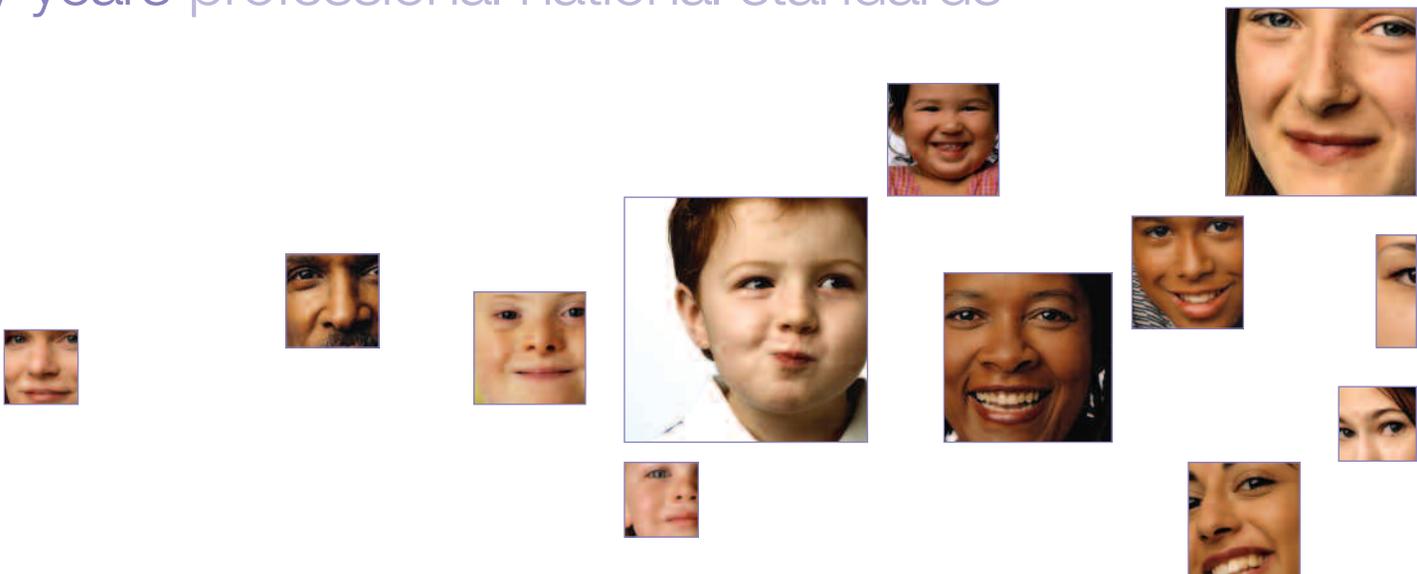
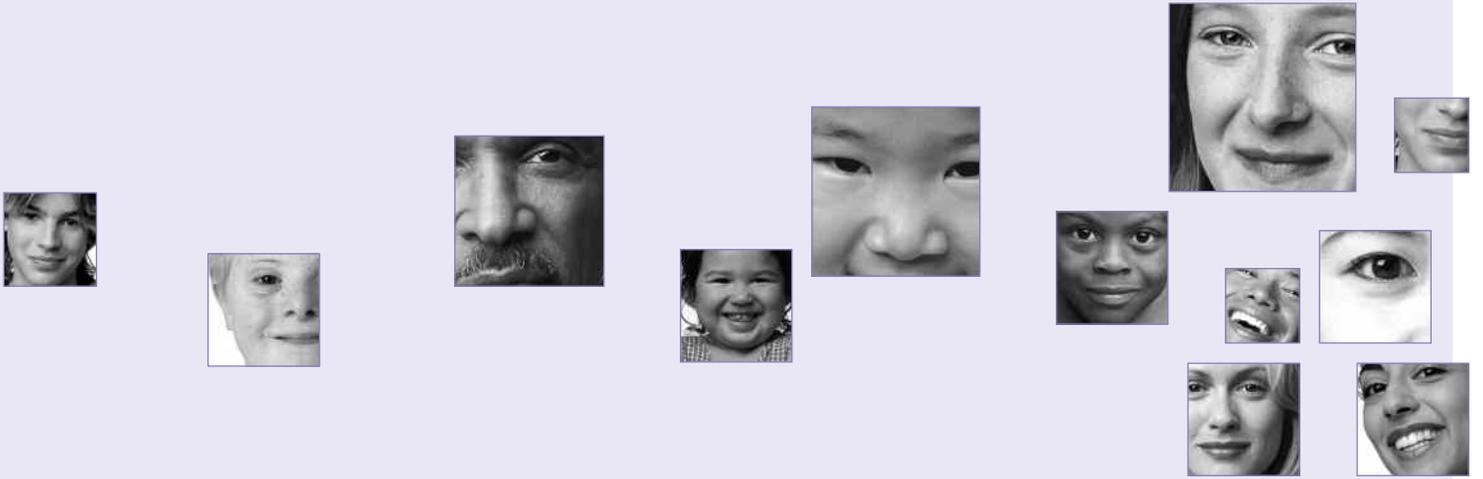


early years professional national standards



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# Foreword from Jane Haywood

Chief Executive, Children's Workforce Development Council (CWDC)

All good early years practitioners care for and nurture the children in their care, whatever their background or circumstances. They understand just how quickly children develop during the first five years of life and that young children's potential for learning is unlimited. They know that a loving and stimulating environment can give young children confidence and enable them to flourish. But effective early years provision involves more than care, a warm and stimulating environment and well-placed optimism.

Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. It involves establishing and maintaining good relationships with both children and adults; understanding the individual and diverse ways that children develop and learn; knowledge and understanding to actively support and extend children's learning; meeting all children's needs, learning styles and interests; and working with parents, carers, the wider community, and other professionals within and beyond the setting.

Just as early years workers have high expectations of the children they care for, so parents and carers are entitled to have high expectations of those they entrust to look after their children. There is a great deal of high quality early years practice led by highly skilled practitioners but CWDC and its partners recognise the importance of increasing levels of training and development across the early years workforce. Early Years Professional Status will help highly skilled practitioners to gain recognition and to raise the standard of provision across early years settings to the level of the best. These Standards set the minimum standard required by professionals charged to lead the new Early Years Foundation Stage, raise the quality of provision and act as agents of change in the settings in which they work.

Early Years Professional Status is the first stage in a continuum of professional development that will underpin their career. It lays the foundation for subsequent professional and career development.

# Section 1

## Introduction to the Standards

### 1.1

The Government's response to the national consultation on the future of the children's workforce identified the benefits of developing the role of Early Years Professional (EYP) and confirmed the Government's aim to have EYPs in all children's centres offering early years provision by 2010 and in every full day care setting by 2015.

### 1.2

Improving workforce skills, knowledge and competences will be key to delivering the new Early Years Foundation Stage (EYFS). The new role of Early Years Professional is being introduced to improve the quality of the early years experience, which research evidence suggests will lead to better outcomes for children. Early Years Professionals will work in a range of settings in the private, voluntary, independent and maintained sectors and will be key to leading and improving practice across the new EYFS.

### 1.3

To undertake the role of Early Years Professional it is necessary to achieve Early Years Professional Status (EYPS). To attain EYPS candidates are required to demonstrate they meet all the Standards laid out in this document.

## Section 2

# Standards for Early Years Professional Status



### 2.1

The EYP Standards set out the national expectations for anyone wishing to gain EYPS and work as an Early Years Professional. They are outcome statements that set out what Early Years Professionals need to know, understand and be able to do. They cover working safely with babies and children from birth to the end of the new EYFS. Achievement of the Standards will enable members of the workforce to move across the range of early years provision, which will encourage and support learning and development.

### 2.2

The Standards are organised under six related headings that describe the criteria for attaining Early Years Professional Status:

- Knowledge and understanding
- Effective practice
- Relationships with children
- Communicating and working in partnership with families and carers
- Teamwork and collaboration
- Professional development.

### 2.3

There is no hierarchy implied by the order in which the Standards are presented. Candidates must demonstrate that they meet all the Standards before being awarded EYPS. The Standards concerning knowledge and understanding underpin all the others and before being awarded EYPS candidates must demonstrate through their practice, that a secure knowledge and understanding of the specified content underpins their own practice and informs their leadership of others. Employers can be confident when recruiting staff at this level that those with EYP status will have met this minimum entry standard, regardless of their background, or the route through which they have trained.

### 2.4

Early Years Professionals will be key to raising the quality of early years provision. They will act as an agent of change to improve practice in the settings in which they work. They will lead practice across the Early Years Foundation Stage (EYFS), support and mentor other practitioners and model the skills and behaviours that safeguard and promote good outcomes for children.

### 2.5

The CWDC believe that, over time, only those with EYPS should lead the delivery of the new Early Years Foundation Stage. The CWDC also believes that the relationship between Qualified Teacher Status (QTS) and EYPS should be clarified in time for the introduction of the new Early Years Foundation Stage in 2008. The Government agrees that further clarity is needed. The Government and CWDC wish to ensure that people with QTS are attracted to and are retained in the early years workforce.

### 2.6

It is not assumed or intended that an EYP should lead and manage multi-agency, multi-disciplinary, children's centre settings. However, in some smaller early years settings the EYP may in fact also be the setting leader. The National Professional Qualification in Integrated Centre Leadership (NPQICL) addresses the needs of those in a leadership role within multi-agency Children's Centres. Standards for leaders of integrated settings are being developed in parallel with the NPQICL award.

## Section 3

# Assessment against the Standards

### 3.1

To attain EYPS all candidates will be assessed against the National Standards laid out in this document. The assessment process will be common to all candidates regardless of their background or location and irrespective of the nature and length of their pathway to EYPS or where they did their training. This consistent and rigorous assessment will help to provide confidence to employers and maximise candidates' opportunities to work across and between settings.

### 3.2

The Standards have been written to be as specific, explicit and assessable as possible. To achieve this purpose, each Standard has been set out discretely. Being an EYP however, implies more than meeting a series of discrete Standards. It is necessary to consider the Standards as a whole to appreciate the skill, creativity, commitment, energy and enthusiasm that leading practice in the early years requires and the intellectual and leadership skills required of the effective EYP. Because candidates may be working in different settings and have a wide range of prior experience, professional judgement will be required when designing training programmes that enable candidates to meet the Standards, and when assessing candidates for EYPS.

# Section 4

## Guidance to the Standards



### 4.1

The Standards will, therefore, be accompanied by guidance which will illustrate the type of activities and responsibilities undertaken by the EYP; set out the scope of each Standard; provide examples of how each Standard can be demonstrated in different settings and with babies, toddlers and young children; and give examples of the ways in which evidence can be used to support Standards that are closely linked. This should help:

- assessors make consistent judgements against the Standards;
- trainers to develop programmes which enable candidates to meet the Standards;
- candidates to understand what is expected of them and how they might demonstrate that they meet the Standards; and
- employers to know what they can expect of newly qualified EYPs and which of their existing staff might be encouraged to work towards gaining EYPS.

### 4.2

The CWDC will issue guidance to the EYP Standards to be used with the first phase of training which lasts from September 2006 to January 2007. This guidance will be refined in the light of the experiences of these candidates. The guidance will be issued to training providers in July and will:

- illustrate the type of activities and responsibilities undertaken by the EYP;
- set out the scope of each of the EYP Standards; and
- provide examples of how each Standard can be demonstrated in different settings.

The guidance will continue to be developed as training providers gain more experience of training and assessment and as the EYP role becomes established.

## Standards for Early Years Professionals

Those awarded Early Years Professional Status must demonstrate through their practice that they meet all the following Standards.

### Knowledge and understanding

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

#### S1

The principles and content of the Early Years Foundation Stage and how to put them in to practice

#### S2

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

#### S3

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

#### S4

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

#### S5

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

#### S6

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

### Effective Practice

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

#### S7

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

#### S8

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

#### S9

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

**S10**

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

**S11**

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

**S12**

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

**S13**

Make effective personalised provision for the children they work with

**S14**

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

**S15**

Support the development of children's language and communication skills

**S16**

Engage in sustained shared thinking with children

**S17**

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

**S18**

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

**S19**

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

**S20**

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

**S21**

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

**S22**

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

**S23**

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

**S24**

Be accountable for the delivery of high quality provision

**Relationships with children**

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

**S25**

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

**S26**

Establish fair, respectful, trusting, supportive and constructive relationships with children

**S27**

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

**S28**

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

**S29**

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

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

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

**S30**

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

**S31**

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



### **S32**

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

### **S33**

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

## **Teamwork and collaboration**

Those awarded Early Years Professional Status must demonstrate that they:

### **S34**

Establish and sustain a culture of collaborative and cooperative working between colleagues

### **S35**

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

### **S36**

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

### **S37**

Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis

## **Professional development**

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

### **S38**

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

### **S39**

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

### **S40**

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

For further information please call

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