



**/// AMPLIFICATION OF KNOWLEDGE
AND SKILLS**

Early Years Educator

Amplification of Knowledge and Skills

Level 3 End-point Assessment for Early Years Educator

Professional Discussion

KSB Ref	Knowledge, Skills and Behaviours that may be assessed during the End-point Assessment.	Amplification
Knowledge		
K1	The importance of equality, diversity, and inclusion, and respecting children’s social and cultural context.	<ul style="list-style-type: none"> • Equality Act 2010 to promote anti-discrimination practice – Legal framework, protected characteristics, equal opportunities, promoting inclusion, training and awareness • Partnership working – Engaging parents and carers, local services and organisations, health visitors, family support workers and community groups • DFE guidance working in partnership with parents and carers – Two-way communication, overcoming barriers, inclusive practice • Collaborative culture – Theories of partnership working openness, trust, honesty, agreed share goals and values, clear communication • Home observations and assessments and how they support the child holistically • Reggio Emilia approach – Child-centred learning, parental involvement, environment as the third teacher • Types of families and impact – Single-parent families, extended families, culturally diverse families, families with special needs • Key expectations – eliminate discrimination, advance equality of opportunity, foster good relations • Cultural backgrounds – language development, communication styles, values and beliefs, behavioural expectations, parenting practices • Family circumstances – socioeconomic status, stress and stability, access to resources • Family structure – single-parent families, extended families • Parental education and employment – educational attainment, employment status • Health and wellbeing – physical health, mental health • Culture and family influences on developmental milestones – cognitive development, social development, emotional development

		<ul style="list-style-type: none"> • Fostering a positive learning environment – inclusive atmosphere, reflecting diversity, diverse books, toys and displays, celebrating different cultures and backgrounds
K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.	<ul style="list-style-type: none"> • Health and wellbeing policies – promoting healthy lifestyles, nutritious meals, physical activities, mental health support, regular risk assessment • Whistle blowing policies – reporting concerns about malpractice and misconduct, creating a safe environment for children • Safeguarding policies – local, national, procedures to protect children from harm and abuse, including regular staff training • Health and wellbeing policies – promoting healthy lifestyles, nutritious meals, physical activities, mental health support, regular risk assessment • EYFS and welfare requirements • NSPCC – resources and support to protect children from abuse, educational material, guidance, recognising and reporting abuse • Local authority safeguarding boards – Coordinating member organisations, monitoring effectiveness of safeguarding practices, making improvements • Child protection – Implementing policies and procedures, creating a safe environment, safer recruitment practice, physical and online safety • Multi agency working – Information sharing, joint decision making • Safer recruitment procedures – Vetting checks, interview processes, ongoing monitoring • Reporting and confidentiality – How to report concerns, timely and accurate reporting, handling sensitive information, legal requirements and best practice • Duty of care – Understanding duty of care, legal and ethical obligations, balancing care with autonomy, risk assessments, support and resources • Ofsted whistle blowing procedures
K3	Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.	<ul style="list-style-type: none"> • Working together to safeguard children – statutory guidance, multi-agency approach, identify and responding to concerns, working with families, national standards for child protection • 4R's of safeguarding – recognise, record, report and refer • 6 principles of safeguarding – empowerment, prevention, proportionality, protection, partnership, accountability • Types of abuse – neglect, physical abuse, sexual abuse, emotional abuse, domestic abuse, online abuse

		<ul style="list-style-type: none"> • Signs of abuse – poor hygiene, malnutrition, unattended medical needs, unexplained injuries, fearfulness, withdrawal, extreme behaviour changes, secretive behaviour, aggressive behaviour • National and local policies and procedures • Ofsted whistle blowing procedure
K4	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.	<ul style="list-style-type: none"> • The Data Protection Act 2018 – UK GDPR, legal framework for processing personal data • Health and Safety at Work Act 1974 – Risk assessments, safe equipment, welfare of employees, safe environment for children, staff and visitors • Early years foundation stage framework –Welfare requirements • Inspection handbook – Ofsted procedures • Legislation and Guidance – prevent duty guidance, Children’s Act, Working Together to Safeguard Children, Safeguarding Vulnerable Groups Act • Whistle blowing procedure – Ofsted • National policies and setting policies • Working together to safeguard children – Multi agency collaboration, local authority, health services, schools, early intervention, safeguarding, creating safe environments
K6	The statutory and non-statutory frameworks and guidance for provision in early years including SEND.	<ul style="list-style-type: none"> • EYFS – Welfare requirements • Development Matters (2020) • Birth to 5 Matters (2021) • SEND code of Practice • Ofsted Inspection Handbook
K7	The legal rights of each individual child according to their current and future needs.	<ul style="list-style-type: none"> • UNCRC – children rights – to education, be heard, safe, protection of identity, sufficient standard of living, know their own rights, access to health services and to be able to relax and play • Not to be discriminated
K8	The role of colleagues and multi-agency working to support the child.	<ul style="list-style-type: none"> • Multi-agency collaboration – Working with external agencies, health services, social workers, SENCOs, speech and language therapists, family support workers, educational psychologists, paediatricians, early intervention • Parent/carer partnership working – Building trust and respect, regular communication, involvement in decision-making, sharing observations • Common barriers to partnership working and how these can be overcome – Time constraints, communication difficulties, lack of trust, different priorities, cultural differences

		<ul style="list-style-type: none"> Professional standards – professional standards and codes of conduct when working with multi agencies Proactiveness – the importance of being proactive in identifying and addressing potential issues or solutions Child – centred every interaction and communication is based on what is best for the child
K9	The role and responsibilities of the early years educator, including providing supervision to staff.	<p>Knowledge:</p> <ul style="list-style-type: none"> Child development – cognitive, physical emotional and social development Curriculum knowledge – EYFS framework Safeguarding and welfare – safeguarding policies and procedures, recognising signs of abuse and knowing how to report concerns Health and safety – health and safety regulation, risk assessment, activity and equipment safety <p>Skills:</p> <ul style="list-style-type: none"> Communication Observation Creativity Organisation <p>Behaviours:</p> <ul style="list-style-type: none"> Empathy Patience Professionalism Teamwork Reflective practice 5 C’s of coaching and mentoring – clarity, communication, commitment, consistency, confidentiality Principles of professional supervision – support and development, accountability, reflective practice Personal development plans – goal setting, action plans, regular reviews, support and resources
K11	Theories and significance of attachment.	<ul style="list-style-type: none"> John Bowlby, attachment theory – key person approach, emotional security Mary Ainsworth attachment theory and the importance of a secure base 5 pillars of attachment – feel safe, sense of being seen and known, the experience of felt comfort, a sense of being values and a sense of support for being and becoming unique Types of attachment – secure attachment, anxious-resistant, anxious-avoidant, disorganised Importance of attachment – emotional security, social development, cognitive development Personal development – self-esteem and confidence, independence, resilience, adaptability, future relationships, mental health

		<ul style="list-style-type: none"> • EYFS – ensuring safety and well-being, promoting development, Inclusive practice • Buddy systems – social integration, continuity of care • Role of the key person – strong bonds, security, tailored learning experiences, meeting children’s needs • Emotional regulation – self regulation • Cognitive development – enhanced problem solving, language development, improved memory, emotional regulation, academic success
K12	The importance of professional relationships and collaboration with parents, families, or carers.	<ul style="list-style-type: none"> • Working together to safeguard children – Multi agency collaboration, local authority, health services, schools, early intervention, safeguarding, creating safe environments • Collaborative working – Shared goals for child development and wellbeing, effective communication, respect and trust • Parent/carer partnership working – Building trust and respect, regular communication, involvement in decision-making, sharing observations • Key person approach – Building secure attachments, personalised care, parental trust • Common barriers to partnership working and how these can be overcome – Time constraints, communication difficulties, lack of trust, different priorities, cultural differences • Transparency • Safeguarding concerns or support • Government guidance – Working in partnership with parents and carers – Two-way communication, overcoming barriers
K13	The importance of professional relationships with colleagues, other organisations, and agencies.	<ul style="list-style-type: none"> • Collaborative culture – Theories of partnership working openness, trust, honesty, agreed share goals and values, clear communication • Multi-agency collaboration – Working with external agencies, health services, social workers, SENCOs, speech and language therapists, family support workers, educational psychologists, paediatricians, early intervention • Holistic support for individual child
K14	The influence of all key individuals in children’s lives on children’s learning and development.	<ul style="list-style-type: none"> • Peers – relationships, role models, interactions • Family – experiences, education, significant events, relationships, relationships, values and beliefs • Community – identity, celebrations of culture, discrimination • Multi-agency working – support and guidance • Key Person/buddy – secure attachments, environment and activities provided to support child

<p>K16</p>	<p>How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.</p>	<ul style="list-style-type: none"> • Conception • Germinal stage – fertilisation, cell division, implantation • Embryonic – formation of basic structures, organ development • Foetal – growth and maturation, movement, preparation for birth • Birth – labour and delivery • Foetal brain development – early formation, basic brain parts, rapid growth, refinement, birth <p>Infancy (0-2 years):</p> <ul style="list-style-type: none"> • Cognitive – recognise faces, explore with hands and mouth, develop object permanence • Speech & Language – babbling, first words, simple commands understanding • Physical – rolling over, sitting, crawling, walking • Emotional – attachment to caregivers, separation anxiety, mimic emotions • Neurological – rapid brain growth, sensory pathways development <p>Toddlerhood (2-3 years):</p> <ul style="list-style-type: none"> • Cognitive – begin pretend play, solve simple problems, understand routines • Speech & Language – vocabulary explosion, simple sentences, questions • Physical – running, climbing, improved hand-eye coordination • Emotional – independence, temper tantrums, empathy beginnings • Neurological – prefrontal cortex development, improved memory <p>Preschool (3-5 years):</p> <ul style="list-style-type: none"> • Cognitive – understand time concepts, count, recognise patterns • Speech & Language – complex sentences, storytelling, conversation skills • Physical – balance improvement, fine motor skills for writing and drawing • Emotional – co-operative play, understanding rules, expressing feelings • Neurological – language and cognitive skills refinement, imagination development <p>School Age (5-7 years):</p> <ul style="list-style-type: none"> • Cognitive – reading, basic math skills, logical thinking • Speech & Language – fluent speech, reading comprehension, writing simple stories • Physical – improved coordination for sports, self-care skills • Emotional and social development – forming bonds and friendships, creating secure attachments, developing, likes and dislikes, increasing confidence, understanding personal identity
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		<ul style="list-style-type: none"> • Regulation • Infancy – development of self-regulation through co-regulation with care givers • Toddlerhood – managing emotions, strong feelings and overwhelming • Pre-school age – ability to play with others and understand social expectations. Control impulses, express emotions in more appropriate ways • School age – controlling their own desires, understanding others’ perspectives, and managing their behaviour in various situations • Environmental – social interaction, emotional stress, economic class, physical environment – housing, weather • Biological – genetic factors, neurological, chemical, physiological and physical
K27	<p>Methods of reflective practice, including supervision, and opportunities for continuous professional development.</p>	<ul style="list-style-type: none"> • Implementing effective supervision – regular sessions, clear objectives, documentation, training for supervisors • Creating opportunities for discussion – open communication, identify concerns early • Identifying solutions – collaborative problem solving, action plans • Coaching – targeted coaching, professional development • Supportive culture – mutual support, continuous improvement • Effective supervision – enhanced child outcomes, compliance with standards • Reflective practice – self assessment, journalling, reflective models (for example, Schon, Gibbs, Rolfe, Kolb etc), feedback, action plans, enhanced teaching quality, personal growth, better child outcomes • Reflective practice – journalling, peer discussions, observation and feedback, action research • Reflexive practice – critical self-reflection, contextual analysis (social, cultural, institutional), ethical considerations • CPD – informal and formal training

KSB Ref	Knowledge, Skills and Behaviours that may be assessed during the End-point Assessment.	Amplification
Skills		
S1	Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.	<ul style="list-style-type: none"> • Safeguarding training – recognising signs of abuse and knowing the procedure for reporting concerns • Record keeping – documenting any incidents or observations related to child welfare • NSPCC – resources and support to protect children from abuse, educational material, guidance, recognising and reporting abuse • Procedures to protect children from online abuse – education, online safety, parental controls, encouraging children to report uncomfortable or suspicious interactions, support for children • Processes if concerned that a staff member was being abused or was treating a baby or child inappropriately – safeguarding policies, document concerns, whistleblowing including Ofsted whistleblowing procedure • Symptoms of abuse – physical symptoms, behavioural indicators • Rights of the child and their parents/carers – protection from harm, right to express views; parental involvement in decision making, access to information, right to be informed • 6 principles of safeguarding – empowerment, prevention, proportionality, protection, partnership, accountability • Local authority safeguarding board and procedures • 3C’s online risks – Content, contact and conduct • 4Rs of safeguarding – Recognise, record, report and refer

<p>S2</p>	<p>Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).</p>	<ul style="list-style-type: none"> • Health and Safety at Work Act 1974 – Risk assessments, safe equipment, welfare of employees, safe environment for children, staff and visitors • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations • Ofsted – what to report and when – serious injury, illness, other incidents for example, loss of consciousness, severe allergic reactions • Different stages of weaning – Introduction to solids, exploring new textures, more complex foods, transition to family meals • Equipment specifications – Following manufacturer' instructions, regular inspections, proper assembly, safe storage • COSHH • Manual handling
<p>S5</p>	<p>Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.</p>	<ul style="list-style-type: none"> • Emails • Newsletters • Parents evenings • Assessments • Learning journal • Phone calls • Website • Social media • EHCPs • Individual education plans • Planning • Displays • Environment • Verbal, non-verbal. listening, visual communication
<p>S6</p>	<p>Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.</p>	<ul style="list-style-type: none"> • Challenging staff professionally – continuous improvement, accountability and reflection, adapting to changes, encouraging innovation • Positive role models – consistency in behaviour, promoting best practice, building trust and respect • Protecting practitioners (media and online presence) – professional boundaries, guidelines, support • Protecting and promoting the welfare of children – child welfare principles, responsibilities, access training • Using initiative – the value of taking initiative in enhancing the learning environment and solving problems

		<ul style="list-style-type: none"> • Ethical conduct – the ethical behaviours expected in the educational setting • Self-motivation – the significance of self-motivation in fulfilling job roles effectively • Proactiveness – the importance of being proactive in identifying and addressing potential issues • Confidentiality – following policy and requirements • Clear communication though a variety of ways • Teamwork – working together to achieve the same goal • Role and responsibilities – role clarity
S8	Recognise and apply theories of attachment to develop effective relationships with children.	<ul style="list-style-type: none"> • Key person approach – strong bonds, trusting relationships, emotional well-being, primary point of contact, secure attachment, overall development • John Bowlby, attachment theory – key person approach, emotional security • Mary Ainsworth attachment theory and the importance of a secure base • 5 pillars of attachment – feel safe, sense of being seen and known, the experience of felt comfort, a sense of being values and a sense of support for being and becoming unique
S12	Support children to develop a positive sense of their own identity and culture.	<ul style="list-style-type: none"> • Providing all children with the opportunity to thrive and succeed – inclusive education, supportive and equitable learning environments, high expectations for all, culture of inclusion and respected • Flexible learning environments • Child’s voice is heard and celebrated • Key person approach
S21	Use reflection to develop themselves both professionally and personally.	<ul style="list-style-type: none"> • Career development – seeking feedback, coaching and mentoring, continuous professional development, advanced qualifications and training, specialist roles

KSB Ref	Knowledge, Skills and Behaviours that may be assessed during the End-point Assessment.	Amplification
Behaviours		
B1	Confident to have difficult conversations.	<ul style="list-style-type: none"> • 3Cs Communicate confidently, Communicate clearly, Controlled responses • 4Ds Discover, define, discuss, and decide • Environment – confidential, comfortable, not going to be interrupted • Being prepared – facts, concentrate on the current topic not what has happened in the past, practice what you are going to discuss, ensure that you are able to take a break, leave enough time for the conversation
B3	Vigilant and act with professional curiosity.	<ul style="list-style-type: none"> • Professional curiosity – look, listen, asking direct questions, able to hold difficult conversations. Do not make assumptions or accepting things at face value • Vigilant – careful attention to detail
B6	Self-motivated, using initiative and proactive.	<ul style="list-style-type: none"> • Enthusiastic, can working independently, set goals, track progress • 5Ps of being proactive – Predict, Prevent, Plan, Participate and Perform
B8	Reflective and reflexive and committed to CPD.	<ul style="list-style-type: none"> • Reflective practice – journalling, peer discussions, observation and feedback, action research • Reflexive practice – critical self-reflection, contextual analysis (social, cultural, institutional), ethical considerations • Nutbrown Review – professional development, quality standards

Observation

KSB Ref	KSB statement	Amplification
Knowledge		
K5	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.	<ul style="list-style-type: none"> • Types of risk assessments – Dynamic risk assessments qualitative, quantitative, generic, site specific/activity specific • Risk identification – Identifying hazards through observations and checks, documentation and record keeping including details of location, nature of the hazard and potential risks • Risk analysis – Level of risk, likelihood of occurrence and potential severity of harm, implementing control measures, action plans, resource allocation • Risk Evaluation – Ongoing monitoring, review process • Risk verses benefits – reviewing of the activity and outcome and whether the risk is low to allow the challenge of the activity to take place
K10	The role and responsibilities of the key person.	<ul style="list-style-type: none"> • Role of the key person – strong bonds, security, tailored learning experiences, meeting children’s needs • Professional relationships with child, parent/carer, agencies • Advocate for the child • Report concerns • Child’s welfare requirements are met • EYFS- Welfare requirements
K15	The development of social skills and maintaining relationships.	<ul style="list-style-type: none"> • To maintain social skills – children need opportunities to be taught the following skills such as active listening, empathy, communication, cooperation, problem-solving, emotional regulation, self-awareness, respect, flexibility and conflict resolution • Self-regulation and how techniques can support babies and children ensuring that the child’s voice is heard and respected – set realistic expectations, stay calm, positive role model, supportive, resources are available, keep end goal in mind, adaptive and responsive to the needs of the baby or child
K17	The elements and characteristics of a wide range of enabling environments.	<ul style="list-style-type: none"> • Enabling environments and how they support learning – child centres spaces, flexible layouts, outdoor learning promote inclusive activities and a sense of belonging • Risks are minimised and professionally managed • Indoor and outdoor opportunities • Planned activities and opportunities for child-led activities • Space and time

		<ul style="list-style-type: none"> • Pictorial sequencing enriched in literacy; all children are celebrated • Encourages participation of children and parents/carers • Child's voice can be heard
K18	How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.	<ul style="list-style-type: none"> • Different areas of the setting can be enhanced to provide a rich educational environment • Enabling environments – EYFS • Scaffolding learning for babies and children • Child-centred, innovative, evolving environments and impact • Indoor learning – room layout, learning materials and resources, technology integration, display and visual aids, safety and comfort • Outdoor learning – natural exploration, connecting with nature, supporting physical development, environmental awareness
K19	How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).	<ul style="list-style-type: none"> • Curriculum analysis – review curriculum goals, assess prior knowledge, identify gaps and strengths • Understanding individual needs – observation and assessment, personalised learning plans • Differentiated instruction – varied teaching methods – visual, auditory, kinaesthetic, flexible grouping • Creating inclusion – accessible resources and materials, cultural sensitivity, diverse materials, inclusive for all children • Adapting the physical environment – flexible room layout, friendly spaces • Using technology – assistive technology, Interactive learning • Collaborative learning – peer learning, family involvement • Scaffolding and support – guided learning, gradual release of responsibility • Reflective practice – continuous reflection, professional development • Encouraging self-expression – open ended activities, choice and autonomy • SEND code of practice – graduated approach, early identification, inclusive education • EYFS and non-statutory guidance – EYFS framework, Development • Matters (2020), Birth to 5 Matters (2021) • Targeted support – early intervention, personalised plans monitoring and adjustment • Graduated approach and implementation- Assess, plan, do, review • Zone of proximal development – Vygotsky, scaffolding, social interaction, more knowledgeable other
K20	How the organisations approach and values underpin the environment.	<ul style="list-style-type: none"> • Curriculum implementation • EYFS – welfare requirements • Development Matters (2020) • Birth to 5 Matter (2021)

K21	How children experience change, transition, and significant events.	<ul style="list-style-type: none"> • Transition planning – preparing for transitions between different educational stages (for example, from nursery to primary school), ensuring continuity of support, role of transition plans in EHCPs • Transitional or significant events to consider – moving schools, starting and moving through or between early years settings, birth of a sibling, moving home, family breakdown, living outside of the home, loss of significant people or bereavement, social events that impact their lives such as COVID-19, adoption and care: including the significance of adverse childhood experience and trauma • Strategies for support – preparation, communication, familiarisation, emotional support, gradual transition • Collaboration with others – working with parents, engaging specialists, creating a supportive environment
K22	The theories of play and its fundamental role in learning and development.	<ul style="list-style-type: none"> • Psychoanalytic theory, Susan Isaacs – play and learning, emotional development, observation and assessment, child-centred education, emotional support, play-based learning • Maria Montessori, Montessori method – prepared environment, mixed-age groups • Reggio Emilia approach – exploration, social interaction, child-centred learning, collaborative projects • Jean Piaget, constructivist theory – active learning, developmentally appropriate practice • Vygotsky – that play is a key component of both language development and the external world • EYFS Curriculum • COEL
K23	How children develop characteristics for effective learning.	<ul style="list-style-type: none"> • Development Matters (2020) • Birth to 5 Matters (2021) • Environment, resources, teaching and learning • Characteristics of Effective Learning (COEL) and how these support ways children learn – playing and exploring, active learning, creating and thinking critically
K24	How, when, and why to conduct observation and assessment.	<ul style="list-style-type: none"> • EYFS and non-statutory guidance – EYFS Profile, early learning goals, Development Matters (2020), Birth to 5 Matters (2021) • Monitoring progress – ongoing assessment, formative assessment, learning and development process, observation, children’s interests, what they know, what they can do • Identification of early intervention – progress check, developmental delay, prime area development • Informing curriculum – children’s learning journey, meeting individual needs and children’s interests, effective assessment • Types of assessment – formal assessment report, observations, formative and summative • Types of observations – spontaneous observations, planned observations, home observations, questionnaires with parents, photographs • Observation – current development and learning needs, everyday activities, planned activities, learning from parents or carers

		<ul style="list-style-type: none"> • Formative assessment – ongoing assessment, recognising what children know and can do • Summative assessment – holistic view of child's development and learning, professional judgement and decision making, enhancing development, informing improvements, statutory assessment points
K25	How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.	<ul style="list-style-type: none"> • Review initial assessments and observations to identify starting points and current interests of children <p>Enabling environments:</p> <ul style="list-style-type: none"> • Indoor environment – flexible layout, accessible resources • Outdoor Environment – natural exploration, learning stations • Observe children accessing the areas to see how to improve outcomes – purpose, regular monitoring, using observation to adjust, enhancing learning environments and activities • New resources implementation – selection, aligning with children's interest and developmental needs, introducing new materials, explaining purpose and use, assessing the impact of new resources, child engagement and learning outcomes. • EYFS and non-statutory guidance • Sustained shared thinking and how to implement strategies it in the setting – engage in dialogue, build on ideas, reflect together • Characteristics of Effective Learning (COEL) and how these support ways children learn – playing and exploring, active learning, creating and thinking critically
K26	How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.	<ul style="list-style-type: none"> • Curriculum analysis – review curriculum goals, assess prior knowledge, identify gaps and strengths • Role modelling and supporting children's group learning and socialisation – demonstrate positive behaviours and social skills, facilitate activities that encourage collaboration, communication and teamwork • Reading stories with expression and clarity – using varied voices, express emotions, interactive reading, encouraging children to predict outcomes and ask questions • Implement new concepts with clarity and precision – clear instructions, visual aids, check understanding • Strategies for supporting early literacy and mathematics and implement them – phonemic awareness, print awareness, storytelling and writing, number sense, patterns and sequencing, relating maths to everyday activities such as cooking or shopping • Continue assessment and reflection – formative assessment, reflective practice, adjustments • Appropriate pedagogical approaches such as: constructivist approach, scaffolding, differentiated instruction, inquiry-based learning, behaviourist approach

KSB Ref	KSB statement	Amplification
Skills		
S3	Apply the principles of risk assessment and risk management within documentation and practice.	<ul style="list-style-type: none"> • Identify potential hazards • Who might be at risk • Evaluating risk • Implementing controls • Record findings • Review on regular basis depending on the risk
S4	Teach children to develop skills to manage risk and maintain their own and others safety.	<ul style="list-style-type: none"> • Be consistent with the message and interaction of resources and environment • Good role models – role model how to complete activity safely • Repeat safety rules and boundaries • Manage risk without taking control • Age-appropriate resources and environment
S7	Undertake the role and responsibilities of key person.	<ul style="list-style-type: none"> • Role of the key person – strong bonds, security, tailored learning experiences, meeting children’s needs • Professional relationships with child, parent/carer, agencies • Advocate for the child • Report concerns • Child’s welfare requirements are met • EYFS – Welfare requirements

S9	Provide sensitive and respectful personal care for children from birth to 5 years.	<ul style="list-style-type: none"> • EYFS – Welfare requirements • Key person and the positive bond to support positive interactions – understanding of care routines, stages of development, support required, being an advocate for the baby or child • Individualised care routines – dignity and respect, security, and value • Communication with parent/carer to identify specific requirements • Policies and procedures – nappy changing, mealtimes, sleep time policies
S10	Advocate for all children’s needs, including children which require SEND or EAL support.	<ul style="list-style-type: none"> • Key person and the positive bond to support positive interactions – understanding of care routines, stages of development, support required • Observing children’s interests and building on them • Providing a voice for the child based on what is best • Celebrating children's cultures and backgrounds • Inclusive practice • Building relationships with families – establishing partnerships with parents and carers, empathy, authenticity and compassion to understand different perspectives and work together in the child’s best interests • Multi-agency working – collaborating with other professionals, comprehensive overview of a child’s situation, coordinated approach to support • Accountability – understanding roles and responsibilities, ownership, professional judgement, decision making
S11	Promote and facilitate children’s interpersonal communication to develop their social interactions and relationships.	<ul style="list-style-type: none"> • Emotional well-being – self-regulation, self-esteem • Social skills – forming and maintaining healthy relationships, empathy, understanding and responding to feelings • Cognitive development – readiness to learn, communication, expressing needs, thoughts and feelings • Impact on development – holistic growth, resilience, mental health concerns, delayed development • Supporting PSED – key person approach, EYFS framework, Development Matters (2020)
S13	Support children to understand and respond to their emotions and make considered choices about their behaviours.	<ul style="list-style-type: none"> • Modelling calm behaviour – adult's role, impact on child • Providing comfort and support – physical comfort, verbal reassurance • Guiding emotional expression – labelling emotion, encouraging expression • Self-regulation – breathing exercises, problem solving

		<ul style="list-style-type: none"> • Mutual regulation – responding to cues, building relationships, secure attachments, emotional synchrony • Early years foundation stage – quality and consistency, secure foundation, partnership working, equality of opportunity • Key person approach – emotional security, personalised care, trust and confidence, parental involvement • Infancy – development of self-regulation through co-regulation with caregivers • Toddlerhood – managing emotions, strong feelings and overwhelming • Preschool age – ability to play with others and understand social expectations. Control impulses, express emotions in more appropriate ways • School age – controlling their own desires, understanding others’ perspectives, and managing their behaviour in various situations
S14	Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.	<ul style="list-style-type: none"> • Different areas of the setting can be enhanced to provide a rich educational environment • Enabling environments – EYFS • Scaffolding learning for babies and children • EYFS – learning and development • Observe children accessing the areas to see how to improve outcomes – purpose, regular monitoring, using observation to adjust, enhancing learning environments
S15	Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.	<ul style="list-style-type: none"> • Child-centred, innovative, evolving environments and impact • Indoor learning – room layout, learning materials and resources, technology integration, display and visual aids, safety, and comfort • Outdoor learning – natural exploration, connecting with nature, supporting physical development, environmental awareness • Maria Montessori, Montessori method – prepared environment, mixed-age groups • Humanistic theory, Maslow's hierarchy of needs, holistic approach, motivation, educational practices, supportive learning environments, personal growth

<p>S16</p>	<p>Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child’s voice.</p>	<ul style="list-style-type: none"> • Inclusive environment – inclusive activities, peer support • New resources implementation – selection, aligning with children's interest and developmental needs, introducing new materials, explaining purpose and use, assessing the impact of new resources, child engagement and learning outcomes • Enabling environments – EYFS • EYFS – Learning and development • Implement new concepts with clarity and precision – clear instructions, visual aids, check understanding • Adapting the physical environment – flexible room layout, sensory friendly spaces • Family boxes • Pictures/literacy celebrating cultures • Use of technology – assistive technology, digital recourses
<p>S17</p>	<p>Apply strategies that support children’s ability to manage change, transition, and significant events.</p>	<ul style="list-style-type: none"> • Promote – Self-regulation • Support – Mutual regulation • Clear communication strategies • Involve the child in the process • Provide notice, what is happening next • Pictorial sequencing • Engage with parents/carer • Buddy system in place
<p>S18</p>	<p>Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child’s needs and interests.</p>	<ul style="list-style-type: none"> • Planning – using insights, supporting and extending learning, experiences and interactions to offer next • Implementation – planned activities, curriculum adaptations, flexible learning • Review/reflection – impact of implemented activities on children’s learning and development, effectiveness of strategies, future planning • Developmental meetings – sharing results of assessments accurately and confidently in line with the EYFS statutory framework and next steps to support child achieve the next goal • Flexibility – adjusting goals and teaching strategies, child’s progress and changing needs • Multisensory approaches – visual, auditory, tactile, kinaesthetic, interactive, comprehension and retention

<p>S19</p>	<p>Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.</p>	<ul style="list-style-type: none"> • Curriculum analysis – review curriculum goals, assess prior knowledge, identify gaps and strengths • Role modelling and supporting children's group learning and socialisation – demonstrate positive behaviours and social skills, facilitate activities that encourage collaboration, communication and teamwork • Reading stories with expression and clarity – using varied voices, express emotions, interactive reading, encouraging children to predict outcomes and ask questions • Implement new concepts with clarity and precision – clear instructions, visual aids, check understanding • Strategies for supporting early literacy and mathematics and implement them – phonemic awareness, print awareness, storytelling and writing, number sense, patterns and sequencing, relating maths to everyday activities such as cooking or shopping • Continue assessment and reflection – formative assessment, reflective practice, adjustments • Appropriate pedagogical approaches such as: constructivist approach, scaffolding, differentiated instruction, inquiry-based learning, behaviourist approach
<p>S20</p>	<p>Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.</p>	<ul style="list-style-type: none"> • Quality interactions – balance of adult-led and child-led play demonstrating communicating, modelling language, explaining, exploring new ideas, encouraging, questioning, facilitating and setting challenges, choices and solutions, praise, physical comfort, acknowledging and validating emotions • Humanistic theory, Maslow's hierarchy of needs, holistic approach, motivation, educational practices, supportive learning environments, personal growth • Pedagogy approaches • Direct teaching • Adult explanations • Adult modelling • Learning from peers • Guided learning • Constructive approach • Collaborative approach • Reflective approach • Integrative approach

	<ul style="list-style-type: none">• Inquiry-based approach• Play
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KSB Ref	KSB statement	Amplification
Behaviours		
B2	Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.	<ul style="list-style-type: none"> • Child-centred approach and strategies – prioritising the interests, strengths and needs of the child, active participation through play and exploration • Equality Act 2010 • UNCRC • EYFS
B4	Caring, compassionate and sensitive.	<p>A key person:</p> <ul style="list-style-type: none"> • has passion for their work and sees the value and rewards in being a key person • is empathic and understands the different ways of creating a family • appreciates and respects the cultures, identities and diverse backgrounds of the children and families with whom they work • is able to draw on their own informal knowledge of childcare practice from within their own experience and reflect on how best to use or build on it • is able to reflect on and understand the influence of their own attachment experiences on their work with children and families, with the confidence to know when to ask for support and further training • is willing to research and reflect on the concept of “professional love”, so that they can see its relevance to their work as a key person • finds effective ways to connect with families, such as developing digital technologies while continuing with as many opportunities for face-to-face connection as possible • is not judgemental and has the skills to communicate with other agencies and settings involved with the child and their family • is well qualified, and/or has wider knowledge and understanding of, for example: <ul style="list-style-type: none"> - child development - attachment theory, including social and biological factors that might affect a child’s capacity to form attachments - co-regulation and self-regulation - neuroscience (brain development and how it links with all the Prime areas as well as self-regulation and executive function) - pedagogy of effective, relation-based practice

		<ul style="list-style-type: none"> - bias and prejudice, how it affects the children and families they work with as well as themselves, and strategies to challenge this - how to identify and support children in a range of circumstances, including those who are vulnerable, looked after, with visible and invisible special educational needs and disabilities • recognises that it is a personal as well as a professional relationship which brings with it much joy, as well as challenge. • works collaboratively with other practitioners, to ensure consistency for the child, and supports transition as an ongoing process, not just an event.
B5	Honest, open, respectful, and a role model.	<p>A key person:</p> <ul style="list-style-type: none"> • has passion for their work and sees the value and rewards in being a key person • is empathic and understands the different ways of creating a family • appreciates and respects the cultures, identities and diverse backgrounds of the children and families with whom they work • is able to draw on their own informal knowledge of childcare practice from within their own experience and reflect on how best to use or build on it • is able to reflect on and understand the influence of their own attachment experiences on their work with children and families, with the confidence to know when to ask for support and further training • is willing to research and reflect on the concept of “professional love”, so that they can see its relevance to their work as a key person • finds effective ways to connect with families, such as developing digital technologies while continuing with as many opportunities for face-to-face connection as possible • is not judgemental and has the skills to communicate with other agencies and settings involved with the child and their family • is well qualified, and/or has wider knowledge and understanding of, for example: <ul style="list-style-type: none"> • child development • attachment theory, including social and biological factors that might affect a child’s capacity to form attachments • co-regulation and self-regulation • neuroscience (brain development and how it links with all the Prime areas as well as self-regulation and executive function) • pedagogy of effective, relation-based practice • bias and prejudice, how it affects the children and families they work with as well as themselves, and strategies to challenge this

		<ul style="list-style-type: none"> • how to identify and support children in a range of circumstances, including those who are vulnerable, looked after, with visible and invisible special educational needs and disabilities • recognises that it is a personal as well as a professional relationship which brings with it much joy, as well as challenge. <p>works collaboratively with other practitioners, to ensure consistency for the child, and supports transition as an ongoing process, not just an event.</p>
B7	Playful and creative.	<p>A key person:</p> <ul style="list-style-type: none"> • appreciates and respects the cultures, identities and diverse backgrounds of the children and families with whom they work • is able to draw on their own informal knowledge of childcare practice from within their own experience and reflect on how best to use or build on it • is able to reflect on and understand the influence of their own attachment experiences on their work with children and families, with the confidence to know when to ask for support and further training • finds effective ways to connect with families, such as developing digital technologies while continuing with as many opportunities for face-to-face connection as possible • is well qualified, and/or has wider knowledge and understanding of, for example: <ul style="list-style-type: none"> - child development - attachment theory, including social and biological factors that might affect a child's capacity to form attachments - co-regulation and self-regulation - neuroscience (brain development and how it links with all the Prime areas as well as self-regulation and executive function) - pedagogy of effective, relation-based practice - how to identify and support children in a range of circumstances, including those who are vulnerable, looked after, with visible and invisible special educational needs and disabilities • recognises that it is a personal as well as a professional relationship which brings with it much joy, as well as challenge. • works collaboratively with other practitioners, to ensure consistency for the child, and supports transition as an ongoing process, not just an event.

Document amendment history page

Version	Issue Date	Changes	Role
2	21/11/2024	Rebrand	Product Manager