

Unit 24: Understand How to Set Up a Home-based Childcare Service

Unit code:	CYPOP 5
Unit reference number:	Y/600/9770
QCF level:	3
Credit value:	4
Guided learning hours:	29

Unit summary

This unit aims to prepare learners to work as home-based child carers/childminders. As well as learning relevant aspects of childcare this knowledge-based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home-based childcare service.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles. Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK home country.

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 how to set up a home-based childcare service

Current legislation covering home-based childcare and the role of regulatory bodies: registration requirements and registration procedure; training; inspection eg the role of Estyn Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland; meeting the requirements of frameworks and legislation for relevant home nation eg Flying Start, The Foundation Phase, Safeguarding Children: Working Together Under the Children Act 2004

Develop policies and procedures: why policies and procedures are required in the setting; policies that are required including accidents, illness and emergencies, behaviour, safeguarding, equal opportunities, how policies are implemented eg updating policies, meeting the requirements of the relevant framework, plans and procedures of what to do in an emergency, use of relevant forms to record illness and accidents

Importance of confidentiality and data protection: why maintaining confidentiality is important; maintaining principles of trust; giving and receiving sensitive information; storing information; policy and practice, legislation; circumstances when it is not possible to maintain confidentiality eg disclosure of certain information by a child

Develop a marketing plan for own home-based childcare service: eg how to target information at families, where to advertise, methods of advertising, identifying own unique selling points (USP), promoting vacancies

Financial planning for own home-based service: eg financial planning, record-keeping, budget management, expenses, financial records, completion of tax returns, self-assessment, making and receiving payments

Sources of support and information for the setting up and running of home-based childcare business: eg National Childminding Association, Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland, childminder groups, childminding network, training, publications and magazines such as *Who Minds*

2 **Understand how to establish a safe and healthy home-based environment for children**

Key components of a healthy and safe home-based environment: meeting requirements for early years framework of home nation eg The Foundation Phase; meeting the requirements of other relevant policies eg Flying Start, Play Policy Implementation Plan for Wales, Child Poverty Strategy for Wales, Safeguarding Children: Working together Under the Children Act 2004; providing a stimulating and enabling environment, providing for children's developmental needs; providing a physically safe environment; meeting children's emotional needs; providing appropriate routines for children; know why accidents happen and how to prevent them

Principles of safe supervision of children in the home-based setting and off-site: treating children as individuals; recognising individual needs and abilities; providing appropriate levels of supervision; risk assessments and home safety

Ways of ensuring that equipment is suitable for children and meets safety requirements: eg following manufacturer's guidelines, carrying out risk assessments, identifying child's stage of development, selecting appropriate resources and equipment, checking equipment regularly for signs of wear or damage, regular cleaning of equipment

Know where to obtain current guidance on health and safety risk assessment of the home-based work setting: eg National Childminding Association website, Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland, National Standards website, Health and Safety Executive, Pre-school Learning Alliance

How to store and administer medicines: written permission to administer routine medication; medicines to be stored in original container and clearly labelled with child's name, date of birth and details of how and when to be administered; secure storage, if refrigeration is required for medicines, they should be kept in a secure box away from food and clearly labelled; medicines must only be prescribed by a medical professional

3 **Understand the importance of partnerships with parents for all aspects of the home-based childcare service**

Importance of partnership with parents for all aspects of the childcare service: parents are the child's first and main carer and educator; strong partnerships promote emotional security and development of child; sharing of information helps to provide best care, support transitions, and support the settling-in process; following parental wishes with regards to feeding, sleep routines and care routines

How partnership with parents are set up and maintained: eg good communication with parents, exchanging information regularly, establishing a relationship prior to starting in the setting, home visits, settling-in visits, value input and ideas of parents, encourage parents to be involved in decisions affecting their child

4 Understand the principles of development of routines for home-based childcare

How routines are established: routines should meet the child's individual needs and where possible be the same as the home routine; parental involvement in developing individual routine eg getting information and feedback from parents regarding child's routine, dislikes and preferences, involving parents in decision making; participation of child eg giving children clear instructions but also allowing element of choice and independence as appropriate to age and abilities, routine should encourage child to participate, feel secure and cared for; different aspect of daily routine eg sleep routines, feeding routines, hygiene routines

Adapt routines to meet the needs of children at different ages and stages of development: consideration given to individual requirements and needs; necessary changes made to routines to accommodate each child eg younger children need naps during the day whereas an older child may only require a period of rest or quiet time

Ensure that each child is welcomed and valued in the home-based work setting: eg warmly greeting each child and parent, recognising individual needs, welcoming and encouraging comforters, encouraging or creating links with home eg a daily diary, ensuring the child's faith or heritage is represented in the activities, toys and equipment of the setting

5 Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion

Importance of play to children's learning and development and the need for inclusive approach: importance of play to learning and development eg important learning tool, play is a key way to learn in an enjoyable and challenging manner, play should be at a child's own level, provides the opportunity to try out and develop new and existing skills, play supports all areas of child's development; importance of inclusive approach eg making play accessible to all children in the setting regardless of age, ethnicity, cultural background, disability or ability, ensuring adequate opportunities and resources are available for play, adapting play to meet needs of individual children

Plan a challenging and enjoyable learning environment in the home: use of everyday domestic routines eg cooking, cleaning, washing up, gardening, shopping as learning experiences; suitable play activities and experiences

What can be learned about children by observing them at play: promotes understanding of the basic needs of children; knowledge of their individual needs; helps identify how best to meet their needs; helps identify developmental progress; helps identify any changes in child's normal pattern of behaviour; raises awareness of possible hazards in the home and signs of illness; observation of play aids planning of activities and experiences

Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights: equal access and treatment based on individual needs as required by legislation and policy eg The Foundation Phase, Flying Start, Play Policy implementation for Wales, Child Poverty Strategy for Wales, Equality Act 2010; importance of equality of treatment and access and individual needs/rights for development of child in all areas eg physical development, development of communication and language, intellectual/cognitive development, social, emotional and behavioural development, moral development; negative impact of inequality and lack of emphasis on individual needs eg delayed development, negative behaviour; child-centred approach improves chances of positive outcomes for children

Compare how other resources available for children support their play: eg consider how everyday experiences support play and can be made into learning opportunities eg cooking, shopping

6 Understand how home-based child carers can support the safeguarding of children in their care

Concept of safeguarding and the duty of care that applies to all practitioners: the welfare of the child is paramount and first duty of care is the child; safeguarding refers to keeping a child safe from harm of any kind and child protection is part of this responsibility; the home and garden should be safe; safety plans should be made for visits and outings; adult must be alert to possible dangers around children; practitioners are responsible to 'recognise, respond and refer'; practitioners have a duty to report any suspicious incidents as well as accidents

Possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding: commonly accepted definitions of abuse including physical abuse, physical neglect, emotional neglect, failure to thrive, sexual abuse, emotional abuse, organised abuse; range of possible signs and symptoms; changes in normal pattern of behaviour can vary greatly depending on the age of the child eg showing apprehension when children cry, displaying self-destructive behaviour, displaying aggression, comfort seeking; other signs eg unexplained or unsatisfactory explanation of injury, poor hygiene, severe persistent nappy rash, constant tiredness, constant illnesses

Regulatory requirements for safeguarding children that affect home-based childcare: first duty of care is the child; duty to recognise, respond and refer; duty to record details of disclosure or injuries; any cause for concern is to be reported following the Local Safeguarding Children Board procedures; child protection concerns that could identify a particular child are kept confidential and only shared with people who need to know this information

Procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties: any allegations of abuse that are alleged to have taken place within the setting must be reported immediately to relevant authority for own home nation eg Estyn, Care Social Services Inspectorate for Wales (CSSIW), The Education and Training Inspectorate in Northern Ireland

7 Understand the principles of supporting positive behaviour in home-based childcare settings

Typical behaviours exhibited by young children: expected behaviour for their stage of development; possible reactions to key events in their lives eg regression, aggression, withdrawal

How ground rules for behaviour and expectations are developed and implemented: eg rules developed with the input of the children, clearly displayed and/or communicated and regularly referred to, updated if required, kept simple and achievable, are age and stage-appropriate

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Understand how to set up a home based childcare service</p>	<p>1.1 outline the current legislation covering home-based childcare and the role of regulatory bodies</p> <p>1.2 develop policies and procedures for:</p> <ul style="list-style-type: none"> a accidents, illness and emergencies b behaviour c safeguarding d equal opportunities <p>and explain how these will be implemented</p> <p>1.3 explain the importance of confidentiality and data protection</p> <p>1.4 develop a marketing plan for own home-based childcare service</p> <p>1.5 demonstrate financial planning for own home-based service</p> <p>1.6 identify sources of support and information for the setting up and running of your home-based childcare business</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to establish a safe and healthy home-based environment for children</p>	<p>2.1 explain the key components of a healthy and safe home-based environment</p> <p>2.2 explain the principles of safe supervision of children in the home-based setting and off-site</p> <p>2.3 identify ways of ensuring that equipment is suitable for children and meet safety requirements</p> <p>2.4 know where to obtain current guidance on health and safety risk assessment of the home-based work setting</p> <p>2.5 explain how to store and administer medicines</p>			
<p>3 Understand the importance of partnerships with parents for all aspects of the home-based childcare service</p>	<p>3.1 explain the importance of partnership with parents for all aspects of the childcare service</p> <p>3.2 describe how partnership with parents are set up and maintained</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Understand the principles of development of routines for home-based childcare</p>	<p>4.1 explain how routines are based on:</p> <ul style="list-style-type: none"> a meeting a child's needs b agreements with parents c participation of children <p>4.2 explain how they would adapt routines to meet the needs of children at different ages and stages of development</p> <p>4.3 explain how they ensure that each child is welcomed and valued in the home-based work setting</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Understand how to provide play and other activities for children in home-based settings that will support equality and inclusion</p>	<p>5.1 explain the importance of play to children's learning and development and the need for an inclusive approach</p> <p>5.2 plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items</p> <p>5.3 explain what can be learned about children by observing them at play</p> <p>5.4 identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights</p> <p>5.5 compare how other resources available for children support their play</p>			
<p>6 Understand how home-based childcarers can support the safeguarding of children in their care</p>	<p>6.1 explain the concept of safeguarding and the duty of care that applies to all practitioners</p> <p>6.2 outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding</p> <p>6.3 outline regulatory requirements for safeguarding children that affect home-based childcare</p> <p>6.4 explain the procedures that need to be followed by lone workers in home-based settings when harm or abuse are suspected or alleged either against them or third parties</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
7 Understand the principles of supporting positive behaviour in home-based childcare settings	7.1 describe typical behaviours exhibited by children linked to their stage of development and key events in their lives 7.2 explain how ground rules for behaviour and expectations are developed and implemented			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)