leaving pauses for the baby to respond and giving praise and encouragement to the baby (S25).

#### Other Standards

The EYP also complimented other staff working in the babies' room when he observed them interacting with babies, allowing the babies to lead the 'proto-conversations'. This started a discussion within the team about the importance of non-verbal communication through the use of facial expression and body language (S15, S33, S34). The EYP was able to remind colleagues about how babies' communication skills were integral to the EYFS (S1), and explain how 'proto-conversations' fitted within patterns of child development (S2).

The EYP was able to help his colleague overcome her awkwardness in communicating with babies and thus improve her practice. He also took the opportunity to ensure that everyone working in the babies' room applied similarly high expectations of what was possible with young children of this age (S7, S38).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise forms of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- give or commission advice to colleagues on approaches for communicating with children with little or no speech or those who have limited familiarity with the English language;
- plan opportunities for colleagues to observe, talk and listen to particular children, then undertake a joint evaluation of the experience;
- model personal skills in listening to and responding positively to children;
- encourage key persons to find out what interests children have at home or in the local community and encourage them to share them with other children, or use them as a starting point for a project;
- lead colleagues to work with children in creating and using picture cards to help them to communicate their needs and preferences;
- liaise with local authority advisers to organise training in managing circle times so as to encourage children's participation.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## **S25** Establish fair, respectful, trusting, supportive and constructive relationships with children

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### **Amplification**

This Standard defines the nature of the relationship EYPs have with young children, recognising that positive relationships help children form secure attachments that are the basis for learning and development. The adjectives in this standard – ‘fair’, ‘respectful’, ‘trusting’, ‘supportive’ and ‘constructive’ – are not to be considered as mutually exclusive but, rather, as overlapping and complementary. The first four represent attributes of relationships, in particular how practitioners treat young children equably and with integrity, whilst a ‘constructive’ relationship implies using the relationship to build positive interactions. Together these attributes constitute positive relationships.

The foundation for positive relationships derives from EYPs’ ability to create specific opportunities to focus on the needs of individual children. EYPs take account of children’s skills, interests and preferences; they notice changes in individual children’s attitudes or behaviour and follow up any concerns. They also recognise that children are part of a family as well as a wider social context, and show their appreciation of children’s diverse backgrounds.

EYPs treat children fairly and with respect and consideration. They apply rules consistently; they endeavour to make children feel safe and secure; and they try to avoid them feeling embarrassed or afraid to take risks, make mistakes and learn from them.

EYPs ensure that all children feel valued. They encourage this by taking an interest in them as individuals, listening carefully to them and taking account of their responses. When appropriate to their age, they may ask open-ended questions to find out what children are thinking and feeling, and they involve them in decisions that concern them.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- behave with integrity in their relationships with children and treat them with fairness and respect;
- form supportive and constructive relationships with children;
- lead and support colleagues in building, developing and maintaining positive relationships with children.

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## S26 Communicate sensitively and effectively with children from birth to the end of the foundation stage

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### Amplification

In the light of developments since the Standards were first published in 2006, the wording of the Standard (that is, “from birth to the end of the foundation stage”) should now be interpreted as “from birth to the end of the Early Years Foundation Stage”.

At the heart of this Standard is EYPs’ awareness that sensitive and effective communication is the basis of forming positive relationships with children that, in turn, foster learning and development, and demonstrate respect. They know that communication is a two-way process.

EYPs allow children to initiate and engage in communication at their own pace, and attract the interest and attention of children, using methods appropriate to their age and developmental stage. This means that they provide space for children to communicate with them, including those who are reticent or lack confidence, those for whom English is not their first language and those who have learning difficulties or disabilities. EYPs also recognise that children sometimes do not wish to communicate, or wish to disengage from communication, and respect those wishes.

EYPs get to know children well, using their knowledge of children’s personal circumstances, interests and preferences and shared experiences as topics of conversation. They use language-based activities and experiences, such as stories, sounds, rhymes, games, gestures, symbols and signs, to communicate effectively with children. They encourage children to communicate in different ways, such as through touch, mark-making, pretend play and painting. They recognise that some children will use an intermediary through which to convey their thoughts and feelings, such as a puppet or imaginary friend. For some children with learning difficulties or disabilities, EYPs may use alternative or augmented methods to support effective communication, and know when and how to seek advice about appropriate methods and equipment.

EYPs communicate with children clearly and effectively, at a level and pace suited to their development and understanding. They use both verbal and non-verbal forms of communication to convey meaning and to demonstrate that effective communication relies upon more than language.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- communicate effectively and sensitively with babies, toddlers and young children;
- use a range of methods, both verbal and non-verbal, to facilitate communication;
- lead and support colleagues to communicate effectively and sensitively with children.

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## S27 Listen to children, pay attention to what they say and value and respect their views

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### Amplification

Standard 26 describes how EYPs communicate with children. This Standard makes clear that children have a right to be listened to and for their responses and views to be taken seriously about matters that affect them. Listening to children is a vital part of establishing positive relationships with them, and it is central to the process of learning and developing. EYPs respect children and believe that children of all ages, backgrounds and abilities are important, unique and worth listening to.

EYPs know that listening to children and paying attention to what they say brings real benefits: it can change their own and their colleagues' understanding of children's priorities, interests, concerns, capabilities and feelings, and help them to match provision to the children's needs. Careful listening enhances children's sense of security, their confidence and self-esteem, as it demonstrates that the listener values them as an individual. It may also reveal situations of serious concern in the child's life of which the setting has been unaware. This includes disclosures of potential or actual harm.

EYPs demonstrate that they take children's views seriously by the attentive manner in which they receive them. They also ensure that they respond to children, so the children can see that their views have been considered, even if it has not been possible to act on their comments or suggestions.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- recognise that children have a right to be listened to and their views valued and respected;
- understand the benefit of listening to what children have to say;
- respond constructively to what children say, and give feedback as appropriate;
- lead and support colleagues in listening to children, paying attention to what they say, and valuing and respecting their views.

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## S28 Demonstrate the positive values, attitudes and behaviour they expect from children

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### Amplification

This Standard relates to EYPs' understanding of the values and attitudes that they should encourage children to develop. EYPs know that children flourish in an environment where they have positive role models and where adults treat children and each other with respect and courtesy. They are able to demonstrate appropriate values, attitudes and behaviour in all aspects of their work with children and adults.

EYPs know that children's efforts to behave well require continual reinforcement and they take every opportunity to praise examples of positive behaviour. They are assertive in challenging unacceptable behaviour and also alert to injustices, ensuring that the children see that these are dealt with promptly and fairly.

Young children will learn positive values and attitudes when adults in the setting provide the model in their behaviour to each other as well as to the children. EYPs show respect towards others in everything they do. They are courteous; they recognise different points of view and aim to resolve difference through discussion and negotiation. They demonstrate a regard for their own and others' property and the environment. They also pay due regard to matters such as punctuality, time management, reliability and confidentiality.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- have a clear view of the values, attitudes and behaviour that they should encourage young children to develop;
- demonstrate positive values, attitudes and behaviour towards the children and adults in the setting, and make clear their expectations of the children;
- lead and support colleagues to behave in a manner that reflects the positive values, attitudes and behaviour that they expect from children.



## **Communicating and working in partnership with families and carers**

The most important influence on children's well-being, learning and development is their home environment. This group of Standards (S29-S32) highlights how crucial it is for EYPs to promote positive relationships with parents. In this Guidance, 'parents' applies to mothers, fathers, legal guardians and the primary carers of looked-after children; but there may also be other significant adults in children's lives and other relatives who care for them.

## Personal practice

EYPs understand the importance of working in partnership with parents in order to enhance children's well-being, learning and development. 'Partnership' implies building and maintaining positive working relationships with parents, thus encouraging the latter to raise and discuss issues concerning their children, and enabling the EYPs themselves to inform parents about, and involve them in, the further development of their children.

How might the Standards in this group translate into practitioners' personal practice?

### The Open Day

**A local community action group has organised an open day. Local childminders agreed to take part by jointly hosting a stand. All the childminders collaborated to provide photographs about their activities and examples of children's work.**

#### Standards on relationships with parents

One of the childminders was an EYP, who recognised that this was an opportunity to prepare for parents a booklet providing information about childminding and what children do whilst in their care. She proposed that the booklet should convey messages about the underlying ethos of the settings and suggest activities that parents might pursue at home and (S29, S31). Being available on the stand and giving out the booklet provided another opportunity to talk to parents. This meant that the EYP could use it to explain how good childminders apply high standards of care and provide activities that stimulate children's learning and development. The EYP was able to encourage parents' involvement in complementing the activities provided by the childminders (S31). The Open Day also provided a chance to disseminate the message about children's learning and development to a wider audience within the local community and led to offers of resources and help with specific activities (S32).

#### Other Standards

The childminders were relieved that the EYP was able to take the lead on planning their collective contribution to the Open Day. The EYP ensured that everyone worked closely together, and this particular event prompted the childminders to continue meeting as a group (S33). During the planning of the Open Day, and their subsequent meetings, the EYP was able to take the lead in evaluating the nature and objectives of their work with children and, in some cases, in identifying immediate and longer-term training needs (S34, S38).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise forms of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- lead discussion with colleagues about developing positive relationships with parents that are open, honest and based on mutual respect;
- coach colleagues in how to summarise information from monitoring and assessment and how to use this information as the basis for discussion with parents;
- shadow colleagues on home visits, or during discussions with parents in the setting, giving feedback in order to consolidate or improve their skills;
- support colleagues in acting as key persons for children, recognising the importance of information provided by parents, and reporting to parents on children's progress;
- demonstrate to colleagues how to conduct meetings with parents;
- model how to conduct interviews with parents on sensitive issues;
- organise outings and events to which parents are invited in order to build and maintain relationships;
- identify, and subsequently advise colleagues on how to use, the knowledge, skills and experiences that parents can offer to children in a setting.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## **S29** Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, well-being and learning

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### **Amplification**

Central to this Standard is an understanding that parents are the foremost and most enduring influence upon children in their formative years. EYPs know that parents play a crucial role in children's well-being, learning and development, thereby leading to positive outcomes during the early years and in the longer term. They are therefore committed to working closely with them on the basis of respect and shared responsibility.

EYPs' recognition of the important role of parents may be reflected in several ways:

- listening to parents with due respect;
- valuing their contributions in identifying their children's strengths and areas for development;
- discussing ways in which parents can help children to learn and develop; and
- involving parents in the experiences of the setting.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- recognise and value the influential and enduring contribution that parents can make to children's well-being, learning and development by working positively in partnership with them;
- work to create and sustain opportunities to involve parents as active partners in their children's well-being, learning and development;
- lead and support colleagues in recognising and making the most of parents' contribution to children's well-being, learning and development.

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## **S30** Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them

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### **Amplification**

This Standard defines how EYPs establish and maintain positive relationships with parents. They do this by using a manner that is likely to promote trust: by being welcoming and approachable; by communicating in an accessible and open style; and by recognising the diversity of family relationships and circumstances.

EYPs show interest and respect by encouraging parents to discuss matters that are important to them, including any domestic difficulties. They handle the information they receive with empathy and sensitivity and make a constructive response. They know how to discuss confidential matters with families in a way that ensures discretion, whilst making clear their responsibilities and the limits to confidentiality.

EYPs do not tolerate aggressive or discriminatory behaviour towards children, colleagues or themselves. They challenge appropriately and can manage difficult situations in a way that does not alienate parents or escalate the situation.

Where parents have communication difficulties, perhaps because of a disability or a lack of fluency in English, EYPs endeavour to make arrangements to facilitate effective communication.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- develop and maintain positive, professional and respectful relationships with parents;
- demonstrate empathy, sensitivity and confidentiality when communicating with parents;
- lead and support colleagues in establishing and maintaining positive and effective relationships and communication with parents.

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## **S31** Work in partnership with families and parents/carers, at home and in the setting, to nurture children, help them develop and to improve outcomes for them

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### **Amplification**

Standard 29 describes the crucial role of parents and Standard 30 sets out how to establish positive relationships with them. This Standard translates these two aspects into establishing a partnership with parents in order to improve outcomes for children.

Young children do best when they experience a coherent approach at home and across all the settings in which they are cared for and educated. The best outcomes for children are likely to be established when practitioners take account of parents' perspectives on their children. They are also likely to be established when they share their aims with parents and encourage them to become involved in their children's learning and development.

EYPs have due regard to children's home circumstances, so that they can take account of their impact on the child's learning and development and, as far as is possible, maintain continuity between home and the setting. EYPs use this intelligence to provide appropriate levels of nurturing for the child and to inform their planning and practice. Discussions with parents provide the basis for establishing the best ways that home and the setting can work together to support children's learning and development and, hence, longer-term outcomes.

EYPs are aware that some parents look to the early years setting as a source of advice and information on child-care issues. EYPs are skilled in listening to the parents' concerns, and sensitive to the ways in which they can advise, motivate and encourage them in working with their children effectively at home. They are pro-active about visiting parents at home in order to develop the relationship, and recognise the importance of reaching out in this way if parents are reluctant attendees at the setting. Recognising the importance of mutual understanding and support, EYPs may encourage links amongst parents.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- take account of each child's home circumstances in order to identify any factors that might affect the child's learning and development;
- establish with parents an effective two-way flow of information to provide continuity in each child's learning experiences and development;
- recognise when parents need support in nurturing their children;
- lead and support colleagues to work in partnership with parents in order to improve outcomes for children.

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**S32** Provide formal and informal opportunities through which information about children’s well-being, development and learning can be shared between the setting and families and parents/carers

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**Amplification**

This Standard indicates how EYPs make their setting a welcoming place that encourages parents to share information about their child’s progress, including any concerns. This means being approachable and creating time and space to listen to parents.

When parents approach a setting about a placement, EYPs sensitively ask for information about the child, and take parents’ preferences into account. Thereafter, they provide regular opportunities to review children’s progress with them in order to plan together how to promote their well-being and support the next steps of learning and development. EYPs provide summary reports about children’s progress and next steps, in particular what they have done well, and encourage parents to contribute to any record. They make arrangements to facilitate the effective exchange of information when families find communication difficult or are not fluent in English.

EYPs recognise that parents can, if encouraged, provide valuable insights into children’s attributes, interests and experience, and can suggest opportunities for stimulating children’s well-being, learning and development in the local community.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- establish a welcoming atmosphere so that parents feel able to exchange information about their child’s well-being, learning and development;
- have arrangements in place to report to, and discuss with, parents their children’s well-being and progress, and to share what they have done well;
- lead and support colleagues in exchanging information with parents on the well-being, learning and development of children in their care.



## **Teamwork and collaboration**

This group of Standards (S33-S36) deals explicitly with the principal aspects of professional leadership and support: teamwork and collaboration. These Standards do not relate to personal practice with young children, which practice is covered by all the other Standards; nor do they relate to managerial responsibilities, which fall outside the remit of the Standards for EYPS. They relate to EYPs' personal practice with colleagues, through which they provide leadership and support.

## Personal practice

EYPs are able to create and maintain a culture of collaborative and co-operative working with colleagues in their own setting and/or with fellow professionals. On the one hand, this means that they take the lead in assisting fellow professionals to understand their role in helping children learn and develop, and in shaping and implementing policies and practice. On the other hand, it means that they contribute effectively to multi-professional teamwork.

**How might the Standards in this group translate into practitioners' work with their colleagues?**

### Collective solutions to individual problems

**In the nursery, there is a child with moderate learning difficulties, some of whose behaviour is proving disruptive for the team in his room. For example, he often fills a cup with water from the water-play trough and throws it in any direction, including in the vicinity of electrical sockets, to the consternation of the staff.**

#### Standards on teamwork and collaboration

The EYP in this nursery will often do some research on the Internet to build up a preliminary picture of a child's condition, or consult the relevant local authority officer for clarification (**S36**). He has been working on improving links with other professionals: those working with children for whom English is an additional language, the speech and language therapist, the educational psychologist, and specialists in children's social care.

In this case, he invited the educational psychologist to come to observe the child. The psychologist agreed and, following the observation, pointed out that the staff's reactions might feed the child's need for attention. She advised the EYP to work with the key person and other staff to ensure that someone was always monitoring the child, and close enough to praise him on his achievements and to try to curtail any potential crises before they arose. At intervals over the next three months, the psychologist either telephoned or called in to discuss how the child and the team were progressing (**S36**).

Following the educational psychologist's first visit, the EYP ensured that team planning meetings included regular reviews on how the team was dealing with the child and on the progress the child was making. The practitioners noted that everyone else had found the child challenging (**S33, S34**). The EYP took the opportunity, as a result of this case, to review the nursery's guidelines on dealing with children with additional needs (**S35**).

#### Other Standards

The EYP used the team's planning meetings to agree the next steps and targets for the child (**S13, S17**). He reinforced the importance of continuing observation to monitor progress and was able to move colleagues' perspective from one of 'what the child can't do' and 'what the child can't be allowed to do' to one of 'what we can do' to maintain his well-being and enable him to progress (**S7, S13**).

Together with the key person, the EYP also visited the child at home, and picked up valuable information from the parents about how he behaves at home, what he is interested in, and how the parents respond to his outbursts. This led to more regular, informal contacts between the parents and nursery. The EYP also invited the parents to join colleagues in the team for more formal monthly reviews of progress (**S31, S32**).

As a result of this case, the EYP was able to identify what was needed for the continuing professional development of his team, and to organise some training (**S38**).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise forms of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- arrange and/or chair planning meetings;
- lead a meeting in a group of nurseries or in a network of childminders;
- initiate and support peer observation and mentoring;
- arrange reciprocal mentoring with a colleague in another setting;
- initiate joint activities with individual colleagues with a view to modelling good practice;
- review existing policies, and formulate and implement new policies;
- lead discussions, or facilitate training sessions or workshops, on aspects of current practice, on new developments and on approaches to innovation;
- take formal and informal opportunities to network with other key professionals within and outside the setting;
- invite other professionals to attend a lunch or twilight discussion that could develop into an e-mail network.

**IMAGE REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES**



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## S33 Establish and sustain a culture of collaborative and co-operative working between colleagues

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### Amplification

This Standard describes how EYPs work collaboratively and co-operatively with colleagues to enhance children's well-being, learning and development.

Partnership with colleagues serves several purposes:

- to work towards a shared sense of purpose and shared values;
- to resolve daily matters, including concerns or disagreements, in an open and honest manner;
- to discuss children, their well-being, learning and development, and ways in which their experiences could be enhanced;
- to plan, deliver, evaluate and improve practice and provision with the involvement of colleagues; and
- to draw upon the knowledge and skills of colleagues and encourage them to share expertise.

One of EYPs' important tasks is to identify, on the one hand, colleagues' collective talents, interests and skills and, on the other, how these might be fully utilised to bring about more effective ways of working together for the benefit of children. For example, they may notice that a colleague has a talent and interest in something that could make a significant difference to children's experience.

Collaboration and co-operation come in different forms, for example:

- running workshops and meetings with colleagues in their setting;
- contributing to workshops and meetings with equivalent practitioners at which they may take turns in leading discussion and workshops on ways of improving provision and practice;
- consulting colleagues, who work directly to them or under their supervision, on future plans;
- working alongside a colleague to determine the most appropriate style of care for a particular child;
- resolving areas of potential or actual conflict, or discriminatory practice.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- work collaboratively and co-operatively with colleagues to enhance children's well-being, learning and development;
- work in partnership with colleagues to plan, deliver, evaluate and improve practice and provision;
- draw on the knowledge and skills of colleagues and encourage them to share their expertise.

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## **S34** Ensure that colleagues working with them understand their role and are involved appropriately in helping children to meet planned objectives

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### **Amplification**

This Standard deals with EYPs' ability to ensure that their colleagues understand their role in implementing the EYFS and how they are going to contribute to improved outcomes for children. This includes skills in communicating effectively with colleagues, and inspiring and motivating them to achieve a high standard of practice. In many settings, this involves joint planning with colleagues, making sure that they are well briefed for the tasks they are to undertake, and involved in the review and evaluation of practice.

EYPs make sure that those working under their supervision or guidance are clear about the rationale and objectives for any activity in which they are involved and their role in it, what interventions and observations they should make, and what and to whom they should report back after the activity. They may spend time working alongside colleagues with children who require additional support; they may also demonstrate different observational techniques and then lead discussion on the merits of each.

Childminders or others working on their own may support new or less experienced colleagues in exploring aspects of their role and how to approach specific tasks; for example, engaging a parent who resists any involvement in settling the child into the placement, or discussing their progress. They might make an arrangement for such a colleague to shadow another or, by agreement, they might spend time in the new minder's setting in order to provide direct assistance in undertaking specific tasks.

EYPs make a positive contribution to the quality and effectiveness of colleagues' practice by seeking their colleagues' views about the effectiveness of the provision, giving them constructive feedback and by helping them to decide on and implement improvements.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- ensure that colleagues have a clear understanding of their overall role in the setting;
- ensure that colleagues understand the planned objectives for each activity and their role in achieving them;
- lead and support colleagues in the review and evaluation of practice.

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## **S35** Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation

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### **Amplification**

In this Standard, 'policies and practices' relate not to the management of settings but to everything that concerns the well-being, learning and development of children. The setting's policies and procedures provide the framework for its approach to children and set the tone for how adults behave to one another and the children. They incorporate a wide spectrum of activities aimed at implementing the EYFS and achieving the five ECM outcomes, and include:

- the assessment of children's progress;
- equality and inclusion;
- health and safety;
- child protection and safeguarding;
- relationships with children and their parents.

EYPs are familiar with the current policies and practices of the setting and put them into practice in their own work with children. Their considerable knowledge and understanding provide a firm basis for understanding the rationale of existing policies and practices. At the same time, they can make a real difference by, for example:

- reviewing existing policies;
- identifying gaps in policy and practice;
- monitoring data to assess the effectiveness of policies on children's learning and development;
- advising on current policy and practice;
- formulating and implementing new policies; and
- contributing ideas and evidence to inform collective policy making and review.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- influence and shape the policies and practices of the setting on the basis of an analysis of current effectiveness and knowledge of best practice;
- lead colleagues in a collective process of continuous review of existing policy and practice, and the formulation and implementation of new policies.

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## **S36** Contribute to the work of a multi-professional team and, where appropriate, co-ordinate and implement agreed programmes and interventions on a day-to-day basis

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### **Amplification**

This Standard concerns how EYPs' pro-active work with other early years providers and professionals helps to ensure that integrated support is provided for children and, hence, the best learning and development opportunities for them. EYPs respond positively to approaches from other key professionals working with the children in their care, or proactively seek help from them. These other key professionals might operate within or outside EYPs' settings, and could include those working in health, social care, education and family support.

EYPs carefully judge when they can appropriately provide support for children and families themselves, and when they might operate more effectively in partnership with others. They are familiar with the scope, remit and working practices of other agencies and services and are thus able to work effectively alongside them. They use the correct protocols and procedures for sharing information, both formally and informally, and know how and when to make a referral in order to initiate involvement. This includes the skills and confidence to contribute to the Common Assessment Framework, and requires the provision of succinct, timely and evidence-based information provided with the full knowledge of parents.

If there is a multi-disciplinary team involved with a child in the setting, EYPs understand the extent, including the limits, of their role, and the expectations they should have of colleagues. They understand how they should liaise with other professionals, in both routine and emergency situations, and how they contribute to the review meetings that will normally include the parents.

The sort of activities involved here include:

- attending multi-agency conferences or local inter-disciplinary networks in order to build up their relationships with other professionals and increase their own understanding and confidence;
- attendance, with everyone's agreement, at therapists' sessions with children;
- extending invitations to therapists to share their experience with colleagues;
- undertaking research about particular conditions and how to deal with them.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- are able to work in partnership with other early years providers and professionals, and co-ordinate and implement agreed programmes and interventions;
- can share information and communicate effectively with other professionals;
- ensure that colleagues understand their role as part of a multi-professional team and can make an appropriate contribution.



# Personal professional development

This group of Standards (S37-S39) relates to EYPs' own professional development and highlights the extent to which they are reflective practitioners.

## Personal practice

The first Standard (S37) defines ways in which EYPs maintain and extend their competence in literacy, numeracy and information and communication technology (ICT) in order to support children's learning and development across all areas of learning, and to facilitate wider professional activities.

The remaining two Standards (S38, S39) describe the high expectations of EYPs in reflecting on their own and colleagues' practice, in identifying appropriate opportunities for innovation and improvement, and in leading and supporting colleagues in reflecting on their own practice and in adopting a positive stance towards innovation and change.

**How might the Standards in this group translate into practitioners' personal practice?**

### Advancing numeracy

An EYP is a childminder who tries, where possible prior to entry, to ascertain from parents what their children know and can do. She does this at a meeting and/or by sending the parents a proforma to complete. She also completes an initial assessment by observing the child's interaction with their peers, their contribution during group and circle time activities, and their use of the resources during free play. However, quite unexpectedly one day, she noted that one child was very confident in counting the number of children within the group, could differentiate 'more' or 'less', and was frequently using numeracy skills during play at a level well above the others of her age.

### Standards on professional development

The EYP reviewed her provision for numeracy and made some adjustments to activities and resources to try to meet the needs of this able child. Although well experienced and confident in her skills in literacy and ICT, the EYP was not so confident that she was on the right lines with numeracy for this particular child. However, she felt more informed and reassured after a helpful discussion with an officer from the local authority Early Years Team who recommended another valuable contact, from the university, who was a fund of ideas about published materials (**S37, S38**).

The EYP was keen to share her newly-acquired information – about resources for numeracy and about challenging more able children – with her colleagues in the childminding network, and therefore put it on the agenda for their next meeting (S37).

### Other Standards

The EYP had a firm grasp of the nature and importance of problem solving, reasoning and numeracy in the EYFS (**S1**). The EYP's personal initiative, in locating sources of expert help, resulted in an extended range of tasks and resources for numeracy for more able children. She was also able to obtain and use some excellent, stimulating ICT programs, which have inspired the child who is now constantly seeking even more challenge (**S12**). Overall, the EYP has succeeded in differentiating provision more effectively (**S13**).

The sessions with the network of childminders have reflected the EYP's commitment to working with others, even though day-to-day she normally works very much in isolation from fellow practitioners (**S33**).

## Leading and supporting others

EYPs are catalysts for change and innovation: they are key to raising the quality of early years provision and they exercise leadership in making a positive difference to children's well-being, learning and development.

The precise form of leadership and support will vary from setting to setting, and in the light of local circumstances. EYPs might:

- lead team or network meetings to review aspects of provision and practice, or to disseminate national or local initiatives that could result in benefits and improvements;
- work together with individual colleagues in order to identify strengths and areas for development in colleagues' practice;
- video a session with a child or group of children undertaken by themselves and/or colleagues and arrange a general discussion with a view to analysing and learning from the practice;
- arrange to observe a session between a child and another professional (for example, speech therapist), then organise a session in the setting in order to share the learning in respect of the specific child and the wider implications for interacting with all children;
- invite a professional from another discipline to lead a session on a specific topic that is currently relevant, such as an aspect of behaviour management, in order to enhance learning for a number of colleagues;
- arrange visits for themselves and colleagues to other settings and ensure that the learning is discussed for the benefit of a wider audience;
- prepare briefing papers on current research developments;
- invite speakers to share, with colleagues in the setting or in a network, experiences in introducing innovations;
- supervise, mentor and assess students on placements in their settings.

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## **S37** Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities

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### **Amplification**

This Standard relates to EYPs' development and use of their knowledge, understanding and skills in literacy, numeracy and ICT, all of which enable them to support both children's learning and development and their own wider professional activities. They know how to exploit their skills to contribute to all six areas of learning and development in the EYFS. At the heart of the work of an EYP is the development of children's language and social skills as well as their grasp of problem solving, reasoning and numeracy in real life contexts. The EYPs' skill is in making professional judgements on what is suitable for each child, based on their broader knowledge of approaches, their observations and assessments.

EYPs are particularly sensitive to the central importance of communication for young children's well-being, learning and development. As a consequence, they ensure that they keep up-to-date with approaches to, and good practice in, developing young children's use of spoken and written language. They ensure too that they are familiar with current professional debates about approaches to developing children's early reading; they ensure that they are in a position to select and provide creative and challenging activities in early reading, speaking and writing that are matched to the needs of individual children. They know how to take account of children who have learning difficulties or disabilities or those for whom English is not their first language, and make provision accordingly, including seeking additional expert support as appropriate.

EYPs ensure that have a clear understanding of the ways in which children develop their understanding of pattern, number and counting, sorting and matching, shape, size and measures. They take opportunities to reinforce this development through the appropriate use of resources and experiences, including the use of the outdoor environment.

EYPs are aware of the pervasiveness of ICT in everyday life and want to enhance the children's opportunities to become familiar with its use. In this context, ICT includes personal computers and software, but also toys that can be programmed, whiteboards, digital cameras, and video-recorders. They use their knowledge or seek advice on how to exploit technology to support all children, including those with additional needs, in all areas of learning.

'Wider professional activities' refers principally to other activities that EYPs undertake within settings, although the term can include external activities (such as leading in-service training, or providing workshops for colleagues) that feed directly back to practice in the setting. Within a setting, it covers activities such as keeping records of meetings, writing reports and letters, and maintaining records and overviews of children's progress, all of which may be in electronic, numerical and/or textual form.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- develop their skills in literacy, numeracy and ICT to support their work with children and wider professional activities;
- lead and support colleagues in developing and applying their skills in literacy, numeracy and ICT.

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## **S38** Reflect on and evaluate the impact of practice, modifying approaches where necessary, and take responsibility for identifying and meeting their professional development needs

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### **Amplification**

This Standard relates to EYPs' commitment to reflecting on, and evaluating the impact of, their own practice on children's learning and development, and encouraging colleagues likewise to reflect and evaluate their practice. This commitment is evident in how EYPs think about their own and others' practice and in the steps they take to modify their approach, as necessary.

EYPs create the time in which to think about what they are doing and, either individually or with colleagues, assess their performance. They identify areas for extending their knowledge or familiarity with practical applications, and take steps to remedy them. This includes personal study of current research and other sources of effective practice, and/or participation in professional development events. It may involve observing the practice of colleagues in their own or other settings in order to be able to make comparisons and gain new ideas, or arranging shadowing or mentoring opportunities.

EYPs actively seek out information about new developments and approaches in order to compare their own practice against it. As such, they make links with others in their field, including other EYPs, in order to open up opportunities, including e-learning, for acquiring new knowledge and insights.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- reflect upon and evaluate the effectiveness of their practice;
- modify and adapt their approach where necessary;
- draw on research outcomes and other sources of effective practice as a way of informing and improving their own and colleagues' practice;
- identify their own need for additional professional development and support colleagues to do likewise;
- know how to gain access to sources of continuing professional development and support for themselves and, where appropriate, their colleagues.

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## **S39** Take a creative and constructively critical approach towards innovation, and adapt practice if benefits and improvements are identified

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### **Amplification**

This Standard concerns the continual review and improvement of practice and provision in order to achieve the best possible outcomes for children. This includes looking at new ideas and developments in a creative and critical manner, and being prepared to adapt practice if it can be shown that they will be of benefit. It also includes a preparedness to risk something new on the basis of careful assessment.

As part of their role, EYPs consider ways of improving current practices and systems; they also explore new products and ways of doing things. However, they do not assume that new is always better; rather, they assess the implications and potential benefits for their setting and think carefully about how they can achieve lasting change. They are aware that change creates uncertainty and sometimes hostility, so they manage any change sensitively with the full involvement of colleagues. They also know that small and incremental changes and modifications of practice can lead to marked improvements in the provision.

EYPs are open to innovative suggestions from others and encourage colleagues to put forward their ideas. They are prepared to try out new arrangements and monitor and evaluate the effect. They are also ready to accept when a new idea has not brought improvement and know how to modify an initial approach. At all times, they work in a creative and constructive manner to use what works best in their setting in the interests of improving outcomes for children.

Specific examples of personal practice and leading and supporting others are given in the introduction to this group of Standards.

Assessors will judge whether candidates for EYPS:

- work continually to review, evaluate and improve practice and provision in order to achieve the best possible outcomes for children;
- consider innovations in a constructive manner, and adapt practice if benefits and improvements are anticipated;
- are open to innovative suggestions from others, and encourage colleagues to put forward their ideas and adapt their practice.



Assessment for EYPS	A common process, undertaken by all candidates for Early Years Professional Status, through which they demonstrate that they meet the Standards. The process includes the submission of written evidence and a visit to a setting in which the candidate works with children.
Babies	In this Guidance, 'babies' refer to children aged between 0-20 months.
Child Children	In this Guidance, this term refers to babies, toddlers and young children, whose ages fall between birth and the end of the Early Years Foundation Stage. The Childcare Act 2006 defines a child as being a 'young child' until the end of August following his/her fifth birthday.
Colleagues	Fellow practitioners with whom the EYP works. It includes: full-time and part-time staff, and volunteers, working in the same setting; practitioners working in other settings; and other professionals providing specialist complementary services for children aged 0-5 years.
Common Assessment Framework (CAF)	The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. It is designed for use by practitioners in children's services in order to promote more effective, earlier identification of children's additional needs. It provides a simple process for a holistic assessment of a child's needs and strengths, taking account of the role of parents, carers and environmental factors on their development. The CAF will also help to improve integrated working by promoting co-ordinated service provision.
Early Learning Goals	The Early Learning Goals (ELGs) specify the knowledge, skills and understanding that young children should have acquired by the end of the academic year in which they reach the age of five. The ELGs are assessed when children are five years old. Children's performance against the ELGs will be recorded on the EYFS Profile, which is completed during the Reception year in primary school.
Early Years provision	The range of Ofsted-registered settings that provide care and education for young children.
ECM	Every Child Matters (HMSO Green Paper Cm 5860, 2003). The government's non-statutory policy framework for children and young people, based on children and young people's definition of what matters most to them. It stipulates five outcomes: being healthy; staying safe; enjoying and achieving; making a positive contribution; and economic well-being.
EYFS	The Early Years Foundation Stage is a mandatory framework for all schools and early years providers in Ofsted-registered settings attended by young children. It applies from September 2008. It replaces the National Standards for Under 8s Daycare and Childminding, Curriculum Guidance for the Foundation Stage, and Birth to Three Matters.

EYP	A graduate-level practitioner, working with 0-5 year-olds, who has achieved Early Years Professional Status. Government, responding to the national consultation on the future of the children's workforce, introduced the new role of Early Years Professional to improve the quality of children's early years experience. EYPs work in a range of settings in the private, voluntary, independent and maintained sectors.
EYPS	Early Years Professional Status: this means that a graduate-level practitioner has undertaken preparation and/or training and successfully provided evidence that s/he has met all the 39 professional Standards.
Home learning environment	The EPPE project (The Effective Provision of Pre-School Education) investigated the effects of pre-school education for three and four year-olds. Its findings highlighted the importance of the quality of the home learning environment in promoting children's intellectual and social development: this is reflected in the EYPS Standards and Guidance. Although overlapping, the term 'learning environment' is not used explicitly in the EYPS Standards and Guidance: the latter use the complementary vocabulary of the 'well-being, learning and development' of babies, toddlers and young children.
Key person	The named member of staff assigned to an individual child to support their development and act as the key point of contact with that child's parents.
Learning difficulty or disability	A broad term that encompasses any child who requires some additional support in order to make progress in her or his learning and development.
Manager	A manager or supervisor who manages early years provision in a setting. An EYP may also act as manager, but a practitioner may act as an EYP without having managerial responsibilities.
Parent(s)	Mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them. The term incorporates no assumptions about the type of family structure: it includes single- and dual-parent families, foster carers and all those responsible for looked-after children. It includes any individual who has parental responsibility or has care of a child.
Practitioner	Any adult who works with children in an Early Years setting. In this Guidance, the term excludes school students on work experience placements.
Statement of special educational needs	Such a statement sets out all a child's special needs and the provision required to meet them. The local authority has a duty to arrange the special educational provision specified in part 3 of the statement, which part is legally binding. In addition, the statement may set out non-educational needs and the provision that is needed to meet them.

Setting	Any out-of-home provider of early years provision for children from birth to five. 'Out-of-home' means away from the child's home. 'Settings' include child minders, local authority nurseries, nursery or early years centres, children's centres, playgroups, pre-schools or schools in the independent, private or voluntary sector and maintained schools.
Sure Start Children's Centres	Sure Start Children's Centres provide integrated services for children under the age of five and their families. These services include education, care, family support, health services and support with employment. Children's centres facilitate access to help from multi-disciplinary teams of professionals.
Toddler	In this Guidance, the term 'toddlers' refers to children aged between 16 and 36 months.
Young children	In this Guidance, the term 'young children' refers to children aged between 36 and 60 months.

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**Candidates for EYPS must demonstrate through their practice that they meet all the following Standards.**

### **Knowledge and understanding**

**Candidates for Early Years Professional Status must demonstrate through their practice that a secure knowledge and understanding of the following underpins their own practice and informs their leadership of others.**

- S01 The principles and content of the Early Years Foundation Stage and how to put them in to practice
- S02 The individual and diverse ways in which children develop and learn from birth to the end of the foundation stage and thereafter
- S03 How children's well-being, development, learning and behaviour can be affected by a range of influences and transitions from inside and outside the setting
- S04 The main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications for early years settings
- S05 The current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children and their implications for early years settings
- S06 The contribution that other professionals within the setting and beyond can make to children's physical and emotional well-being, development and learning

### **Effective practice**

**Candidates for Early Years Professional Status must demonstrate through their practice that they meet all the following Standards and that they can lead and support others to:**

- S07 Have high expectations of all children and commitment to ensuring that they can achieve their full potential
- S08 Establish and sustain a safe, welcoming, purposeful, stimulating and encouraging environment where children feel confident and secure and are able to develop and learn
- S09 Provide balanced and flexible daily and weekly routines that meet children's needs and enable them to develop and learn
- S10 Use close, informed observation and other strategies to monitor children's activity, development and progress systematically and carefully, and use this information to inform, plan and improve practice and provision
- S11 Plan and provide safe and appropriate child-led and adult initiated experiences, activities and play opportunities in indoor, outdoor and in out-of-setting contexts, which enable children to develop and learn
- S12 Select, prepare and use a range of resources suitable for children's ages, interests and abilities, taking account of diversity and promoting equality and inclusion

- S13 Make effective personalised provision for the children they work with
- S14 Respond appropriately to children, informed by how children develop and learn and a clear understanding of possible next steps in their development and learning.
- S15 Support the development of children's language and communication skills
- S16 Engage in sustained shared thinking with children
- S17 Promote positive behaviour, self-control and independence through using effective behaviour management strategies and developing children's social, emotional and behavioural skills
- S18 Promote children's rights, equality, inclusion and anti-discriminatory practice in all aspects of their practice
- S19 Establish a safe environment and employ practices that promote children's health, safety and physical, mental and emotional well-being
- S20 Recognise when a child is in danger or at risk of harm and know how to act to protect them
- S21 Assess, record and report on progress in children's development and learning and use this as a basis for differentiating provision
- S22 Give constructive and sensitive feedback to help children understand what they have achieved and think about what they need to do next and, when appropriate, encourage children to think about, evaluate and improve on their own performance
- S23 Identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist support
- S24 Be accountable for the delivery of high quality provision

### **Relationships with children**

**Candidates for Early Years Professional Status must demonstrate through their practice that they meet all the following Standards and that they can lead and support others to:**

- S25 Establish fair, respectful, trusting, supportive and constructive relationships with children
- S26 Communicate sensitively and effectively with children from birth to the end of the foundation stage
- S27 Listen to children, pay attention to what they say and value and respect their views
- S28 Demonstrate the positive values, attitudes and behaviour they expect from children

## **Communicating and working in partnership with families and carers**

**Candidates for Early Years Professional Status must demonstrate through their practice that they meet all the following Standards and that they can lead and support others to:**

- S29 Recognise and respect the influential and enduring contribution that families and parents/carers can make to children's development, well-being and learning
- S30 Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them
- S31 Work in partnership with families and parents/carers, at home and in the setting, to nurture children, to help them develop and to improve outcomes for them
- S32 Provide formal and informal opportunities through which information about children's well-being, development and learning can be shared between the setting and families and parents/carers

## **Teamwork and collaboration**

**Candidates for Early Years Professional Status must demonstrate that they:**

- S33 Establish and sustain a culture of collaborative and cooperative working between colleagues
- S34 Ensure that colleagues working with them understand their role and are involved appropriately in helping children to meet planned objectives
- S35 Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation
- S36 Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

## **Professional development**

**Candidates for Early Years Professional Status must demonstrate through their practice that they meet all the following Standards and that they can lead and support others to:**

- S37 Develop and use skills in literacy, numeracy and information and communication technology to support their work with children and wider professional activities
- S38 Reflect on and evaluate the impact of practice, modifying approaches where necessary, and take responsibility for identifying and meeting their professional development needs
- S39 Take a creative and constructively critical approach towards innovation, and adapt practice if benefits and improvements are identified

