Unit 38: Lead and Manage a Community-based Early Years Setting

Unit code: CYPOP 3

Unit reference number: H/601/0131

QCF level: 4

Credit value: 6

Guided learning hours: 45

Unit summary

This unit is about providing leadership and management in a community-based setting that promotes the engagement, involvement and participation of parents.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 Understand the purposes, benefits and key features of community-based early years provision

Purpose and features of community-based settings: range and types of services offered to children and families; support groups; training opportunities; range of professionals; roles of professionals in setting

A community-based early years setting can be an agent of community development: provision of resources; provision of professional support; provision of practical help; funding; parenting support and networking opportunities

Benefits arising from community-based early years provision: benefits for children, parents, carers, the early years setting and the local community eg ongoing support, opportunities for development and informal or formal education, access to information, networking and social cohesion

2 Be able to lead the team in a community-based early years setting

Demonstrate leadership skills in own practice: demonstrate good interpersonal and communication skills; knowledge and application of early years principles, procedures and values; good professional practice and the ability to share information and ideas; work closely with parents, carers and others involved in the setting; updating of own knowledge and skills

Implement activities with the setting's staff team to share and promote their understanding of good practice: update staff on new developments and examples of best practice through eg networking opportunities, meetings and workshops, emails, training events; identification and review of training and support needs; facilitate reflective practice; review staff progress and development, celebrate successes and achievements

Maintain a team culture among all of the staff and parents in a community-based early years setting: implement strategies to promote a team approach in the setting eg regular team meetings, sharing of ideas, group training, newsletters, seeking and giving feedback in an inclusive manner, recognising and valuing contributions of all involved in the setting, clear understanding of different roles and responsibilities within the team and how each contributes to meeting team goals

Effectiveness of own practice in implementing the principles of community-based early years provision: reflective practice; carrying out regular evaluations of practice; including staff and parents in evaluation processes; action planning

3 **Be able to engage parents as partners in the community-based early years setting**

Establish and maintain a relationship of partners with the parents of an early years setting: recognising why partnerships with parents are important; effective ways of establishing partnerships; encouraging and valuing contributions from all parents in an inclusive and non-judgemental way; sharing information and maintaining partnerships eg through effective communication, showing respect for diversity, appropriate activities that encourage participation of parents

Exchange information with parents about the progress of their child's learning and development: plan and implement appropriate manner and time of communication with parents; ways of exchanging information eg setting up and maintaining learning journals, keeping learning journal information up to date, ensuring leaning journals are accessible to parents and children, parents' newsboard, newsletters, individual consultations; identify and overcome barriers to exchange of information

Involve parents in decisions about plans and activities to progress their child's learning and development: valuing parents' ideas and opinions; establishing a culture of encouraging parents' contributions; recognising and valuing parents as the child's first and most enduring educators; highlight opportunities for involvement without exerting pressure or sense of obligation; highlight benefits of involvement for child, parents and others; involve parents in decisions that affect their child and offer flexibility and choices as appropriate

Involve parents in the activities of the early years setting: encouraging parents' participation in the setting's activities by eg creating welcoming, inclusive environment and atmosphere, emphasising the qualities and skills that parents have and how they can contribute to activities of the setting; ensuring activities are accessible and take account of the cultures, ethnicities and social backgrounds of parents represented in the setting; ensuring clear, appropriate communication with parents about the activities of the setting eg purpose, timescales, relevance, benefits

4 **Be able to engage parents in the management/decision-making processes of an early years setting**

Role of the parent management committee/support group in a community-based early years setting: to ensure parents views are represented; to ensure settings values and principles are met, to contribute to decision making; to participate in the leadership of the setting

Demonstrate support to parents' involvement in the parent management committee/support group: show how parents are encouraged to be involved in the setting eg supporting communication with parents about the role and activities of the management committee/support group, highlight opportunities for parents to be involved in decision making and the benefits of their involvement

5 **Be able to provide learning opportunities to support parents' participation in a community-based early years setting**

Utilise informal learning opportunities: use observations of parents' interactions in activities to inform planning of further activities; informal activities that promote the learning and development of parent, parent's own child other children in the setting

A detailed account of a learning activity provided by the setting: aimed at developing parents' understanding of the setting early years curriculum: why the activity was appropriate for the setting's parents eg took account of different cultures, ethnicities and social backgrounds represented in the setting, relevant to age and stage of development of children in setting, based on feedback about needs and/or interests of individual children and/or parents; how the setting encouraged parents to participate in the activity eg welcoming and inclusive atmosphere, activity accessible to parents, sensitive and respectful communication between staff and parents before, during and after the activity, ideas and contributions of parents actively encouraged and valued

Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting: sources of information eg information about policies and plans of the setting such as documents and meetings, information about the role of the parent management committee/support group; provide information in an

accessible and effective way eg appropriate language and methods of communication, timely communication, use of translators if necessary

6 **Be able to manage the resource, regulatory and financial requirements for a community-based early years setting**

Regulatory requirements of the work setting: relevant early years curriculum for setting eg Early Years Foundation Stage; relevant inspection body, lines of responsibility and reporting; National Standards; health and safety

How human resources are managed within the setting: employment of staff; contracts, terms and conditions of employment; qualifications, continual professional development; employer and employee roles, rights and responsibilities

How systems of resource management operate in the work setting: different types of resources eg human, financial, facilities; the role of the parent management committee in resource management; the roles and responsibility of the team; accountability for resource management and concept of efficiency and value for money

How financial systems in the setting are operated and accountability maintained according to appropriate standards: managing budgets, funding and financial systems; accountability, efficiency and transparency