

Describe the role of the early years practitioner essay sample

[Education](#), [Learning](#)



Describe the role of the early years practitioner in relation to current frameworks. The current framework has 3 sections the learning and development requirement, assessment and the safeguarding and welfare requirements. In each section practitioner has different roles. Section 1: The learning and development requirements

The early learning goals summarise the knowledge, skills and understanding of the children. Practitioner has to assess the each child's achievements and discuss the progress of the child with the parents or carers.

Practitioner must understand every child's needs, interests and stage of development and have to plan challenging and enjoyable experience that covers the three prime area of communication and language, physical development and personal, social and emotional development.

If the child's progress in three prime areas gives concern, practitioner must discuss with the parents or carers and give opinion to support the child.

Practitioner must consider whether a child may need special education or disabilities which requires specialist support and give information to the parents or cares about services or agencies that gives relevant support.

Practitioner must assess the skills in English, those children whose home language is not English. If a child does not have a strong grasp of English language, practitioner must explore the child's skills in the home language with parents or carers, to establish whether there is cause for concern about language delay.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Practitioner must respond to each child's arising needs and interests. Give guidance for their development through warm and positive interaction.

Section 2: Assessment

Assessment helps to parents or carers and practitioner to identify the children's progress, understand their needs and to plan activities. Practitioner must observe the children to understand their level of achievement, interests and learning styles and then plan learning experiences for each child according to those observations.

Practitioner should address any learning and development needs in partnership with parents or carers, and any relevant professionals.

Progress check at age two - three

When the child's age between two and three, practitioner must review their progress and provide parents or carers with a short written summary of their child's development in the prime areas.

If the child's progress is less than the expected, practitioner have to make a target plan to support the child's future learning and development partnership with parents or carers and other professionals.

Practitioner must make a written summary for each single child reflecting the development level and the needs. The summary should highlight the

areas where the child is progressing well, areas additional support might be needed and areas may have development delays.

Practitioner must discuss with parents or carers about the summary and how it can be used to support learning at home.

Practitioner should encourage parents or carers to share information from the progress check with other relevant professionals such as health visitor.

EYFS Profile at age five

When the child's age is five, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge

Each child's level of development must be assessed against the early learning goals. Practitioner must complete the EYFS profile by indicating whether the child met the expected levels of development or exceeded or not yet reached.

Section 3: The safeguarding and welfare requirements

Practitioner must be designated to take lead responsibility for safeguarding children. Practitioner must keep every child healthy, safe, and secure and promote high quality hygiene practice and behaviours.

Practitioner must be alert to any issues for concern in the child's life at settings or home, if else follows safeguarding procedures.