

**NCFE**

**CACHE**

# Tutor Guidance

**NCFE CACHE Level 3 Award in Preparing to  
Work in Home Based Childcare  
QN: 603/3642/0**

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## Summary of changes

This section summarises the changes to this tutor guidance.

Version	Publication Date	Summary of amendments
v1.1	June 2022	Reference to General Data Protection Regulation (GDPR) (2018) in Unit 1: Preparing to work as a home based childcarer replaced with UK General Data Protection Regulation (UK GDPR). Further legislation added include: <ul style="list-style-type: none"><li>• Domestic Abuse Act (2021)</li><li>• Children Act (1989)</li></ul>

## Section 1: General introduction

This document includes:

- Tutor hints, tips and teaching aids, including many links to useful websites, which were all accessible at the time of publication.

These tools will assist with the planning and delivery of the qualification.

### Qualification introduction and purpose

The Level 3 Award in Preparing to Work in Home Based Childcare has been developed in collaboration with the Professional Association for Childcare and Early Years (PACEY).

This qualification prepares learners to set up a home based childcare setting as a registered childminder. It is also suitable for learners who wish to be employed in home based childcare settings as childminding assistants or other home childcarers (eg nannies, au pairs).

Unit 1 provides learners with the knowledge required to work with children in a home based childcare setting. It covers subject areas such as:

- legislation and regulation relating to home based childcare
- safeguarding and child protection
- health and safety in a home based childcare environment
- promoting equality, diversity and inclusion
- day-to-day care routines for children
- working in partnership
- children's learning and development
- play
- the role of observation.

Unit 2 prepares learners to set up a home based childcare business. It covers:

- leading and managing a home based childcare setting
- financial and taxation requirements when setting up a home based childcare setting
- creating a business plan
- registration requirements for home based childcarers.

Unit 3 prepares learners to explore the role and responsibilities of the Nanny. This unit will consider challenging aspects to this role as well as introducing sources of support, advice and guidance for the Nanny. It covers:

- partnership working
- expectations required of the role
- the role of advisory, guidance and support services
- how to plan steps to become a Nanny.

## **Rules of combination**

In order to achieve the Level 3 Award in Preparing to Work in Home Based Childcare, learners must achieve 6 credits in total. 5 credits from mandatory Unit 1 and a minimum of 1 credit from the units in the optional group.

## **Progression**

### **Job roles**

The qualification is suitable for learners wishing to work as:

- registered childminders
- childminding assistants
- nannies
- au pairs
- other childcarers in home based settings.

### **Further learning**

Although it does not provide direct progression, the subjects covered in this Award make a useful introduction to our Early Years Educator qualifications.


A paediatric first aid qualification is a requirement of registration for childminders. Learners may wish to consider the NCFE CACHE Level 3 Award in Paediatric First Aid (603/0752/3).

### **CACHE entry requirements**



Learners must be at least 16 years old. We do not set any other entry requirements but Centres may have their own guidelines.

**Unit achievement log – Level 3 Award in Preparing to Work in Home Based Childcare**

**Mandatory unit**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
 H/506/4745	Unit 1	Preparing to work as a home based childcare	Knowledge	3	5	43	

**Optional group**

Unit ref.	Unit no.	Unit title	Unit type	Level	Credit	GL	Notes
 K/506/4746	Unit 2	Preparing to set up a home based childcare business	Knowledge	3	1	7	
 D/617/2467	Unit 3	Exploring the role of the Nanny	Knowledge	3	1	7	

## **Section 2: Tutor hints and tips**

## Unit 1: Preparing to work as a home based childcarer



<b>Unit reference</b>	H/506/4745	<b>Unit level</b>	3
<b>Credit value</b>	5		
<b>Guided learning</b>	43		
<b>Unit aim</b>	The aim of this unit is to provide learners with the knowledge required to work with children in a home based childcare setting.		

### Tutor hints, tips and teaching aids

This unit is broad in relation to knowledge, requiring learners to consider core skills of the home based childcarer.

#### This unit includes:

- legislation
- healthy and safe environments for children
- safeguarding, protection and welfare
- equality, diversity and inclusion
- well-being
- daily routines
- current frameworks
- working in partnership
- stages and sequences of development
- factors affecting development
- play
- observation, assessment and planning.

1. Understand current legislation and regulation in relation to home based childcare.

1.1 Summarise current legislation and guidelines relating to:

- the health and safety of children
- the safeguarding, protection and welfare of children
- equality, diversity and inclusion.

### Legislation

Home based childcarers need to be introduced to the legislative framework that governs their day-to-day practice working with children. It would be useful to start this section with a discussion:

#### Discussion

Describe typical responsibilities of the home based childcarer. Use a scenario to help the group identify their role.

Here is an example of a scenario. It would be useful to use a 'real' example if learners are already working as a home based childcare worker.

#### Scenario

Jai is 9 months of age, Aimee is 2 years of age and Christian is 4 years of age. The children are cared for by Rose, a home based childcarer, from 8am until 4:30pm each day. List the care needs Jai, Aimee and Christian require from Rose whilst in her care.



Following the discussion, learners can be asked to think about how legislation supports the children's needs.

Legislation must include:

- **Health and Safety at Work Act 1974**

Use this leaflet to initiate discussion about health and safety and the implications for the home based childcarer:

- [www.hse.gov.uk/pubns/lawleaflet.pdf](http://www.hse.gov.uk/pubns/lawleaflet.pdf)

Suggested activity: work in pairs or small groups to discuss and take notes.

- How can the home based childcarer keep children safe (eg risk assessment)?
- What documentation would a home based childcarer need to hold (eg registration and personal details, accident forms, incident forms and evacuation procedures)?

Follow this activity by writing a whole group policy in relation to health and safety. An extension activity could be to ask each learner to amend the policy statement for their own individual use. Although home based childcarers do not need to have written policies, it is good practice to do so and parents/carers may find it useful to see these documents.

- **Children Act 2004 and Childcare Act 2006**

Ask learners to research these acts using the following websites:

- [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)
- [www.legislation.gov.uk/ukpga/2006/21/contents](http://www.legislation.gov.uk/ukpga/2006/21/contents)

When looking at the Children Act 2004, learners should note that whilst the principles of Every Child Matters continue to be highly valued and inherent to all procedures, they are not commonly referred to in related documentation in childcare services.

When summarising this piece of legislation, learners should give attention to the role of the home based childcarer in relation to current frameworks:

- [www.gov.uk/early-years-foundation-stage](http://www.gov.uk/early-years-foundation-stage)

Summarise the role of the home based childcare worker in relation to current frameworks.

- **Equality Act 2010**

Learners should read and summarise the main points from the Equality Act 2010. The following website may be useful:

- [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85012/easy-read.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85012/easy-read.pdf)
- How can the home based childcare worker show that he/she values diversity?
- What is understood by 'an inclusive environment'?

Follow this activity by writing a whole group policy in relation to equality, diversity and inclusion. An extension activity would be to ask each learner to amend the policy statement for their own individual use.

Further useful reading can be accessed by following the links below to find out about:

- **Children and Families Act 2014**  
[www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)
- **UK General Data Protection Regulation (UK GDPR)**  
[www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation](http://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation)
- **Domestic Abuse Act (2021)**
- **Children Act (1989)**

### Regulation

This area of learning could be initiated by a Tutor-led whole class discussion exploring regulation:

- What is regulation?
- Discuss the role of regulation in terms of:
  - quality
  - compliance
  - are there any other factors to consider when recruiting staff?

When researching this area, it will be useful to consider:

- the role of Ofsted in relation to the home based childcarer:  
[www.ofsted.gov.uk/about-us](http://www.ofsted.gov.uk/about-us)
- childminding networks and how to register with a childminder agency
- local authorities in relation to the home based childcarer.

2. Understand how to establish a safe and healthy home based childcare environment for children.	2.1 Explain why it is important to take a balanced approach to risk management.
	2.2 Explain the principles of safe supervision in the home based setting and off-site.
	2.3 Describe procedures for: <ul style="list-style-type: none"> <li>• storage of medication</li> <li>• administration of medication</li> <li>• record keeping with regard to medication.</li> </ul>
	2.4 Carry out a risk assessment of own home: <ul style="list-style-type: none"> <li>• indoors</li> <li>• outdoors.</li> </ul>
	2.5 Summarise ways to maintain a safe and healthy environment for children in relation to: <ul style="list-style-type: none"> <li>• preparing formula feeds</li> <li>• sterilisation of feeding equipment</li> <li>• preparation and storage of food</li> <li>• safe disposal of waste</li> <li>• care of pets.</li> </ul>
	2.6 Explain procedures to follow in the event of:

- accidents
- incidents
- emergencies.

This section focuses on how to keep children healthy and safe and builds on previous underpinning work in relation to legislation.

Learners have considered health and safety in the home based setting; now, there is an opportunity to consider the need to provide a balanced approach to risk. Risk in this context refers to access to new environments, challenges and resilience building.

Learners could research relevant websites as well as reflect upon how the home based childcarer provides for such an approach. The website below will support the research:

- [www.kids-safe.net/](http://www.kids-safe.net/)

Following on from this, learners could write a reflective account about the personal skills children gain from experiencing a balanced approach to risk taking and what this means for the role of the home based childcarer. This will be a useful resource for the learner's portfolio.

Once risk has been explained from this angle, it is useful to build from here by considering health and safety provision inside and outside of the home based childcarer's home. To enable learners to do this, you could:

- consider the principles of risk assessment
- create a risk assessment plan of own home; this could include a very simple chart as the learner identifies potential hazards in their own home, both indoors and outdoors, and sets an action plan to meet this risk. The plan should include all areas that are going to be accessed by the children
- plan for off-site trips/visits. The learner could select two probable outings, such as a walk to the local shops or park, and create risk assessments for both. This will introduce the learner to the importance of pre-planned assessment and help them to consider potential hazards along the way. If the learner intends to use their own vehicle as part of their business, this requires further consideration.

Once completed, these sample risk assessments can be kept in the portfolio of evidence.

Of course, accidents will occur from time to time and it is important that home based childcarers are prepared to cope when this happens. A paediatric first aid qualification is a requirement of registration. It will help the learner to distinguish between illness, minor accident and emergency situations. Emergency situations may include evacuation procedures such as a fire safety drill and home based childcarers should be able to produce an evacuation plan for their own home in case of emergencies.

It would be useful to look at some examples of forms in relation to the recording of procedures for accidents, incidents and emergencies at this stage. A useful extension activity would be to produce forms to be used in the event of an accident, incident or emergency and store these in the portfolio.

Home based childcarers must have a procedure for caring for children who are unwell. A discussion about common childhood illnesses would be useful here. Children's services provided by local authorities produce useful information in relation to identification, treatment and exclusion periods, which could be used and shared with parents/carers. Parents/carers must agree to these terms in writing.

Children may return to the care of the home based childcarer requiring medication. It would be useful to

discuss aspects of this, including agreement and written permission from the parent/carer.

Learners will need to know about procedures for:

- storing medicine. For example, most antibiotics need to be stored in a fridge and should be clearly labelled and stored safely in original containers and packaging, as well as being kept out of reach of children. There will be a 'use by' date attached to all medication and this needs to be noted. It is also important to check that this medication is being used by the person it is prescribed for
- administration of medicine. Always obtain written consent to administer medication. Learners need to note their responsibility to seek permission to administer medication. They also need to record the date, time and dose given and sign to confirm. Parents/carers should also sign and date the record to say that they are aware of the treatment or medication given when collecting their child.

Children may be affected by their medication. They may become drowsy, feel sick if taken on an empty stomach or be prone to diarrhoea. Some children may take their medicine without fuss while others may need more encouragement. The learner should be aware of the benefits of sharing this sort of information with parents/carers.

Home based childcarers caring for children requiring medical or technical knowledge must have training.

A useful extension activity would be to produce a medication form for the portfolio in line with the requirements of the Early Years Foundation Stage.

Next, learners can build on their existing skills by learning about ways to maintain a safe and healthy environment for children in relation to:

- preparing formula feeds
- sterilisation of feeding equipment
- preparation and storage of food
- safe disposal of waste
- care of pets.

Learners need to know how to make up a formula feed and how to sterilise feeding equipment. They should also be aware of the health related hazards to babies of not preparing feeds in accordance with manufacturers' instructions.

The site below has links to preparing formula feeds as well as sterilisation procedures for feeding equipment:

- [www.nhs.uk/conditions/pregnancy-and-baby/pages/making-up-infant-formula.aspx](http://www.nhs.uk/conditions/pregnancy-and-baby/pages/making-up-infant-formula.aspx)

A useful extension activity would be to visit a local baby clinic to collect leaflets about preparing formula feeds and sterilising methods for the learner's portfolio. A food hygiene certificate is recommended as part of this Award. It is essential that learners have some basic knowledge of food safety and subsequent implications for health. Home based childcarers are required to register with their local environmental health department. Ofsted will share the details of anyone who registers as a home based childcarer with the relevant local authority. It is possible to download the 'Safer Food, Better Business' pack from the Food Standards Agency.

Learners should be given time to research the following sites:

- [www.nhs.uk/conditions/pregnancy-and-baby/pages/food-safety-hygiene.aspx](http://www.nhs.uk/conditions/pregnancy-and-baby/pages/food-safety-hygiene.aspx)
- [www.food.gov.uk/](http://www.food.gov.uk/)

It will be useful for learners to know about the different kinds of waste that they may be dealing with. A discussion could be initiated about this. Examples to discuss include safe disposal of waste in relation to:

- food
- body fluids, such as blood, vomit and diarrhoea
- nappy changing routines and safe disposal of soiled and wet nappies.

A useful extension activity would be to ask learners to write their own procedures for dealing with the different types of waste identified above. This can be stored in the learner’s portfolio. Another useful activity would be to ask learners to research policies and procedures from nurseries and/or home based childcarers to give them a starting point for their work. There are several examples available.

Home based childcarers provide a unique service for children and families as they welcome them into their own homes. The learners have already looked at keeping the environment clean, healthy and safe so now this can be further expanded upon to include any pets which the home based childcarer may have. There are many benefits to having a pet for children but it is essential that parents/carers are made aware of all pets in the home environment.

Learners need to know about:

- hygiene when caring for pets
- the importance of keeping health treatments and routine health care up-to-date
- health of the pet and any implications for the children
- keeping pets and common allergic conditions.

The following link provides some useful resources the home based childcarer could use with children:

- [www.peteducationresources.co.uk/learning-resources/for-teachers/key-stage-1](http://www.peteducationresources.co.uk/learning-resources/for-teachers/key-stage-1)

A useful extension activity would be to collect leaflets from a veterinary practice about the issues raised in discussion and listed above.

3. Understand how to support the safeguarding, protection and welfare of children.	3.1 Explain the terms: <ul style="list-style-type: none"> <li>• safeguarding and duty of care</li> <li>• child protection.</li> </ul>
	3.2 Summarise regulatory requirements for safeguarding children within a home based setting.
	3.3 Explain the roles and responsibilities of the lone worker in a home based setting in relation to the safeguarding, protection and welfare of children.
	3.4 Describe signs, symptoms, indicators and behaviours that may cause concern relating to: <ul style="list-style-type: none"> <li>• domestic abuse</li> <li>• neglect</li> <li>• physical abuse</li> <li>• emotional abuse</li> <li>• sexual abuse.</li> </ul>

	3.5 Describe actions to take if harm or abuse is suspected and/or disclosed.
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It may be useful to start this section by recapping on the work covered so far in relation to safeguarding:

- a healthy environment
- supervision
- risk assessment
- meeting individual care needs.

Next, learners can look at safeguarding in the context of child protection.

The Early Years Foundation Stage contains a section on safeguarding and welfare requirements and this will allow a discussion around these key terms in the context of the early years.

### **Wider reading**

By recapping the relationship between legislation, policy and procedure, learners can be introduced to the importance of following procedures when working with young children. A good start would be to reflect upon the Early Years Foundation Stage. Section 3 of this document has been written to provide guidance with regard to safeguarding and welfare requirements in the early years.

Local Safeguarding Children's Boards will be allocated within each local authority and they produce guidelines to early years settings in relation to the lawful requirements surrounding the safeguarding, protection and welfare of young children.

Sample policies and procedures from established early years settings can be explored as well as dilemmas which may occur. For example, the home based childcarer may know the family and find it difficult to share information about children. By looking closely at the role of the home based childcarer if harm or abuse is suspected, learners will be able to see links between legislation, policy and procedure.

Working with others every day as part of a professional team, the home based childcarer soon builds up professional attributes, including confidentiality.

Partnership working can be beneficial in contributing to the safeguarding and welfare requirements of young children. Serious case reviews can be explored and the role of partnership working explored in useful discussion:

- What went wrong?
- How has this influenced legislation in relation to safeguarding, protection and welfare?
- What is meant by the term 'whistleblowing'?

Learners need to be aware of child protection in relation to safeguarding. It is important that they have an understanding of the signs, symptoms, indicators and behaviours that may cause concern in relation to:

- domestic abuse
- neglect
- physical abuse
- emotional abuse
- sexual abuse.

Learners should also consider the impact of bullying and humiliation on the development of young

children as well as exploring the potential abuse associated with misuse of media.

The following links and resources may help during planning for such a sensitive subject matter:

- [www.education.gov.uk/popularquestions/childrenandfamilies/Childprotection/a0064461/safeguarding-and-child-protection](http://www.education.gov.uk/popularquestions/childrenandfamilies/Childprotection/a0064461/safeguarding-and-child-protection)
- [www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf)
- 'The child protection system in England', a useful factsheet from NSPCC
- 'Encouraging better behaviour: A practical guide to positive parenting' and 'Keeping your cool: Advice for parents on managing stress and anger' are useful NSPCC resources to help parents make the right decisions
- [ie-today.co.uk/Featured-Content/nspcc-warns-of-e-safety-timebomb](http://ie-today.co.uk/Featured-Content/nspcc-warns-of-e-safety-timebomb)
- [www.gov.uk/childrens-services/safeguarding-children](http://www.gov.uk/childrens-services/safeguarding-children)

Learners need to understand issues surrounding home based care and lone working.

A useful extension activity would be to write a policy and procedure in small groups for the safeguarding, protection and welfare of children in a home based setting. Share the policy with a larger group. Each individual can then produce their own policy for their portfolio of evidence.

4. Understand how to promote equality, diversity and inclusion.	4.1 Explain the roles and responsibilities of the home based childcarer in supporting equality, diversity and inclusive practice.
	4.2 Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.

The Equality Act 2010 protects children through a fair and just approach to individual need. The following terms provide a useful discussion point:

- equality
- diversity
- inclusion
- discrimination.

Skills and attributes associated with equality, diversity, inclusion and discrimination are truly appreciated through the approach taken by the home based childcarer in their day-to-day practice. Positive role modelling can make a real difference to others in relation to these key areas. A group discussion would help learners to recognise their own important and influential role.

Learners could explore the terms listed above through a short exercise:

### **Exercise**

- Working in pairs, write down your own definition for each flashcard with an example of how good practice could be achieved in relation to this area in the home environment when working with young children.
- Follow this with a sourced reference for each term.
- Present this information to peers and discuss.

Another activity would be to introduce the Equality Act 2010. By looking at the rationale behind this piece of legislation, learners could begin to consider how it influences their day-to-day work with young children. Learners could plan a physical environment to reflect diversity, including both an indoor and outdoor environment. This could then be discussed with an emphasis on how the personal aspects of the environment contribute to the overall environment; for example, the way the home based childcarer interacts with the children and their family and the impact this can have on how a child feels in relation to a sense of belonging and inclusive practice.

- [media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf](http://media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf)
- [www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice](http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice)
- [media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf](http://media.education.gov.uk/assets/files/pdf/e/equality%20act%20guidance%20february%202013.pdf)
- [www.education.gov.uk/childrenandyoungpeople/send/g00213170/special-educational-needs-code-of-practice](http://www.education.gov.uk/childrenandyoungpeople/send/g00213170/special-educational-needs-code-of-practice)
- [www.education.gov.uk/childrenandyoungpeople/families/childpoverty](http://www.education.gov.uk/childrenandyoungpeople/families/childpoverty)
- [www.bbc.co.uk/schools/websites/4\\_11/site/re.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/re.shtml)

A useful extension activity would be to research the code of practice and consider a policy for equality, diversity and inclusion for the portfolio of evidence.



5. Understand how day-to-day care routines promote children's well-being.	5.1 Discuss children's well-being in relation to current frameworks.
	5.2 Plan to meet the needs of a child aged between 0 and 7 years in relation to: <ul style="list-style-type: none"> <li>• diet</li> <li>• personal physical care needs</li> <li>• rest and sleep provision</li> <li>• personal hygiene routines.</li> </ul>
	5.3 Plan to meet the needs of a child aged 7 years or older in relation to: <ul style="list-style-type: none"> <li>• diet</li> <li>• personal physical care needs</li> <li>• rest and sleep provision</li> <li>• personal hygiene routines.</li> </ul>
	5.4 Explain strategies to encourage healthy eating.
	5.5 Identify reasons for special dietary requirements.
<p>Learners will need to understand about the importance of the health and well-being of children.</p> <p>To start this aspect of learning, you could hold a discussion in relation to health and well-being. Learners could identify the different aspects of health and well-being to include:</p> <ul style="list-style-type: none"> <li>• food and nutrition</li> <li>• physical care</li> <li>• rest and sleep</li> <li>• healthy eating.</li> </ul>	
<p>Before beginning to work through the four areas listed above, spend time considering the emotional well-being of young children. The following links and resources may help:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.huffingtonpost.co.uk/enver-solomon/childrens-society-good-childhood-report-2012_b_1201211.html">www.huffingtonpost.co.uk/enver-solomon/childrens-society-good-childhood-report-2012_b_1201211.html</a></li> <li>• Music, G. (2011) Nurturing Natures: Attachment and Children's Emotional, Sociocultural and Brain Development, Hove and New York: Psychology Press</li> <li>• Davenport, G.C. (1994) An Introduction to Child Development, second edition, London: Collins</li> <li>• Pound, L. (2005) Practical Pre-School: How Children Learn, London: Step Forward Publishing Limited (Howard Gardener and Emotional Intelligence)</li> <li>• John Bowlby (1907-1990) <a href="http://www.simplypsychology.org/bowlby.html">www.simplypsychology.org/bowlby.html</a></li> <li>• Harry Harlow (1905-1981) <a href="http://www.bing.com/videos/search?q=Harry+Harlow&amp;FORM=HDRSC3#view=detail&amp;mid=1EA9FAFDDB15994D648D1EA9FAFDDB15994D648D">www.bing.com/videos/search?q=Harry+Harlow&amp;FORM=HDRSC3#view=detail&amp;mid=1EA9FAFDDB15994D648D1EA9FAFDDB15994D648D</a></li> <li>• Mary Ainsworth (1913-1999) <a href="http://www.bing.com/videos/search?q=mary+ainsworth+strange+situation+video&amp;qpv=detail&amp;mid=A55CA860119692A50928A55CA860119692A50928">www.bing.com/videos/search?q=mary+ainsworth+strange+situation+video&amp;qpv=detail&amp;mid=A55CA860119692A50928A55CA860119692A50928</a></li> <li>• Roberts, R. (2002) Self-esteem and Early Learning, second edition, London: Paul Chapman</li> <li>• Gerhardt, S. (2004) Why Love Matters: How Affection Shapes a Baby's Brain, London: Routledge</li> <li>• Dowling, M. (2009) Young Children's Personal, Social and Emotional Development, London: Sage Publications</li> <li>• James and Joyce Robertson <a href="http://www.bing.com/images/search?q=james+and+joyce+robertson&amp;qpv=detail&amp;mid=A55CA860119692A50928A55CA860119692A50928">www.bing.com/images/search?q=james+and+joyce+robertson&amp;qpv=detail&amp;mid=A55CA860119692A50928A55CA860119692A50928</a></li> </ul>	

[ORM=IGRE#view=detail&id=7CD64DE085390E408692F92BDAE9CCE95B30F2D2&selectedIndex=8](#) (John: a brief separation)

- [www.robertsonfilms.info/main.htm](http://www.robertsonfilms.info/main.htm)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

When considering healthy eating, learners should know about healthy options for weaning, portion sizes and menu planning, as well as recognising restrictions in relation to diet and how to manage special dietary needs. It will be useful to explore restrictions to diet. A useful extension activity could be to produce a chart showing food restrictions. Menu planning in small groups will also build confidence in this area. Learners should also think about planning to meet the needs of children of varying ages in relation to health and well-being. Case studies could help.

- [www.thefoodtrust.org/](http://www.thefoodtrust.org/)
- [www.nhs.uk/conditions/pregnancy-and-baby/pages/healthy-pregnancy-diet.aspx](http://www.nhs.uk/conditions/pregnancy-and-baby/pages/healthy-pregnancy-diet.aspx)
- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/solid-foods-weaning.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/solid-foods-weaning.aspx)
- [www.nhs.uk/Change4Life/Pages/change-for-life.aspx](http://www.nhs.uk/Change4Life/Pages/change-for-life.aspx)
- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/food-allergies-in-children.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/food-allergies-in-children.aspx)
- [www.nhs.uk/conditions/malnutrition/pages/symptoms.aspx](http://www.nhs.uk/conditions/malnutrition/pages/symptoms.aspx)
- [www.who.int/maternal\\_child\\_adolescent/topics/child/malnutrition/en/](http://www.who.int/maternal_child_adolescent/topics/child/malnutrition/en/)
- [www.who.int/dietphysicalactivity/SPF-en-2008.pdf](http://www.who.int/dietphysicalactivity/SPF-en-2008.pdf)

Physical care needs do not only include changing, toileting and other hygienic practice, but also exercise and outdoor provision.

- [media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf](http://media.education.gov.uk/assets/files/pdf/eyfs%20statutory%20framework%20march%202012.pdf)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)
- [www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study](http://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study)
- [www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf)
- [webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/eyfs\\_cards\\_0001207.pdf](http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/eyfs_cards_0001207.pdf) (development cards initially introduced in line with the EYFS 2008 but still just as relevant)
- [projectwildthing.com/](http://projectwildthing.com/) (considers the benefit of outdoor exercise)
- [www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-children.aspx](http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-children.aspx)
- DCSF (2007) Confident, capable and creative: supporting boys' achievements, DCSF Nottingham

It is always important to work closely with the child's parents/carers and to recognise the influence that home based childcare can have. Encouraging an active interest in their child's physical activity really can make a difference to the child's health, both in the short and long term.

- [www.nhs.uk/change4life/Pages/change-for-life.aspx](http://www.nhs.uk/change4life/Pages/change-for-life.aspx)
- [www.gov.uk/government/news/national-child-measurement-programme-key-findings-published](http://www.gov.uk/government/news/national-child-measurement-programme-key-findings-published)
- [www.gov.uk/government/collections/national-child-measurement-programme](http://www.gov.uk/government/collections/national-child-measurement-programme)
- Bilton, H. (2010) Outdoor Learning in the Early Years: Management and Innovation, Routledge: London
- [www.bbc.co.uk/science/0/21702372](http://www.bbc.co.uk/science/0/21702372) (includes a video about obesity and how just a little exercise can help)

**Physical activity should be promoted for all children.**

- [www.foundationyears.org.uk/category/resources-2/publications/](http://www.foundationyears.org.uk/category/resources-2/publications/)

**Wider reading**

Visiting provision in the local area with regard to exercise and inclusive practice would help learners to consider how the needs of individual children are met. It would also be useful to visit a specialised play provision with inclusion in mind to increase learners' understanding of the resources available in their local area. Prior to the planned visits, learners could create a checklist and use this in their evaluation of both indoor and outdoor provision. Learners' work would make a useful discussion tool.

- [www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/core-skills-sen](http://www.education.gov.uk/schools/careers/traininganddevelopment/b00201451/sen-skills/core-skills-sen)

The Change4Life website will be a useful resource to motivate and inspire ideas for learners. Many of the ideas are aimed at the home environment and are therefore a really useful resource for home based childcarers.

- [www.nhs.uk/change4life/Pages/change-for-life.aspx](http://www.nhs.uk/change4life/Pages/change-for-life.aspx)
- [www.westleydesign.co.uk/clients-projects/CamborneNurseryPlayProject.html](http://www.westleydesign.co.uk/clients-projects/CamborneNurseryPlayProject.html)

Learners may also find the work of the following philosophers in relation to outdoor play interesting:

- Rachel and Margaret McMillan (1859-1917/1860-1931)
- Rudolph Steiner (1861-1925)
- [www.forestschools.com/what-happens-at-a-forest-school/](http://www.forestschools.com/what-happens-at-a-forest-school/)

Physical care routines will involve:

- nappy changing
- toilet training
- washing and bath time
- skin, teeth and hair
- hygienic practice
- mealtimes
- rest and sleep.

**Nappy changing**

Learners will need to consider hygienic practice during nappy changing routines. Personal protective equipment (PPE) should be identified and explained to enhance understanding. It will be important to talk about care routines and the importance of meeting individual care routines.

- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/nappies.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/nappies.aspx)

**Toilet training**

- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/potty-training-tips.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/potty-training-tips.aspx)

Individual differences in relation to toilet training should be considered as well as the importance of working consistently with parents/carers.

### **Washing and bath time**

- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/washing-your-baby.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/washing-your-baby.aspx)

Learners will find it both interesting and informative to find out about parental choices with regard to bath time routines. For example, baby massage and applying baby oil can be essential features in a baby's normal daily routine.

### **Skin, teeth and hair**

**Skin:** learners should be aware of individual skin care routines for children. This may include massaging a little oil, cream and/or prescribed lotion for babies and children with dry skin conditions. Caring for the skin during extreme weather conditions should also be included.

- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/safety-in-the-sun.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/safety-in-the-sun.aspx)

**Teeth:** general development and care including introducing dental hygiene. Learners will find it interesting and informative to find out about teething.

- [www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx](http://www.nhs.uk/Livewell/dentalhealth/Pages/Careofkidsteeth.aspx)

**Hair:** learners could research routine care requirements for children with different hair types, including keeping hair clean and protected during play and physical activity. Learners can also consider treatment for common related issues such as cradle cap and head lice.

- [www.nhs.uk/Conditions/Cradle-cap/Pages/Treatment.aspx](http://www.nhs.uk/Conditions/Cradle-cap/Pages/Treatment.aspx)
- [www.nhs.uk/conditions/head-lice-and-nits/](http://www.nhs.uk/conditions/head-lice-and-nits/)

### **Hygienic practice**

Hygienic practice when preparing formula feeds is crucial. Learners should explore the effects of poor hygiene as well as gaining knowledge about badly made feeds which are not made to manufacturers' specifications.

There are several different types of formula feeds available. Learners could undertake independent research to increase their knowledge and understanding of the different types of formula feed available.

### **Mealtimes**

Learners may already have explored the weaning process, individual dietary requirements and the importance of healthy eating. There is an opportunity to reflect and recap here on mealtimes as a social occasion, and an opportunity for group learning can be included. Learners can begin to consider portion sizes, individual preferences and independence.

### **Rest and sleep**

Rest and sleep requirements change as children grow. All babies are individual and their sleep routines will rarely be the same.

Steps that can be taken to minimise sudden infant death syndrome should be noted. Learners could design posters or fact cards to help them to remember these steps. Bedtime routines should be discussed as well as the effects of lack of sleep on a child’s holistic development and parent/carers’ ability to meet the demands of the young child when sleep has been interrupted.

- [www.nhs.uk/conditions/pregnancy-and-baby/pages/getting-baby-to-sleep.aspx](http://www.nhs.uk/conditions/pregnancy-and-baby/pages/getting-baby-to-sleep.aspx)

The World Health Organization explores the influence of childhood immunisation.

- [www.nhs.uk/Conditions/vaccinations/Pages/vaccination-schedule-age-checklist.aspx?zation/en/](http://www.nhs.uk/Conditions/vaccinations/Pages/vaccination-schedule-age-checklist.aspx?zation/en/)
- [www.gov.uk/government/publications/routine-childhood-immunisations-from-june-2013](http://www.gov.uk/government/publications/routine-childhood-immunisations-from-june-2013)
- [www.nhs.uk/conditions/pregnancy-and-baby/pages/routine-checks-vaccinations.aspx#close](http://www.nhs.uk/conditions/pregnancy-and-baby/pages/routine-checks-vaccinations.aspx#close)
- [www.gov.uk/government/collections/immunisation](http://www.gov.uk/government/collections/immunisation)

Home based childcarers may be caring for older children. Learners could write a reflective account in relation to physical care and well-being.

To conclude this section, learners could consider health and well-being requirements in relation to current frameworks.

6. Understand how to work in partnership to support children’s outcomes.	6.1 Identify typical partnerships established by a home based childcarer.
	6.2 Discuss benefits of working in partnership.
	6.3 Describe how partnerships with parents/carers are established and maintained.
	6.4 Explain how working in partnership with parents/carers supports the home learning environment.
	6.5 Explain the boundaries of confidentiality.

Partnership working (eg with parents/carers, colleagues and other professionals) is so important for anyone involved in the care and education of children. This learning outcome could be initiated with a discussion leading to a spider diagram, focusing on the diverse partnerships that home based childcarers may make. Moving on from this, learners could work in pairs to prepare a peer presentation considering the benefits of partnership working. A useful extension activity would be to write an introductory letter for parents/carers or an introduction for a welcome pack. In this letter or welcome pack, the learner should introduce themselves and also describe how partnerships with the parents/carers are established and maintained, as well as explaining the boundaries of confidentiality. This will be a useful resource for the portfolio of evidence.

7. Understand children’s learning and behaviour in relation to sequence, rate and stage of development.	7.1 Identify areas of learning and development in relation to current frameworks.
	7.2 Explain factors which influence children’s development.
	7.3 Explain the difference between sequence of development and rate of development.
	7.4 Describe key milestones in development for children from birth to 12 years in relation to: <ul style="list-style-type: none"> <li>• physical development</li> <li>• social and emotional development</li> <li>• cognitive development</li> </ul>

	<ul style="list-style-type: none"> <li>• speech, language and communication development.</li> </ul>
	<p>7.5 Explain how children's learning is influenced by:</p> <ul style="list-style-type: none"> <li>• positive relationships</li> <li>• environment.</li> </ul>
	<p>7.6 Describe factors that influence children's behaviour.</p>
	<p>7.7 Outline strategies for managing children's behaviour.</p>
<p>This learning outcome focuses on child development and considers stages and sequences of normative patterns of development to include:</p> <ul style="list-style-type: none"> <li>• physical development</li> <li>• social and emotional development</li> <li>• cognitive development</li> <li>• speech, language and communication development.</li> </ul> <p>A useful way of initiating this is a discussion around the different areas of development and how they are interdependent. Learners should have access to the stages and sequences of development across these areas from birth to 12 years of age. This will be a useful resource and will guide learners as they consider:</p> <ul style="list-style-type: none"> <li>• planning</li> <li>• individual progress (individual rates of development)</li> <li>• when intervention may be needed</li> <li>• expectations.</li> </ul> <p>A useful extension activity would be to create a leaflet for parents/carers which describes key milestones in a child's development. When considering expectations, learners should be able to describe factors that influence behaviour. For example:</p> <ul style="list-style-type: none"> <li>• age/stage and expectations from the Early Years Foundation Stage (EYFS)</li> <li>• boundaries, experiences and consistency.</li> </ul>	
<p>From this work around a child's behaviour, learners should be able to outline strategies for managing children's behaviour. Another extension activity would be to write a behavioural policy for their portfolio of evidence to consider some house rules.</p> <p>As learners consider the stages and sequences of child development, it would be useful to include the areas of learning and development from current frameworks as this will also be a useful resource. Once learners have an awareness of the stages and sequences of normative development, they can be introduced to factors affecting development. This should include:</p> <ul style="list-style-type: none"> <li>• biological factors</li> <li>• environmental factors.</li> </ul> <p>Learners would benefit from class discussion in relation to this. A useful extension activity would be to write an account to explain factors affecting development. This written piece of work could be stored in the portfolio of evidence.</p> <p>When discussing factors affecting child development, learners must be made aware of the importance of emotional well-being to a child's future progress. Recap from previous study:</p>	

- the process of attachment
- the role of the home based childcarer as key person.

8. Understand the value of play in promoting children's learning and development.

8.1 Identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'.

8.2 Explain the innate drive for children to play.

8.3 Discuss how play is necessary for the development of children.

8.4 Explain benefits of balancing child-initiated and adult-led play activities.

8.5 Identify how children's play needs and preferences change in relation to their stage of development.

8.6 Discuss the need for an inclusive approach when planning play activities.

A useful starting point might be to initiate a class discussion on 'what is play?', 'who plays?' and 'how do children play?'. This will help learners to sense the value and the importance of play in a child's life.

The following links identify how early stimulation can support a child's development:

- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)
- [www.nhs.uk/Conditions/pregnancy-and-baby/Pages/why-play-is-important.aspx](http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/why-play-is-important.aspx)

Building from this, learners can begin to analyse how play is necessary for the development of children. A simple activity would be to recap stages of development whilst considering stages of play (Mildred Parten may be useful here to offer the learners an understanding of different stages of play).

- [www.ehow.co.uk/list\\_6571381\\_stages-play-child-development.html#pg=7](http://www.ehow.co.uk/list_6571381_stages-play-child-development.html#pg=7)

Learners could consider the different stages of play and think of different activities, opportunities and experience for children at each stage. Choices of play could be made from each of the following and for each stage:

- physical play
- creative play
- imaginative play
- sensory play
- heuristic play.

The following link will be useful as learners explain the principles of heuristic play:

- [www.youtube.com/watch?v=mA8nOD2n0\\_0](http://www.youtube.com/watch?v=mA8nOD2n0_0)

When considering the different types of play opportunities, the learners should consider how to achieve a balance of child-led and activity-led experiences. Learners need to be aware of the importance of encouraging parents/carers to take an active role in their child's play.

The environment should also be considered as a critical contribution to how children access play provision. This area may be a new one to the learners and so a discussion of the importance of child-led activities and experiences should be explored in terms of:

- decision making
- choice
- independence
- spontaneous and incidental learning opportunities
- building on the child’s needs, stage, interests and abilities.

There is still a need for adult-led play. This could be considered by discussing:

- observations which identify a child’s needs, stage, interests and abilities which need to be followed up
- reflecting upon provision and how specific areas are planned
- intervening to extend play
- early intervention to support a child’s needs.

Now that learners have an awareness of the value of play, they can begin to appreciate the importance of play provision. It is useful to explore children’s rights to play as well as the impact of play deprivation. It would be useful for learners to explore play deprivation and the impact this can have on holistic development.

- [www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)
- [playengland.org.uk/](http://playengland.org.uk/)
- [www.skillsactive.com/PDF/sectors/PDF\\_28\\_-\\_Skillsactive\\_Playwork\\_Strategy\\_2011-2016.pdf](http://www.skillsactive.com/PDF/sectors/PDF_28_-_Skillsactive_Playwork_Strategy_2011-2016.pdf)

By researching children’s right to play, discussions could be held that allow the learners to explore access and equality with regard to play opportunities, before summarising inclusive play practice in relation to current frameworks.

- [www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/07/EYFS-Statutory-Framework-2012.pdf)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)
- [www.foundationyears.org.uk/2011/11/building-futures-believing-in-children-a-focus-on-provision-for-black-children-in-the-eyfs/](http://www.foundationyears.org.uk/2011/11/building-futures-believing-in-children-a-focus-on-provision-for-black-children-in-the-eyfs/)
- [www.foundationyears.org.uk/2011/11/building-futures-developing-trust-a-focus-on-provision-for-children-from-gypsy-roma-and-traveller-families-in-the-eyfs/](http://www.foundationyears.org.uk/2011/11/building-futures-developing-trust-a-focus-on-provision-for-children-from-gypsy-roma-and-traveller-families-in-the-eyfs/)
- Gussin Paley, V. (2005) A Child’s Work, The Importance of Fantasy Play, University of Chicago Press
- [www.foundationyears.org.uk/wp-content/uploads/2011/10/Learning\\_Playing\\_Interacting.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2011/10/Learning_Playing_Interacting.pdf)

<p>9. Understand the role of observation in promoting children’s learning and development.</p>	<p>9.1 Explain what can be learned about children by observing them at play.</p>
	<p>9.2 Explain how observations are used:</p> <ul style="list-style-type: none"> <li>• to plan for individual children’s needs</li> <li>• for early intervention</li> <li>• to review the environment</li> <li>• during transition</li> <li>• when working in partnership.</li> </ul>
	<p>9.3 Discuss how early intervention supports children’s development.</p>



9.4 Explain how to work with others to plan next steps in relation to the needs and interests of children.

Observations offer home based childcarers the opportunity to plan for children's interests, abilities and stage of development, and learners should be introduced to the observation, assessment and planning cycle.

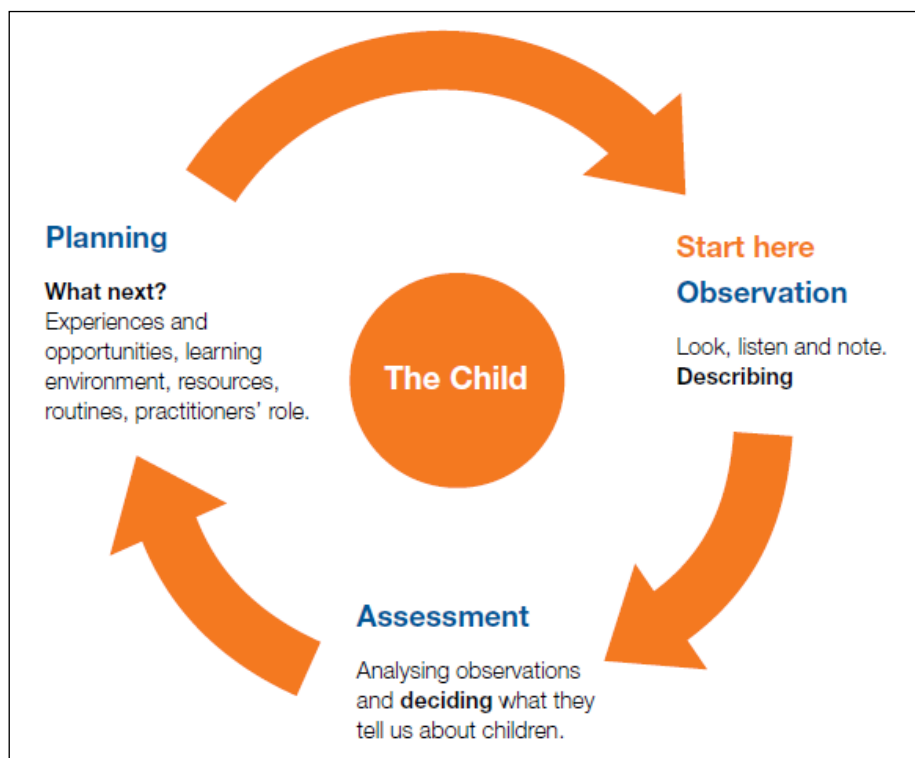
This learning outcome could begin with a large group discussion about observations, explaining what can be learned about children by observing them at play.

To build from this, learners could be asked to produce a document for their portfolio which:

- explains how observations are used:
  - to plan for individual children's needs
  - for early intervention
  - to review the environment
  - during transition
  - when working in partnership.

Observations are a useful way of identifying a child's stage, ability, needs and interests. They help early years professionals to recognise the needs of children. This is best achieved through partnership working with others. A class exercise could explore the following:

- What sort of information does the home based childcarer need to have to be able to plan effectively for the next steps in a child's learning?
- How can partnership working support planning to meet the next steps in a child's learning?
- Planning next steps should include identifying required resources as appropriate.



Source: [www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)

Useful links when planning for children with additional needs include:

- [www.education.gov.uk/childrenandyoungpeople/send](http://www.education.gov.uk/childrenandyoungpeople/send)
- [www.gov.uk/government/policies/increasing-options-and-improving-provision-for-children-with-special-educational-needs-sen](http://www.gov.uk/government/policies/increasing-options-and-improving-provision-for-children-with-special-educational-needs-sen)
- <http://www.tes.co.uk/teaching-resource/EYFS-Free-Flow-Activity-Planning-6326533/>
- [www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport](http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport)
- [www.education.gov.uk/schools/teachingandlearning/assessment/a00203453/pscales](http://www.education.gov.uk/schools/teachingandlearning/assessment/a00203453/pscales)
- [www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

A useful extension activity would be to consider the role of the home based childcarer in relation to observation, assessment and planning.

## Unit 2: Preparing to set up a home based childcare business



<b>Unit reference</b>	K/506/4746	<b>Unit level</b>	3
<b>Credit value</b>	1		
<b>Guided learning</b>	7		
<b>Unit aim</b>	This unit is focused on the business of home based childcare.		

### Tutor hints, tips and teaching aids

The aim of this unit is to help prepare learners to set up a home based childcare business.

1. Understand how to lead and manage a home based childcare setting.

1.1 Identify the skills, attributes and behaviours required to lead and manage a home based childcare setting.

1.2 Discuss the roles and responsibilities of a home based childcarer when leading and managing a setting.

Learners should, by now, have an awareness of the role of the home based childcarer in relation to the skills, attributes and behaviours required to lead and manage a home based childcare setting. It is important that learners also recognise home based childcare as a profession, offering a valued service for children and their families.

This unit could begin with an exercise to look at the skills, attributes and behaviours required to lead and manage a home based childcare setting. Learners could write a fact sheet intended for others who are interested in a career as a home based childcarer. In the leaflet, skills, attributes and behaviours should be identified and discussed. A useful extension activity would be for learners to identify their own skills, attributes and behaviours through a SWOT analysis.

Following on from this, the roles and responsibilities of the home based childcare worker should be explored. This could be achieved through scenarios.

For example:

#### Scenario

Martha is a home based childcarer. She cares for 2 children: Simone, aged 7 months, and Charles, aged 7 years. List Martha's role and responsibilities in relation to providing for Simone and Charles' needs.

When discussing Martha's role and responsibilities in relation to Simone and Charles, learners would benefit from reflecting on the work completed earlier in Unit 1 in relation to policies and procedures and thinking about:

- keeping children safe
- inclusion
- play
- child development
- observation, assessment and planning.

When starting a home based childcare business, learners need to be aware of the support that is available to them. For example, they may find support from:

- national associations such as the Professional Association for Childcare and Early Years (PACEY)

- local authority departments, eg Children’s Services
- childminding networks
- Children’s Centres.

Activity: learners could research each support service to summarise the value made to the work of the home based childcarer. As they draw their conclusions, learners should consider the types of support they may need and how each support service could meet this need. Some areas to consider from Unit 1 include:

- how to work in partnership with parents
- how to write policies and procedures – the current framework states that home based childcarers do not need written policies and procedures; however, when starting your business, it is better to collate as much as you can to support your registration and to build knowledge, understanding and confidence in your new role. A useful link is: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- observation, planning and assessment
- legislation and current frameworks.

New areas to cover in the research include:

- support with tax and National Insurance contributions when setting up as self-employed
- Self Assessment reporting.

It will also be a useful class exercise to consider work/home balance.

**Discuss:**

Working from home is often appealing but there is a real danger of ‘never switching off’.

**Discuss:**

Some home based childcarers have also concluded that ‘their own families are resentful of time spent with other children’.

**Discuss:**

‘Working as a lone worker can lead to a feeling of isolation, pressure and overwhelming responsibility’.

2. Understand how to comply with financial and taxation requirements when setting up a home based childcare setting.

2.1 Explain how the home based childcarer registers as:

- self-employed
- an employer.

2.2 Explain the Self Assessment process.

Details regarding employment status are often avoided and seen as complex and difficult. Home based childcarers need to have an awareness of business requirements in relation to:

- registration for tax and NIC
- business expenses
- record keeping
- fees and charges
- budgeting for tax bill
- completing the Self Assessment tax return

- employing others.

Another extension activity would be to create a flowchart to summarise the steps listed above.

3. Understand how to create a business plan.

3.1 Discuss steps to take when planning own home based childcare business.

3.2 List types of insurance required for a home based childcare setting.

Learners could expand on the flowchart to create a step by step guide identifying key milestones when planning their own home based childcare business (including market research, sustainability, delivering free entitlement, unique selling points (USPs), marketing the business, financial planning, training and qualifications).

A class discussion to explore types of insurance would be useful if followed by research. It would be of great benefit to invite practising home based childcarers along as guest speakers to share their experiences in relation to insurance and Early Years Foundation Stage requirements, and the importance of having relevant insurance.

The learners have now acquired knowledge and understanding of the role of the home based childcarer and should be in a position to create their own business.

4. Understand how to register with the appropriate regulatory body.

4.1 Describe how to register with the appropriate regulatory body.

Learners should be able to identify Ofsted as the relevant regulatory body. Working in small groups or independently, learners should find out about how Ofsted regulates the work of the childminder and find out about how the registration process works for this occupation. Learners would benefit from a guest speaker who could discuss Ofsted registration as well as inspection. This could be led by a childminder or a representative from the local authority as appropriate.

The following links may be useful:

- [childmindinguk.com/ofsted](http://childmindinguk.com/ofsted)
- [www.pacey.org.uk/](http://www.pacey.org.uk/)

## Unit 3: Exploring the role of the Nanny



<b>Unit reference</b>	D/617/2467	<b>Unit level</b>	3
<b>Credit value</b>	1		
<b>Guided learning</b>	7		
<b>Unit aim</b>	The aim of this unit is to explore the role and responsibilities of the Nanny. This unit will consider challenging aspects to this role as well as introducing sources of support, advice and guidance for the Nanny.		

<b>Tutor hints, tips and teaching aids</b>	
This unit is focused on exploring the role of the Nanny.	
1. Understand partnership working for the Nanny.	1.1 Explain partnership working for the Nanny in relation to: <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• extended family members and friends of the family</li> <li>• other professionals.</li> </ul>
	1.2 Identify barriers to partnership working for the Nanny and ways that these may be overcome.
	1.3 Describe benefits of partnership working for the: <ul style="list-style-type: none"> <li>• child/children</li> <li>• parents/carers</li> <li>• extended family and friends of the family</li> <li>• Nanny.</li> </ul>
Begin this unit with a discussion around the role of the Nanny. This will help to engage learners and also allow the opportunity to explore perceptions and expectations. It would be useful to listen to the thoughts of each learner and their potential aspirations, goals and targets. Some may have wide experience without a formal qualification for example, whereas others may hold a relevant qualification but not in this area of care.	
Introduce learners to partnership working. If they have completed Unit 1, they will have explored professional partnership working but it will be useful to recap learning here for everyone with a clearer focus on partnership working for the Nanny.	
Working in groups, learners can identify potential partnerships that may exist for the Nanny and, as a minimum, must include: <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• extended family members and friends of the family</li> <li>• other professionals.</li> </ul>	
Learners should share their ideas with the larger group and highlight how such partnerships are established and then subsequently maintained. As a large group, consider barriers and challenges to establishing and maintaining partnerships and ways that these may be overcome. For example, partnerships rely on communication and trust and if these become limited or threatened in any way, the partnership will begin to suffer. Here are some examples to explore with your learners:	

**Case Study 1**

Lauren works as a Nanny in London. She cares for 2 young children: Basil, aged 9 months, and Claudia, aged 3 years. Lauren lives in the family home from Monday to Thursday and is expected to be working from 07:15 until 19:00 hrs. The family are often late without notice and regularly expect for additional care to be provided throughout the evening.

How could this begin to affect the relationship Lauren has with the family?

**Case Study 2**

Martin works as a Nanny in Manchester. He travels to the family home each day to care for 2 year old twins Roberta and Stella. On several occasions he has arrived to find notes left for him from the parents requesting additional duties or changes to planned activities that Martin had agreed with them. Martin is becoming more and more frustrated with the last minute plans that are made without consultation.

How could this begin to affect the relationship Martin has with the family?

Spend time sharing views and considering strategies to help in the case studies.

Learners can work in pairs to consider the potential benefits of working in partnership for the:

- child/children
- parents/carers
- extended family and friends of the family
- Nanny.

These can be shared and explored further in larger groups.

2. Understand expectations required in the role of the Nanny.

2.1 Explain the following roles of the Nanny:

- live-in Nanny
- live-out Nanny
- shared care Nanny.

2.2 Summarise the skills, attributes and behaviours required in the role of the Nanny.

2.3 Describe daily responsibilities of the Nanny caring for children:

- 0-1 year of age
- 1-3 years of age
- 3-5 years of age
- 5-8 years of age
- mixed age groups.

2.4 List advantages and any challenges to the role of the Nanny.

Learners may find it useful to refer to a job description for the role of a Nanny. There are many different types of Nanny situations, including:

- live-in Nanny
- live-out Nanny
- shared care Nanny.

Each situation should be explored and discussed, looking at any advantages/disadvantages, challenges

and barriers for the Nanny in each role. It would also now be useful to invite Nannies into the teaching and learning environment to talk about their day-to-day experiences and coping mechanisms for the very demanding role. Nanny agencies may also be able to support teaching and learning here and if they are unable to attend as guest speakers, they are very likely to have resources available that can be shared and explored with the learners. In preparation for the Nanny guest speakers, learners can work in small groups to develop questions to ask.

It will also be useful to think about the likely demands of caring for children in the following age ranges:

- 0-1 year of age
- 1-3 years of age
- 3-5 years of age
- 5-8 years of age
- mixed age groups.

Learners should be able to reflect on learning from Unit 1 here or, if taking this unit as a stand-alone option, should work with others to consider the needs of the child and how the Nanny would meet these needs in a typical day. For example, attention should be given to:

- Physical care – nutrition, hydration, fresh air, physical activity and hygiene
- Emotional support – how the Nanny provides opportunity for close, engaged interaction through activities and shared experiences appropriate to the child’s stage of development.

These should be further shared and discussed. Learners may find it useful to refer to developmental stages and expectations when planning activities and experiences.

3. Understand the role of advisory, guidance and support services for the Nanny.

3.1 Describe the role of a Nanny agency to include:

- registration
- job allocation and contracts
- salary, National Insurance and tax payments
- managing and maintaining relationships.

3.2 Explain the Ofsted registration process and any implications for:

- the Nanny
- the family.

Ask learners to undertake their own research around the role of the Nanny agency. If Nanny agencies have visited the teaching and learning environment, this is a great starting point for further exploration of what is on offer and how it might support the Nanny in employment. Learners should prepare for a short presentation to discuss and share their findings in relation to the role of the Nanny agency for:

- registration
- job allocation and contracts
- salary, National Insurance and tax payments
- managing and maintaining relationships.

Learners should produce a checklist to help them prepare for approaching a Nanny agency to include the areas they need support with. This may become a useful resource for them in the future.



### Nannies and Ofsted

Look at the requirements for Nannies in relation to registration with the regulatory body, Ofsted, and what this means for the Nanny and the family in terms of action. The following links may provide useful information that can be shared with your learners:

- [www.gov.uk/guidance/register-as-a-nanny-quick-guide](http://www.gov.uk/guidance/register-as-a-nanny-quick-guide)
- [www.nannytax.co.uk/employing-a-nanny/ofsted-register/ofsted-registering](http://www.nannytax.co.uk/employing-a-nanny/ofsted-register/ofsted-registering)
- [www.tinies.com/childcare-jobs/advice-for-nannies/ofsted-nannies.html](http://www.tinies.com/childcare-jobs/advice-for-nannies/ofsted-nannies.html)

4. Understand how to plan steps to become a Nanny.

4.1 Develop an action plan to show the steps to take when planning to become a Nanny.

4.2 Identify any skills gaps and ways these can be met when planning to become a Nanny.

4.3 List sources of support for an individual planning to become a Nanny.

To draw this unit to a close, reflect on all previous learning and revisit the skills gap analysis to update the action plan and make targets for progression. Discuss how these targets will be met and make plans.

## **Section 3: Assessment and quality assurance information**

## **Assessment guidance**

A recommended range of assessment methods has been identified for the units in this qualification. This gives the opportunity for different learning styles and individual needs of learners to be taken into account.

If you are proposing to use an assessment method that is not included within the recommended list, you should contact your External Quality Assurer with full details of your proposed method. It will need formal approval from us before it can be used.

Each learner must generate evidence from appropriate assessment tasks which demonstrate achievement of all the learning outcomes associated with each unit.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor: <ul style="list-style-type: none"> <li>by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice</li> </ul>	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert Witness evidence: <ul style="list-style-type: none"> <li>when directed by the Sector Skills Council or other assessment strategy/principles</li> </ul>	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes
O	Assessment method devised by Centre and approved by CACHE	No	Yes

## Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on the secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within the Centre conform to the SSC or CACHE assessment requirements for the **unit** they are assessing or quality assuring.

### Assessment strategy

#### Knowledge learning outcomes

- **Assessors** will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- **Internal Quality Assurers** need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

#### Competence/Skills learning outcomes

- **Assessors** will need to be both occupationally competent and qualified to make assessment decisions.
- **Internal Quality Assurers** will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

## **Section 4: Documents**

### **Useful documents**

This section refers to useful documents that can be found on the secure website, some of which may assist with the delivery of this qualification.

- Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance

### **Mandatory documents**

The completion of an Evidence Record and Record of Assessment Cycle form is mandatory. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

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Version 1.1 June 2022

Information in this summary of 'be able to' assessment criteria is correct at the time of publishing but may be subject to change.

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