

Certificate in Early Years Foundation Stage Practice

This qualification is aimed at people who work face to face with children under the age of 5 in regulated settings in England. It is designed to support those working in early years to develop and demonstrate the skills and knowledge required to implement the Early Years Foundation Stage.

Candidates completing this award may wish to progress to further qualifications at level 4 in the same and related subject areas, including NVQ Childrens Care Learning and Development Level 4.

The award consists of the following three units:

- Unit 1 Context and principles for early years provision
- Unit 2 Promoting learning and development in the early years
- Unit 3 Promoting children's welfare in the early years

The content of the qualification is underpinned by the philosophy that to provide effective care, learning and development for children from birth to five years old, early years practitioners at all levels must understand the perspective of the children and their parents/carers. They should respect diversity and deliver appropriate, individualised responses to meet the needs of children. Effective practice is centred on the child.

Principles and values

- The welfare of the child is paramount
- Practitioners contribute to children's care, learning and development and this is reflected in every aspect of practice and provision
- Practitioners work with parents and families who are partners in care, learning and development of their children and are the children's first and most enduring educators
- The needs, rights and views of children are at the centre of all practice and provision
- Individuality, difference and diversity are valued and celebrated

- Equality of opportunity and anti-discriminatory practice are actively promoted
- Children's health and well-being are actively promoted
- Children's personal and physical safety is safeguarded, whilst allowing for risk and challenge as appropriate to the capabilities of the child
- Self-esteem, resilience and a positive self-image are recognised as essential to every child's development
- Confidentiality and agreements about confidential information are respected as appropriate unless a child's protection and well-being are at stake
- Professional knowledge and skills and values are shared appropriately in order to enrich the experience of children more widely
- Best practice requires reflection and continuous search for improvement

Assessments will take place in the workplace and will include the following methods: Observation, professional discussion, questioning, and projects and assignments.