

Qualification Specification

NCFE CACHE Level 3 Award in Preparing to Work
in Home Based Childcare

QRN: 603/3642/0

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NE12 8BT
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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	December 2018	First publication
v1.1	March 2019	Safeguarding guidance added.

Section 1: General introduction

About this Qualification Specification

This Qualification Specification contains details of all the units and assessments you will be required to complete to gain this qualification. It also contains extra information for Tutors or Assessors.

How the qualification works

This qualification is made up of units, each representing a small step of learning. This allows the qualification to be completed at your own pace.

Each unit has:

- a **unit reference** number – the unique number given to each unit at qualification approval by Ofqual
- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- **guided learning** (GL) – the average number of hours of supervised or directed study time or assessment required to achieve the unit
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit. Grades are not awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Total Qualification Time/Guided Learning: Definitions

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT comprises the following two elements:

- the number of hours which we have allocated to a qualification for guided learning
- an estimated number of hours a Learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training, but not under the immediate supervision of a Tutor or Assessor.

Guided Learning (GL)

- GL and TQT apply to the qualification as a whole.
- We use GL to refer to the estimated guided learning hours at unit level.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our Centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence/Skills-based learning outcomes:

Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied (please see chart in Assessment Guidance section). All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these are used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

The Public Website

Our public website address is www.cache.org.uk. The website contains information about all our qualifications, and also a link to our QualHub www.qualhub.co.uk which contains:

- Key Facts
- Qualification Specifications
- other support materials.

There are also some other key documents that can be referred to when required. For example:

- Complaints Policy
- Enquiries and Appeals Policy
- Diversity and Equality Policy.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found in our members area on QualHub. **This site is for Approved Centres only.**

To access the members area on QualHub, please log in using the details provided by the Centre administrator.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens, we reserve the right not to accept future entries from you.

Equal opportunities

We fully support the principle of equal opportunities and oppose all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its employment practices and in access to its qualifications. A copy of CACHE's Diversity and Equality Policy is available on the website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the six diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations Policy for guidance. For more information on the Reasonable Adjustments and Special Considerations Policy, please see our dedicated qualifications website www.qualhub.co.uk.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 3 Award in Preparing to Work in Home Based Childcare
Qualification number	603/3642/0
Aim	<p>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).</p> <p>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 childcare workers (eg nannies, au pairs).</p>
Regulatory purpose code	C. Prepare for employment C2. Prepare for employment in a specific occupational area
Total Qualification Time (hours)	60
Guided Learning (hours)	50
Credit value	6
Minimum age of learner	16
Age ranges covered by the qualification	Birth to 19 years.
Real work environment (RWE) requirement / recommendation	This is a knowledge-only qualification; therefore, no placement in a real work environment is required.
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.

<p>Progression including job roles (where applicable)</p>	<p>Job Roles</p> <p>The qualification is suitable for learners wishing to work as:</p> <ul style="list-style-type: none"> • registered childminders • childminding assistants • nannies • au pairs • other childcarers in home based settings. <p>Further learning</p> <p>Although it does not provide direct progression, the subjects covered in this Award make a useful introduction to our Early Years Educator qualifications.</p> <p>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).</p>
<p>Assessment type</p>	<p>Internal</p>
<p>Assessment requirements</p>	<p>Portfolio of evidence, written assignments or a task. The units within this qualification must be assessed in line with our assessment strategy.</p>
<p>How is the qualification graded?</p>	<p>Achieved/Not Yet Achieved</p>
<p>How long will it take to complete?</p>	<p>This qualification has been developed for completion at the learner's own pace and at Tutor discretion.</p>
<p>Entry requirements / recommendations</p>	<p>Learners should be at least 16 years old. We do not set any other entry requirements but colleges or training providers may have their own guidelines.</p>
<p>Regulation information</p>	<p>This is a regulated qualification. The regulated number for this qualification is 603/3642/0.</p>

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 childcare workers (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 childcare workers.

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. 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.

Section 3: Units

This section includes assessment tasks for Tutors' convenience. They are not mandatory.

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 childcarer	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	

**Explanation of terms used at Level 3:
(not all verbs are used in this qualification)**

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgement based on reasons.

Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking.)
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Unit 1: Preparing to work as a home based childcarer



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

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand current legislation and regulation in relation to home based childcare	1.1 Summarise current legislation and guidelines relating to: <ul style="list-style-type: none"> the health and safety of children the safeguarding, protection and welfare of children equality, diversity and inclusion 		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	2.3 Describe procedures for: <ul style="list-style-type: none"> • storage of medication • administration of medication • record keeping with regard to medication 		
	2.4 Carry out a risk assessment of own home: <ul style="list-style-type: none"> • indoors • outdoors 		
	2.5 Summarise ways to maintain a safe and healthy environment for children in relation to: <ul style="list-style-type: none"> • preparing formula feeds • sterilisation of feeding equipment • preparation and storage of food • safe disposal of waste • care of pets 		
	2.6 Explain procedures to follow in the event of: <ul style="list-style-type: none"> • accidents • incidents • emergencies 		
	3. Understand how to support the safeguarding, protection and welfare of children	3.1 Explain the terms: <ul style="list-style-type: none"> • safeguarding and duty of care • child protection 	
3.2 Summarise regulatory requirements for safeguarding children within a home based setting			

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	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"> • domestic abuse • neglect • physical abuse • emotional abuse • sexual abuse 		
	3.5 Describe actions to take if harm or abuse is suspected and/or disclosed		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
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"> • diet • personal physical care needs • rest and sleep provision • personal hygiene routines 		
	5.3 Plan to meet the needs of a child aged 7 years or older in relation to: <ul style="list-style-type: none"> • diet • personal physical care needs • rest and sleep provision • personal hygiene routines 		
	5.4 Explain strategies to encourage healthy eating		
	5.5 Identify reasons for special dietary requirements		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	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		
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"> • physical development • social and emotional development • cognitive development • speech, language and communication development 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
	7.5 Explain how children’s learning is influenced by: <ul style="list-style-type: none"> • positive relationships • environment 		
	7.6 Describe factors that influence children’s behaviour		
	7.7 Outline strategies for managing children’s behaviour		
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		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
9. Understand the role of observation in promoting children's learning and development	9.1 Explain what can be learned about children by observing them at play		
	9.2 Explain how observations are used: <ul style="list-style-type: none"> • to plan for individual children's needs • for early intervention • to review the environment • during transition • when working in partnership 		
	9.3 Discuss how early intervention supports children's development		
	9.4 Explain how to work with others to plan next steps in relation to the needs and interests of children		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with our assessment strategy.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>Current legislation to include:</p> <ul style="list-style-type: none"> • Children Act (2004) • Childcare Act (2006) • Equality Act (2010) • Children and Families Act (2014) • General Data Protection Regulation (GDPR) (2018) • Children and Social Work Act (2017) <p>Balanced approached to risk management:</p> <ul style="list-style-type: none"> • taking into account a child's age, needs and abilities • avoiding excessive risk taking • not being excessively risk averse • recognising the importance of risk and challenge to a child's development. <p>Safeguarding and duty of care Keeping children safe and meeting the individual needs of children is a requirement of the home based childcarer.</p> <p>Regulatory requirements to include:</p> <ul style="list-style-type: none"> • ratios • requirements for registration • factors to consider when recruiting staff. <p>Physical care needs Individual care needs including attention to personal care such as toileting, care of hair, skin and teeth, as well as provision of healthy snacks, meals and providing opportunity for exercise.</p> <p>Adult-led Activities and experiences that are planned and implemented by the home based childcarer.</p>

	<p>Individual children’s needs Children are unique. It is essential that the home based childcarer is aware of the individual needs of children in their care.</p> <p>Others include:</p> <ul style="list-style-type: none">• parents/carers• colleagues• other professionals. <p>Plan next steps should include:</p> <ul style="list-style-type: none">• identifying required resources,• activities and experiences to build on a child’s interest, ability and need.
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<p>Learner declaration of authenticity: I declare that the work presented for this unit is entirely my own work.</p> <p>Learner signature: _____ Date: _____</p>

<p>Assessor sign off of completed unit: Unit 1 I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.</p> <p>Assessor name: _____</p> <p>Signature: _____ Date: _____</p>

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 1 – Preparing to work as a home based childcarer

Note: Work produced for these tasks could be a useful resource for the home based childcarer, parents/carers, visitors and regulators. Completed tasks should be completed as a portfolio of evidence.

The portfolio does not need to be limited to the information required for the assessment criteria and could be used to store useful information as you develop in your role. Using dividers will help you to organise your evidence.

Task 1 (assessment criterion 1.1)

As a home based childcarer you must have an understanding of current legislation and regulations.

- Include a summary of current legislation and guidelines relating to:
 - the health and safety of children
 - the safeguarding, protection and welfare of children
 - equality, diversity and inclusion.

Task 2 (assessment criteria 2.1–2.6)

It is your role and responsibility to ensure that you adhere to health and safety requirements both indoors and outdoors to provide a safe and secure environment for children in your care.

- Design a leaflet for parents and carers explaining how to promote a safe, healthy and secure environment for the children in your care. This leaflet should:
 - explain why it is important to take a balanced approach to risk management
 - explain the principles of safe supervision in the home based setting and off site.

It is important to assess any potential risks that may occur in the home environment, both indoors and outdoors.

- Carry out a risk assessment of your own home to include:
 - indoors
 - outdoors.

As a home based childcarer you will be required to have policies and procedures in place.

- Explain procedures to follow in the event of:
 - accidents
 - incidents
 - emergencies.

It is a requirement that you have procedures in place for administering medication to children.

- Write a procedure for:
 - storage of medication
 - administration of medication
 - record keeping with regard to medication.
- Summarise 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.

Task 3 (assessment criteria 3.1–3.5)

As a home based childcarer you will need to understand and support safeguarding, protection and welfare of children.

- Produce a hand out for parents and carers that explains the terms:
 - safeguarding and duty of care
 - child protection.

In the hand out:

- include a summary of regulatory requirements for safeguarding children within a home based setting
- explain the roles and responsibilities of the home based carer as a lone worker in a home based setting in relation to the safeguarding, protection and welfare of children
- describe the actions to take if harm or abuse is suspected and/or disclosed.

Home based childcarers must have an understanding of child protection.

- Describe the signs, symptoms, indicators and behaviours that may cause concern relating to:
 - domestic abuse
 - neglect
 - physical abuse
 - emotional abuse
 - sexual abuse.

Task 4 (assessment criteria 4.1–4.2)

As a home based childcarer you have a responsibility to promote equality, diversity and inclusion for children.

The portfolio should include a section to:

- explain the role and responsibility of the home based childcarer in supporting equality, diversity and inclusive practice
- evaluate the impact of your own attitudes, values and behaviour when supporting equality, diversity and inclusive practice.

Task 5 (assessment criteria 5.1–5.5)

As a home based childcarer you will need to have an understanding of the day-to-day routines of children in your care and how you can promote their well-being.

- Using current frameworks, produce an information sheet that:
 - Considers children’s well-being in relation to current frameworks.

As a home based childcarer you may care for children of different ages. It is important that you can meet the diverse needs of children.

- Produce a plan that meets the needs of children aged between 0 and 7 years and 7 years and older in relation to:
 - diet
 - personal physical care needs
 - rest and sleep provision
 - personal hygiene routines.

When providing meals and snacks for children in your care it is essential that you encourage healthy eating by providing healthy options and alternative variations for children who have special dietary requirements.

- Produce a poster that can be displayed on a notice board for parents/carers that raises awareness of healthy eating and dietary requirements. Include information on the poster to:
 - explain strategies to encourage healthy eating
 - identify reasons for special dietary requirements.

Task 6 (assessment criteria 6.1–6.5)

Working as a home based childcarer you will have the opportunity to work in partnership with others.

- Produce written information that can be shared with parents/carers, visitors and regulators that:
 - describes how partnerships with parents/carers are established and maintained
 - explains how working in partnership with parent/carers supports the home learning environment
 - explains the boundaries of confidentiality
 - identifies typical partnerships established by a home based childcarer
 - discusses the benefits of working in partnership.

Task 7 (assessment criteria 7.1–7.7)

Working as a home based childcarer you will need to have an understanding of children's learning, development and behaviour, and be able to pass on information to parents/carers regarding their child's development.

- Produce a booklet/guide for parents/carers, which will provide information about child development and learning. Your booklet/guide will need to:
 - identify areas of learning and development in relation to current frameworks
 - explain factors which influence children's development
 - explain the differences between sequence of development and rate of development
 - describe key milestones in development from birth to 12 years in relation to:
 - physical development
 - social and emotional development
 - cognitive development
 - speech, language and communication development
 - explain how children's learning is influenced by:
 - positive relationships
 - environment
 - describe factors that influence children's behaviour
 - outline strategies for managing children's behaviour.

Task 8 (assessment criteria 8.1–8.6)

There has been much debate and research into the value of play and how children learn through play. As a home based childcarer you will need to understand the value of play in promoting children's learning and development.

- Read current literature on play and produce a fact sheet or PowerPoint presentation in relation to the value of play in promoting children's learning and development. You must:
 - identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'
 - explain the innate drive for children to play
 - discuss how play is necessary for the development of children
 - explain benefits of balancing child-initiated and adult-led play activities
 - identify how children's play needs and preferences change in relation to their stage of development
 - discuss the need for an inclusive approach when planning play activities.

Task 9 (assessment criteria 9.1–9.4)

When working as a home based childcarer you will undertake observations and assessments of the children in your care. It is essential that you understand the role of observation in promoting children's learning and development.

- Create a resource that will assist you in the future when undertaking observations on children's learning and development that:
 - explains what can be learnt about children by observing them at play
 - 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
 - discusses how early intervention supports children's development
 - explains how to work with others to plan next steps in relation to the needs and interests of children.

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



Unit reference	K/506/4746	Unit level	3
Credit value	1		
Guided learning	7		
Unit aim	This unit prepares learners to set up a home based childcare business.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
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 skills, roles and responsibilities of a home based childcarer when leading and managing a setting		
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: <ul style="list-style-type: none"> • self-employed • an employer 		
	2.2 Explain the Self Assessment process		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
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		
4. Understand how to register with the appropriate regulatory body	4.1 Describe how to register with the appropriate regulatory body		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with our assessment strategy.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>Skills, attributes and behaviours should include:</p> <ul style="list-style-type: none"> • modelling positive behaviours • a professional approach • reflective practice • Continuing Professional Development (CPD) <p>Self Assessment process should encompass record keeping in preparation for filing a Self Assessment.</p> <p>Steps to take should include researching competitors.</p>

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 2

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 2 – Preparing to set up a home based childcare business

Note: Work produced for these tasks could be a useful resource for the home based childcare worker, parents/carers, visitors and regulators. Completed tasks should be completed as a portfolio of evidence.

The portfolio does not need to be limited to the information required for the assessment criteria and could be used to store useful information as you develop in your role. Using dividers will help you to organise your evidence.

Task 1 (assessment criteria 1.1–1.2)

Home based childcare workers must prepare for their role.

- Produce information for a home based childcare worker which:
 - identifies the skills, attributes and behaviours required to lead and manage a home based childcare setting
 - discusses the skills, roles and responsibilities of a home based childcare worker when leading and managing a setting.

Task 2 (assessment criteria 2.1–2.2)

When working as a home based childcare worker it is important to have knowledge of financial and taxation requirements.

- Produce a leaflet as a guide for home based childcare workers which:
 - explains how the home based childcare worker registers as:
 - self-employed
 - an employer
 - explains the Self Assessment process.

Task 3 (assessment criteria 3.1–3.2)

A business plan will support the home based childcare worker.

- Discuss steps to take when planning own home based childcare business.
- List types of insurance required for a home based childcare setting.

Task 4 (assessment criterion 4.1)

Registration with a regulatory body is a legal requirement for home based childcare workers to practice in their role.

- Describe how to register with the appropriate regulatory body.

Unit 3: Exploring the role of the Nanny



Unit reference	D/617/2467	Unit level	3
Credit value	1		
Guided learning	7		
Unit aim	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.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
1. Understand partnership working for the Nanny	1.1 Explain partnership working for the Nanny in relation to: <ul style="list-style-type: none"> • parents/carers • extended family members and friends of the family • other professionals 		
	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"> • child/children • parents/carers • extended family and friends of the family • Nanny 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
2. Understand expectations required in the role of the Nanny	2.1 Explain the following roles of the Nanny: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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		
3. Understand the role of advisory, guidance and support services for the Nanny	3.1 Describe the role of a Nanny agency to include: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • the Nanny • the family 		

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record eg page number & method	Assessor judgement achieved Initial and date
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		

Additional information about the unit:	
Additional unit assessment requirements	This unit must be assessed in line with our assessment strategy.
Guidance for developing assessment arrangements for the unit:	
Unit assessment guidance	<p>Skills, attributes and behaviours should include:</p> <ul style="list-style-type: none"> • modelling positive behaviours • a professional approach • reflective practice • partnership working • knowledge of child development • empathy and compassion • knowledge of how children learn • applied through activities and • experiences provided. <p>Mixed-age groups Children may be from different families and the Nanny will provide care for all children as appropriate.</p> <p>Sources of support To include being self-employed.</p>

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Unit 3

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Assessment task – Unit 3 – Exploring the role of the Nanny

Note: Work produced for these tasks could be a useful resource for the Nanny, parents/carers, visitors and regulators. Completed tasks should be completed as a portfolio of evidence.

The portfolio does not need to be limited to the information required for the assessment criteria and could be used to store useful information as you develop in your role. Using dividers will help you to organise your evidence.

Task 1 (assessment criteria 2.1–2.4)

This task is concerned with the role and responsibilities of the Nanny.

- Create a useful resource that others interested in the role of Nanny would find useful. The resource must include:
 - an explanation of the following roles:
 - live-in
 - live-out
 - shared care role
 - a summary of the skills, attributes and behaviours required to fulfil the role of the Nanny
 - a description of the daily responsibilities of the Nanny caring for children in two (2) of the following age groups:
 - 0–1 year
 - 1–3 years
 - 3–5 years
 - 5–8 years.
 - List two (2) advantages to working in the role of Nanny and identify two (2) challenges that a Nanny may face in their work.

Task 2 (assessment criteria 1.1–1.3)

This task is concerned with partnership working for the Nanny. Think about the different partnerships that a Nanny may have when meeting the following criteria. The task can be presented as a Factsheet for Nannies.

- Use the Factsheet to explain partnership working for the Nanny with the following:
 - parents/carers
 - extended family members
 - friends of the family
 - other professionals (please provide two other professionals with whom the Nanny may work in partnership).
- On the Factsheet include a section that describes benefits of partnership working for:
 - child/children
 - parents/carers
 - extended family
 - friends of the family
 - the Nanny.
- List three (3) potential barriers to partnership working and suggest ways that each of the barriers that you have identified could be overcome

Task 3 (assessment criteria 3.1–3.2)

This task is concerned with the role of a Nanny agency and Ofsted regulation.

- Find out about the role of a Nanny agency and use this information to support you to:
 - describe the role of a Nanny agency to include:
 - registration
 - job allocation and contracts
 - salary, National Insurance and tax payments
 - managing and maintaining relationships
 - explain the Ofsted regulatory process and any implications for the Nanny and the family.

Task 4 (assessment criteria 4.1–4.3)

This task is concerned with steps to take to become a Nanny.

- Develop an action plan to show the steps to take when planning to become a Nanny.
- Identify any skills gaps you currently have with regard to becoming a Nanny and suggest ways these can be met.
- List two (2) sources of support that would be useful when planning to become a Nanny.

Section 4: Assessment and quality assurance information

Recommended assessment methods

A recommended range of assessment methods has been identified, which may be used 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 Advisor 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. Grades are not awarded.

Please refer to the notes relating to **expert witness testimony** and **simulation** which follow this table.

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor 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	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* when directed by the Sector Skills Council or other assessment strategy/principles	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 may include simulation**	Yes	Yes

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
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

* **Expert witness testimony** should be used in line with the relevant assessment strategy/principles. This method must be used with professional discretion and only selected when observation would not be appropriate. Those providing an expert witness testimony must be lead practitioners with experience of making judgements around competence. The circumstances that may allow for an expert witness testimony include:

- when assessment may cause distress to an individual, such as supporting a child with a specific need
- a rarely occurring situation, such as dealing with an accident or illness
- confidential situations – such as safeguarding strategy meetings – where it would be inappropriate for an Assessor to observe the learner's performance.

** **Simulation.** A learner's portfolio of evidence may only include simulation of skills where simulation is permitted by the relevant assessment strategy/principles.

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.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Section 5: Documents and resources

Useful documents

This section refers to useful documents that can be found in the members area of www.qualhub.co.uk, 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

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on www.qualhub.co.uk.

Safeguarding guidance

To support early years settings, the UKCIS Education Working Group has developed two documents to help early years settings managers and staff consider their practice and to take steps to safeguard both children and adults online. To access the documents, please visit: www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations.

Resource requirements

There are no specific resource requirements for these qualifications, but Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.