



Department  
for Education

# **Strengthening level 2 qualifications for the early education and childcare workforce**

**Government consultation response for  
the level 2 early years criteria**

**July 2018**

# Contents

Introduction	3
Consultation Process	5
Summary of online responses received	6
Government response	11
Next steps	14
Annex A: Online consultation respondents	15
Annex B: Employer meetings providing consultation feedback	18
Annex C: Expert Reference Group members	19
Annex D: Early years criteria comparisons – Pre and post consultation	20

## Introduction

1. On 3 March 2017, the Department for Education (DfE) published the [early years workforce strategy](#) that included our intention to work with the sector and awarding organisations to develop criteria for the content of level 2 childcare qualifications.
2. The criteria will set the minimum requirements for knowledge, understanding and skills that individuals must demonstrate to achieve a level 2 early years qualification. They will be used by awarding organisations to develop new qualifications for delivery from September 2019. The criteria will enable early years workers and employers to recognise suitable level 2 training and qualifications more easily.
3. High quality early education and childcare can have a powerful impact on young children. The evidence is clear that a good start in the early years can have a positive effect on children's development, preparing them for school and later life.
4. Following the introduction of early years teachers (graduate/level 6) and early years educators (level 3) in 2013 and 2014, the development of criteria for level 2 qualifications will support early years providers to ensure that those they employ to work with babies and young children are equipped with the necessary skills and knowledge to keep children safe and support their development. The resulting qualifications will also support staff development and progression to level 3 and beyond.
5. The statutory framework for the [early years foundation stage](#) (EYFS) sets out the requirements for staff: child ratios in early years settings and for childminders delivering the early years foundation stage, and the qualification levels practitioners must hold. It is the role of the DfE to define the level 2, 'full and relevant', qualifications that practitioners must hold to be included in the EYFS staff: child ratios. We do this by setting the criteria that underpin qualifications developed by awarding organisations.
6. The DfE held a 12 week online consultation to seek views on the proposed level 2 early years criteria and their suitability for qualifications in early education and childcare. The consultation closed on 28 February 2018 and received one hundred and sixty four responses.
7. The consultation questions requested yes/no/not sure answers, as well as free text, allowing respondents to express views on the proposed criteria.
8. Free text responses have been grouped during analysis and we have reported on responses stated by 3 or more respondents.
9. The consultation adheres to the Consultation Principles issued by the Cabinet Office in January 2016.

10. The breakdown of the online respondents is as follows:

Type of Respondent	Number of Responses
Training provider (further education)	37
Early years setting (nursery manager)	18
Local authority	17
Nursery or other pre-school provider	16
Further education tutor/teacher	15
Early years setting (nursery owner)	13
Other <sup>1</sup>	12
Childminder	10
Early years or sector organisation/association	7
Teacher (early years teacher status/early years professional status)	4
Higher education lecturer	4
Training provider (higher education)	3
Teacher (qualified teacher status)	3
Parent/carers	2
Early years/nursery worker	2
Awarding organisation	1
<b>Totals<sup>2</sup></b>	<b>164</b>

11. To ensure a wider reach, meetings were also held with employer groups who completed the same consultation questions. (Annex B)

---

<sup>1</sup> Other: Early Years Setting manager and training provider further education/Training provider work based learning/Quality Consultant to a Training Provider/Childcare Services Manager NHS/Perinatal Mental Health Lead Nursery Nurse/Trainee teacher in Early Years/Parenting Pathways Project Manager/Early Years Teacher working as a Registered Childminder/Early Years Service/Training Advisor for CCLD work based learning/Training Provider (Apprenticeships)/The All-Party Parliamentary Group for Assistive Technology

<sup>2</sup> Includes responses from membership organisations and sector bodies on behalf of their members/sector.

## Consultation Process

12. An expert reference group (ERG) was established to provide advice, guidance and challenge to the DfE. Membership included employer, practitioner, academic, technical, awarding organisation and training provider expertise (Annex C).
13. Meetings were also held with the awarding organisations that will develop qualifications using the new criteria.
14. Development of the level 2 early years criteria was undertaken in three stages:
  - **Stage one** - development of draft criteria for consultation taking into account feedback from the ERG and the statutory framework for the early years foundation stage.
  - **Stage two** – a 12 week online public consultation (undertaken via the DfE website) and meetings with employer/practitioner groups supported by the ERG members to seek views on the draft criteria (see Annex B). The consultation commenced on 7 December 2017 and closed on 28 February 2018. A summary of the responses is provided below.
  - **Stage three** – analysis of the consultation responses and revision of the criteria with ERG support.
15. This document outlines the Government's response to the consultation.

## Summary of online responses received

16. Each of the questions, except the final one, included optional yes/no/not sure responses, plus a free text box. Many of the free text comments received did not relate to the question asked, or were about aspects outside the scope of the criteria (sector pay, training quality or entry requirements, for example). During analysis free text responses were grouped and we have reported on responses given by 3 or more respondents. The majority of free text responses were single suggestions about specific criteria or sections which could not be grouped to show multiple responses. All of the free text comments were fed back to the ERG for consideration during the post-consultation criteria revision process.

### **Question (Q) 1. To what extent do you agree or disagree that the criteria set appropriate expectations for the skills and knowledge an early years assistant must demonstrate to be fully qualified at level 2?**

Options	Number of respondents (n = 164)
Strongly agree	47
Agree	83
Neither agree/disagree	12
Disagree	16
Strongly disagree	5
Not sure	1

17. Seventy-nine per cent (79%) of respondents agreed or strongly agreed that the criteria set appropriate expectations for the skills and knowledge an early years practitioner must demonstrate to be fully qualified at level 2.

18. Of those that disagreed or strongly disagreed (almost 13%), the main concerns expressed were that the criteria set expectations higher than a level 2 job role should require or that the respondent believed that the minimum qualification requirement for early years staff should be level 3. Some respondents stated that the criteria should be clearer that a level 2 practitioner is working under supervision.

**Question (Q) 2. Is there anything missing from the criteria which you feel is vital for an early years assistant (level 2) to demonstrate?**

Options	Number of respondents (n = 164)
Yes	77
No	62
Not sure	25

19. Almost half of respondents (47%) stated that they felt there was something missing from the criteria.

20. The largest number of free text responses stated that ‘Prevent’ and ‘British Values’ should be added to the criteria in the safeguarding section, and that more content should be added to the safeguarding section as it was too brief. The addition of ‘multi-agency working’ was also suggested.

21. The remaining responses of three or more related to aspects which are not within the scope of the criteria, for example, the inclusion of higher level English skills or first aid training (already a separate requirement for early years practitioners within the Early Years Foundation Stage framework). All free text comments were fed back to the ERG for consideration during the post-consultation criteria revision process.

**Question (Q) 3. Within the criteria, is there any duplication or anything that could be removed?**

Options	Number of respondents (n = 164)
Yes	21
No	117
Not sure	26

22. Seventy-one per cent (71%) of respondents did not think that there was any duplication in, or anything that could be removed from, the criteria. The free text box allowed respondents to make further comments.
23. The only free text response from more than three respondents was that there was duplication between the 'Health and Safety' and 'Health and Welfare' sections, health being an aspect of each. All free text comments were fed back to the ERG for consideration during the post-consultation criteria revision process.

#### **Question (Q) 4. Are any of the criteria unclear?**

<b>Options</b>	<b>Number of respondents (n = 164)</b>
Yes	31
No	120
Not sure	13

24. Almost three quarters (73%) of respondents stated that they did not think that any of the criteria were unclear. The free text box allowed respondents to make further comments.
25. There were no criteria that were cited as unclear by three or more respondents. All free text comments were fed back to the ERG for consideration during the post-consultation criteria revision process.

#### **Question (Q) 5. Would the requirements of the criteria disadvantage any particular group or groups?**

<b>Options</b>	<b>Number of respondents (n = 164)</b>
Yes	39
No	102
Not sure	23



26. Almost two thirds (62%) of respondents did not think that the requirements of the criteria would disadvantage any particular group or groups.

27. Almost one quarter of respondents (24%) said that they felt that the requirements of the criteria would disadvantage a group or groups. Free text responses from those who felt that the requirements of the criteria would disadvantage a group or groups have been grouped during analysis and the following were made by three or more respondents:

Feedback	Number of Responses
Trainees in workplaces that do not have children with SEND would be unable to meet some of the criteria	9
Those with weak reading, writing or maths skills	8
People with dyslexia and/or dyscalculia	5
Childminders (some criteria may be difficult to meet)	4
Trainees in workplaces that do not have children with EAL would be unable to meet some of the criteria	4

28. All free text comments were fed back to the ERG for consideration during the criteria revision process.

**Question (Q) 6. If you have any further comments relevant to the level 2 criteria please use the space below to provide them.**

29. The free text box allowed respondents to make further comments. These have been grouped during analysis and the following responses were made by three or more respondents:

Feedback	Number of Responses
In addition to robust qualifications requirements, high quality training is important/vital.	8
Assessment of the level 2 qualifications should include observation in the workplace	4
Feel that job responsibilities are changing in the sector – lower level staff are being given more responsibility/responsibilities previously expected at each level are being pushed down.	4

There should be maths and English entry requirements for level 2 training	3
Pay in the sector is low	3

30. All of these responses are outside the scope of the criteria, however, all free text comments were fed back to the ERG for consideration during the post-consultation criteria revision process.

## Summary of wider responses received

31. Feedback from the meetings with employer/practitioner groups supported by the ERG members produced the following key responses, which were also supported by some of the free text comments made by online respondents:

- Stakeholders did not like the title ‘assistant’ and would prefer to use ‘Level 2 Practitioner’.
- The criteria should include references to the ‘Key Person role’.
- ‘How children learn’ should be added to the child development section.
- Oral hygiene and dental care should be included.
- The communication section should ensure that communication is with all children and includes ‘delayed speech’.
- References to ‘curriculum’ should be changed to ‘statutory guidance’ for accuracy.
- The involvement of parent/carer/child in decisions should be clear in the planning and Special Educational Needs and Disabilities (SEND) support sections.

32. All the comments made by the employer/practitioner groups were fed back to the ERG for consideration during the post-consultation criteria revision process.

## Government response

33. The dedication and skill of the early education and childcare workforce is our single biggest asset and has the largest influence on the quality of early education and care that our youngest children experience. A recurring message from stakeholders during consultation on the workforce strategy was that there are many level 2 early years qualifications available, and some of these do not prepare trainees for their job role or for progression to a level 3 qualification. It was reported that it is difficult for employers and practitioners to recognise a suitable level 2 qualification.
34. The introduction of more robust criteria for level 2 early years qualifications will support early years providers to ensure that those they employ to work with babies and young children have the right skills and knowledge to do the job.
35. From 7 December 2017 to 28 February 2018 the DfE ran an on-line consultation on the level 2 qualification criteria. We received 164 responses. Meetings were also held with employer/practitioner groups supported by our expert reference group (ERG). This section sets out the Government's response to the consultation feedback.
36. Seventy-nine per cent (79%) of online respondents agreed or strongly agreed that the criteria set appropriate expectations for the skills and knowledge an early years practitioner must demonstrate to be fully qualified at level 2.
37. All of the consultation feedback was considered by the ERG following the consultation and the criteria revised to reflect this.
38. Many of the free text responses related to aspects that are not within the scope of the criteria, for example, the quality of training provision, assessment, maths and English entry requirements and sector pay. The criteria set the minimum content for qualifications. That is, the skills, knowledge and understanding that a learner must demonstrate to achieve the qualification.
39. As a result of the feedback we have amended, added or strengthened the following:
- Stakeholders did not like the title 'assistant' and would prefer to use 'practitioner' – the title has been changed to 'Level 2 Practitioner'.
  - Additional content has been added to strengthen the safeguarding section:
    - Knowledge of the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
    - Types of abuse to ensure coverage.

- Explanation of own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
- Addition to child development section of:
  - Reference to the 'Key Person role'.
  - 'How children learn'
- Addition of oral hygiene and dental care references to health and safety and wellbeing sections.
- Strengthened communication section to ensure communication with all children and to include children with 'delayed speech'.
- Reference to 'curriculum' changed to 'statutory guidance' for clarity/accuracy.
- Strengthened parent/carer/child involvement in planning/assessment and Special Educational Needs and Disabilities (SEND) support sections.
- The 'Health and Safety' and 'Health and Welfare' sections, have been revised to move all health aspects into one section and reduce duplication. Creating a 'Health and Safety' and a 'Wellbeing' section.

40. The ERG considered the addition of references to 'Prevent' and 'British Values' It was agreed that these initiatives do not need a direct reference as they are covered to a sufficient level by the references to safeguarding policies and procedures within the criteria.

41. Similarly the addition of 'multi-agency working' was considered to be covered in the criteria covering working co-operatively with colleagues, other professionals and agencies and is not added.

42. Almost one quarter of respondents said that they felt that the requirements of the criteria would disadvantage a group or groups. It was suggested that trainees in workplaces that do not have children with SEND or English as an Additional Language (EAL), and childminders, would be unable to meet some of the criteria. The criteria relating to SEND and EAL have been retained because it is important that practitioners are able to identify and support children with additional needs. Early intervention for these groups is especially important. For practitioners whose workplace cannot provide opportunities to demonstrate competence across the full range of the criteria, it will be necessary for employers, training providers/colleges and assessors to identify opportunities for training and assessment that enable full coverage.

43. Some respondents suggested that trainees with learning disabilities, dyslexia and/or dyscalculia, or with weak reading, writing or maths skills could be disadvantaged. It is

important that those delivering early education have the skills to support the development of our youngest children. In contrast, other respondents said that there should be a higher level of English skills required or that there should be maths and English entry requirements for level 2 training. No change to the criteria have been made in this regard.

44. It was also suggested by some that First Aid and Food Hygiene training/assessment should be included in these criteria. There are separate requirements for this training if appropriate to the job role, as set out in the Early Years Foundation Stage framework<sup>3</sup>, and so it is not necessary to amend the criteria to include them.

45. A table showing the pre and post consultation criteria is included at Annex D.

---

<sup>3</sup> <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## Next steps

46. The level 2 criteria will be used by awarding organisations to develop new qualifications for delivery from September 2019. They will enable early years workers and employers to recognise suitable level 2 training and qualifications more easily.

47. From 1 September 2019 early years practitioners will be required to undertake level 2 qualifications that meet these criteria. DfE will add the approved qualifications to its online Early Years Qualifications List - <https://www.gov.uk/guidance/early-years-qualifications-finder>

48. The new level 2 early years criteria will not be applied retrospectively. Qualifications will be assessed against the criteria in place when they were awarded.

## Annex A: Online consultation respondents

**Individuals and organisations that responded  
(excluding those who requested confidential responses):**

Audrey Atkinson  
Milenska Tzenkova  
Kokila Patel  
Access Training East Midlands Ltd  
Adult College  
Al Emaan Nursery Birmingham  
Alder Training Ltd  
Ashurst Wood Pre-School  
Babcock Training  
Beetley & District Preschool  
Birmingham and Solihull Mental Health NHS Foundation Trust  
Birmingham City Council Early Years Consultant Team  
Blackburn College  
Bright Horizons Family Solutions  
Bright Sparks Private Day Nursery Limited  
British Orchard Nursery  
Buckinghamshire Learning Trust  
Buddies  
Burton Play Childcare Unit  
Quality Improvement Support Team, Calderdale Council  
Cambridgeshire County Council  
Central Bedfordshire Academy of Social Work & Early Intervention  
Charity  
Childcare Apprenticeship Training - Swift ACI  
Childminders  
Childminder - Nurture Childcare  
Childminder/EYP  
Childminding  
Children's Centre  
Clapham Manor Children's Centre  
College and University Centre  
Coton Green Pre-School Nursery  
Coventry and Warwickshire Chamber of Commerce Training  
Crawley College  
CT Skills  
Discovery College - YMCA Plymouth  
Early Years Outcomes Team (Kirklees Council)  
Edge Hill  
Fareham college  
Further and Higher Education College  
Guildford College

Guisborough Out of School Club & Nursery  
Havering College F&HE  
Hawk Training  
Hextable Kindergarten  
Hipperholme & Lightcliffe Day Nurseries Limited  
Holy Family Playgroup  
Interserve Learning and Employment  
Intraining  
K2 Crawley Nursery and Pre-School  
Kent County Council  
Kids Planet Day Nurseries  
Lincolnshire County Council  
Little Fish Pre-school  
Little Oaks  
Local Authority Lewisham  
London Borough Hackney  
London South East Colleges  
Loughborough University  
Manor House Day Care Ltd  
National Day Nurseries Association  
NCFE  
New Beginnings Day Nursery  
Newcastle College Day Nursery  
NHS  
Nottinghamshire County Council  
Phoenix pre school  
Pre-School Teaching Team  
Pre-schools  
Pre-school Learning Alliance  
Priority Management Ltd  
Private Day Nursery  
Puffins of Exeter  
Qube Learning  
Roberttown Community Centre Pre-school  
Romford United reformed Church Playgroup  
Rydal Day Nursery  
Salford City Council, Starting Life Well  
Self-employed childminder  
Self-employed Early Years Teacher  
Services for Young Children, Hampshire County Council  
Sessional Playgroup  
Small World Kindergarten  
Smile Childcare  
Solihull College & University Centre  
South Hills Nursery Schools  
South Staffordshire College  
Southend on Sea Borough Council  
Springboard  
Springboard Sunderland Trust  
SS&L



St Helens Chamber  
Suffolk County Council Early Years & Childcare Service  
Sunny Day Nurseries  
Swift ACI  
SwiftACI  
TACTYC - Association for Professional Development in  
Early Years  
The Challenge  
The Communication Trust and  
The Royal College of Speech and Language Therapists  
The Haven 2000 Nursery and Preschool  
The Hyde Primary School  
The Industry, Technology & Innovation team at Policy  
Connect, with the associate members of the All-Party  
Parliamentary Group for Assistive Technology  
The Oaks Day Nursery  
Thornton Pre-School Playgroup  
Time Training LTD  
Total People  
Training Provider  
Training Trust  
Training/Childcare  
University of Northampton  
University of Wolverhampton  
Vikkitoria's House  
Walsall College  
Walsall MBC - Public Health  
Westnewton Pre-school  
Whitton Day Nursery Ltd

## Annex B: Employer meetings providing consultation feedback

To ensure a wider reach, meetings were also held with employer/stakeholder groups who completed the same consultation questions. The employer/stakeholder events were hosted by Childcare Works, National Day Nurseries Association (NDNA) and Pre-school Learning Alliance (PSLA). A total of 483 stakeholders attended:

- Childcare Works. Events hosted by Childcare Works were attended by nursery providers, children’s centres, schools, childminders and local authority officers working with providers

Venue	Number of Attendees
Birmingham	55
London	65
Taunton	40
Bournemouth	20
Oxford	20
Nottingham	4
London	44
Leeds	70
Newcastle	60
Lancaster	17
Manchester	80
<b>Total Attendees</b>	<b>475</b>

- Pre-school Learning Alliance employer group meeting = 5 employers
- National Day Nurseries Association employer group meeting = 3 employers

## Annex C: Expert Reference Group members

Charlene Mulhern	Public Health England
Dr Eunice Lumsden	University of Northampton
Fay Gibbin	Busy Bees
Gemma Pawson	Bright Horizons
Geraldine Donworth	City and Guilds
Hayley Keegan	Public Health England
Janet King	CACHE (Council for Awards in Care, Health and Education)
Julie Hyde	CACHE (Council for Awards in Care, Health and Education)
Karen Mackay	Busy Bees
Michael Freeston	Pre-school Learning Alliance
Michele Barrett	Vanessa Nursery School
Nicola Amies	Bright Horizons
Stella Ziolkowski	NDNA (National Day Nurseries Association)
Sue Robb	Action for Children
Susanna Kalitowksi	PACEY (Professional Association for Childcare and Early Years)
Suzi Gray	City and Guilds
Theresa Johnson	PACEY (Professional Association for Childcare and Early Years)
Velda Bartholomew	Pre-school Learning Alliance

## Annex D: Early years criteria comparisons – Pre and post consultation

Proposed criteria for consultation	Final criteria post consultation	Revisions made
<b>1. Knowledge of child development</b>	<b>1. Knowledge of child development</b>	No change to heading
<p>1.1 Describe the expected pattern of babies and children’s development from birth to 5 years and understand their further development from age 5 to 7.</p> <p>Areas of development to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• literacy and numeracy</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• neurological and brain</li> </ul>	<p>1.1 Describe how children learn and the expected pattern of babies and children’s development from birth to 5 years and their further development from age 5 to 7.</p> <p>Areas of development to include:</p> <ul style="list-style-type: none"> <li>• cognitive</li> <li>• speech, language and communication</li> <li>• physical</li> <li>• emotional</li> <li>• social</li> <li>• brain development</li> <li>• literacy and numeracy</li> </ul>	<p>Reworded to include ‘how children learn’, change ‘neurological and brain’ to ‘brain development’</p> <p>Bullet points reordered.</p> <p>Incorporates elements of proposed criteria 1.2 and 1.3</p>
<p>1.2 Understand the importance of child development for early learning and long term educational outcomes.</p>	<p>1.2 Understand the importance to children’s holistic development of:</p> <ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> <li>• literacy and numeracy</li> </ul>	<p>Now incorporates proposed criterion 1.3.</p>
<p>1.3 Understand the importance to children’s holistic development of:</p>	<p>1.3 Explain how babies’ and young children’s learning and development can be affected by</p>	<p>Moved from proposed criterion 1.4.</p>

<ul style="list-style-type: none"> <li>• speech, language and communication</li> <li>• personal, social and emotional development</li> <li>• physical development</li> </ul>	<p>their stage of development, wellbeing and individual circumstances.</p>	
<p>1.4 Explain how babies' and young children's learning and development can be affected by their stage of development and individual circumstances.</p>	<p>1.4 Describe the significance of attachment, the key person's role and how transitions and other significant events impact children.</p>	<p>Moved from proposed criteria 1.6 and 1.7. 'Key person's role' added.</p>
<p>1.5 Understand typical speech and language development and how these can affect other areas of development.</p>	<p>1.5 Demonstrate how to support babies and young children through a range of transitions.</p>	<p>Moved from proposed criterion 1.7.</p>
<p>1.6 Describe the significance of attachment and how transitions and other significant events impact children.</p>		<p>Removed as now 1.4</p>
<p>1.7 Demonstrate how to support babies and young children through a range of transitions.</p>		<p>Removed as now 1.5</p>

<b>2. Safeguarding</b>	<b>2. Safeguarding</b>	No change to heading
2.1 Understand safeguarding policies and procedures, including child protection and online safety.	2.1 Know the legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.	Strengthened the original wording.
2.2 Recognise when a child is in danger or at risk of serious harm and explain the procedures to be followed to protect them.	2.2 Understand safeguarding policies and procedures, including child protection and online safety.	Strengthened the original wording.
2.3 Explain how to obtain support and advice for yourself.	2.3 Explain own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.	Revised focus to incorporate own role and responsibilities.
	2.4 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: <ul style="list-style-type: none"> <li>▪ domestic</li> <li>▪ neglect</li> <li>▪ physical</li> <li>▪ emotional</li> <li>▪ sexual abuse</li> </ul>	Additional criterion to strengthen safeguarding section.
<b>3. Health and safety</b>	<b>3. Health and safety</b>	No change to heading
3.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>	3.1 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• security</li> </ul>	No change

<p>3.2 Identify risks and hazards in the work setting and during off site visits and explain own role and responsibilities.</p>	<p>3.2 Identify risks and hazards in the work setting and during off site visits.</p>	<p>Removed reference to explain own role and responsibilities as included in next criterion.</p>
<p>3.3 Describe own role and responsibilities, including reporting, in the event of:</p> <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical attention</li> <li>• a non-medical incident or emergency</li> </ul>	<p>3.3 Describe own role and responsibilities, including reporting, in the event of:</p> <ul style="list-style-type: none"> <li>• a baby or young child requiring urgent medical/dental attention</li> <li>• a non-medical incident or emergency</li> <li>• identifying risks and hazards</li> </ul>	<p>Additional bullet point added</p>
<p>3.4 Demonstrate skills and understanding for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	<p>3.4 Demonstrate skills and understanding for the prevention and control of infection, including:</p> <ul style="list-style-type: none"> <li>• hand washing</li> <li>• food preparation and hygiene</li> <li>• dealing with spillages safely</li> <li>• safe disposal of waste</li> <li>• using correct personal protective equipment</li> </ul>	<p>No change.</p>
<p>3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.</p>	<p>3.5 Explain the work setting's procedures for receiving, storing, recording, administering and the safe disposal of medicines.</p>	<p>No change</p>
<p>3.6 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.</p>	<p>3.6 Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.</p>	<p>No change</p>
<p>4.1 Identify the signs and symptoms which may indicate that a child is injured, unwell (including</p>	<p>3.7 Identify the signs and symptoms which may indicate that a child is injured, unwell (including</p>	<p>Original criterion (4.1) was in Health and Wellbeing section.</p>

common childhood illnesses and allergies) or in need of urgent medical attention.	common childhood illnesses and allergies) or in need of urgent medical/dental attention.	(separating Health and Safety from Wellbeing to reduce duplication of health aspects). Addition of 'dental'.
4.2 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop hygiene practices.</li> </ul>	3.8 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>○ be aware of personal safety and the safety of others</li> <li>○ develop personal hygiene practices (including oral hygiene)</li> </ul>	as 4.1 Addition of 'oral hygiene'.
<b>4. Health and Wellbeing</b>	<b>4. Wellbeing</b>	<b>Separate unit created for Wellbeing to reduce duplication of health aspects in sections 3 and 4.</b>
4.1 Identify the signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical attention.	4.1 Understand the impact of health and wellbeing on children's development.	Proposed criteria moved to Health and Safety section. New 4.1 criterion for health and wellbeing.
4.2 Demonstrate how to encourage children to: <ul style="list-style-type: none"> <li>• be aware of personal safety and the safety of others</li> <li>• develop hygiene practices.</li> </ul>	4.2 Understand the current dietary guidance for early years and explain why it is important for babies and young children to have a healthy balanced diet and be physically active.	Proposed criterion moved to Health and Safety section. No change to wording of 4.2.
4.3 Understand the current dietary guidance for early years and demonstrate why it is important for babies and young children to have a healthy balanced diet and be physically active.	4.3 Promote health and wellbeing in settings by encouraging babies and young children to: <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks appropriate for their age</li> </ul>	Proposed 4.3 moved to become 4.2. No change to 4.3 wording.



	<ul style="list-style-type: none"> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> </ul>	
<p>4.4 Promote health and wellbeing in settings by encouraging babies and young children to:</p> <ul style="list-style-type: none"> <li>• consume healthy and balanced meals, snacks and drinks appropriate for their age</li> <li>• be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors</li> </ul>	<p>4.4 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.</p>	<p>Proposed 4.4 moved to become 4.3. New 4.4 strengthened to include oral health.</p>
<p>4.5 Demonstrate how to share information with parents/carers about the importance of healthy balanced diets and being physically active.</p>	<p>4.5 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> <li>▪ Eating (feeding and weaning/complimentary feeding)</li> <li>▪ nappy changing procedures</li> <li>▪ potty/toilet training</li> <li>▪ care of skin, teeth and hair</li> <li>▪ rest and sleep provision</li> </ul>	<p>Proposed 4.5 moved to become 4.4. No change to wording of new 4.5.</p>
<p>4.6 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> <li>• Eating (feeding and weaning/complimentary feeding)</li> <li>• nappy changing procedures</li> </ul>		<p>Proposed criterion moved to become 4.5</p>

<ul style="list-style-type: none"> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>		
<b>5. Communication</b>	<b>5. Communication</b>	No change to heading
5.1 Demonstrate how to communicate with children in ways that will be understood, including verbal and non-verbal communication.	5.1 Demonstrate how to communicate with all children in ways that will be understood, including verbal and non-verbal communication.	Proposed criterion strengthened to include communication with <u>all</u> children.
	5.2 Demonstrate how to extend children's development and learning through verbal and non-verbal communication.	Additional criterion added.
5.2 Explain ways to communicate with children for whom English is an additional language <b>(EAL)</b> .	5.3 Explain ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language <b>(EAL)</b> , or who have delayed speech.	Proposed 5.2 now becomes 5.3. Reworded to include appropriateness for all stages of development and delayed speech.
5.3 Encourage babies and young children to use a range of communication methods.	5.4 Encourage babies and young children to use a range of communication methods.	Proposed 5.3 now becomes 5.4. No other changes.
5.4 Demonstrate a range of communication methods to exchange information with adults in line with agreed practice.	5.5 Demonstrate a range of communication methods to exchange information with children and adults.	Proposed 5.4 now becomes 5.5. Removal of words ' in line with agreed practice'

<b>6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes</b>	<b>6. Support the planning of and deliver activities, purposeful play opportunities and educational programmes</b>	No change to heading
6.1 Describe the curriculum framework for babies and young children that must be implemented by your setting.	6.1 Describe the statutory-framework, including the learning and development requirements, for babies and young children that must be implemented by your setting.	Removed ' curriculum framework' and replaced with 'statutory framework' for clarity. Added 'learning and development requirements'.
6.2 Demonstrate inclusive practice ensuring that every child is included and supported.	6.2 Demonstrate inclusive practice ensuring that every child is included and supported.	No change
6.3 Explain the terms: <ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> <li>• Spontaneous activities</li> </ul>	6.3 Explain the terms: <ul style="list-style-type: none"> <li>• Adult led activities</li> <li>• Child initiated activities</li> <li>• Spontaneous experiences</li> </ul>	Last bullet point amended to ' spontaneous experiences'
6.4 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), purposeful play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.	6.4 Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.	Removed word 'purposeful'
6.5 Implement activities to support children's play, creativity, social development and learning and clear-up after activities.	6.5 Implement and review activities to support children's play, creativity, social development and learning and clear-up after activities.	Reworded to include 'review' activities
6.6 Review a range of play and learning experiences and activities to identify learning opportunities.	6.6 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for:	Proposed 6.6 incorporated into 6.5. New 6.6 includes parents/carers to ensure

	<ul style="list-style-type: none"> <li>the child</li> <li>the parents/carers</li> <li>the early years setting in planning the next steps</li> </ul>	involvement.
6.7 Describe the key stages in the observation, assessment and planning cycle and explain the value of observation for: <ul style="list-style-type: none"> <li>the child</li> <li>the early years setting</li> </ul>	6.7 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with the expected statutory framework and setting's requirements.	Proposed 6.7 now 6.6. 6.7 wording amended to remove 'current' from the reference to the statutory framework.
6.8 Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected current framework and setting's requirements.	6.8 Describe how to refer concerns you may have about a baby's or child's development.	Proposed 6.8 now becomes 6.7. No change to wording on new 6.8.
	6.9 Demonstrate how to use learning activities to support early language development	New criteria added following consultation
	6.10 Support children's early interest and development in mark making, writing, reading and being read to.	
	6.11 Support children's interest and development in mathematical learning, including number, number patterns, counting, sorting and matching.	
<b>7. Support children with special educational needs and disabilities</b>	<b>7. Support children with special educational needs and disabilities</b>	No change to heading
7.1 Describe statutory guidance in relation to caring for children with Special Educational Needs and Disabilities.	7.1 Describe statutory guidance in relation to the care and education of children with Special Educational Needs and Disabilities.	Reworded to include reference to 'education'

7.2 Explain partnership working in relation to working effectively with children with Special Educational Needs and Disabilities.	7.2 Explain partnership working (including parents/carers) in relation to working effectively with children with Special Educational Needs and Disabilities.	Reworded to include reference to 'parents/carers'
7.3 Support the development of plans and reviews, for each baby's and young child's individual requirements.	7.3 Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.	Reworded to include reference to graduated approach and care plan.
7.4 Follow the baby's and young child's individual plan as a basis for their care and participation.	7.4 Work in ways that value and respect the developmental needs and stages of babies and children	Proposed 7.4 now included in 7.3. New 7.4 reworded post consultation.
7.5 Make sure what you do is suitable for all the babies and young children you work with, according to their age, needs and abilities.	7.5 Describe what specialist aids, resources and equipment are available for the children you work with and how to use these safely.	Proposed 7.5 now becomes 7.4. New 7.5 reworded to include reference to 'resources'
7.6 Describe what specialist aids and equipment are available for the children you work with and how to use these safely.		Proposed criterion now becomes 7.5.
<b>8. Own role and development</b>	<b>8. Own role and development</b>	No change to heading
8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	8.1 Explain own role and expected behaviours and the roles of colleagues and the team.	No change
8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	8.2 Explain how to access work place policies and procedures and your own responsibilities and accountabilities relating to these.	No change.

8.3 Explain how your behaviour can impact on babies and children and influence them.	8.3 Explain, with examples, how your behaviour can impact on babies and children and influence them.	Reworded to include reference to giving 'examples'
8.4 Outline the legal requirements and guidance for: <ul style="list-style-type: none"> <li>• confidentiality of information</li> <li>• safeguarding</li> <li>• promoting the welfare of children.</li> </ul>	8.4 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> <li>• use of technology</li> </ul>	Reworded to include reference to 'own responsibilities' Additional bullet points added.
8.5 Identify own responsibilities when following procedures in the work setting for: <ul style="list-style-type: none"> <li>• reporting</li> <li>• whistleblowing</li> <li>• protecting and promoting the welfare of children</li> <li>• safeguarding</li> <li>• confidentiality</li> <li>• information sharing</li> </ul>	8.5 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	Proposed 8.5 incorporated into 8.4. No change to new 8.5 wording.
8.6 Explain the importance of reflective practice and continued professional development to improve own skills and early years practice.	8.6 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge.	Proposed criterion 8.6 now becomes 8.5. New 8.6 reworded.
8.7 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in Special Educational Needs and Disabilities, English or mathematics).	8.7 Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.	Proposed 8.7 now becomes 8.6. No change to wording of new 8.7

8.8 Use feedback, mentoring and/or supervision to support and identify areas for development, identify goals and career opportunities.		Original now 8.7
<b>9. Working with others – parents, colleagues, other professionals</b>	<b>9. Working with others – parents, colleagues, other professionals</b>	No change to heading
9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	9.1 Understand the roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.	No change
9.2 Explain the importance of the home learning environment and parental/carer engagement and role in early learning.	9.2 Explain the importance of the voice of the child, parental/carer engagement, the home learning environment and their roles in early learning.	Reworded to include reference to 'voice of the child'
9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	9.3 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.	No change
9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	9.4 Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.	No change
9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	9.5 Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.	No change.



Department  
for Education

© Crown copyright 2018

This document/publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3)

email [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries [www.education.gov.uk/contactus](http://www.education.gov.uk/contactus)

download [www.gov.uk/government/consultations](http://www.gov.uk/government/consultations)

Reference: DFE-00226-2018



Follow us on Twitter:  
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:  
[facebook.com/educationgovuk](https://facebook.com/educationgovuk)