

Unit Title: **CYPOP5 Understand how to set up a home based child care service**

Level: 3

Credit value: 4

Guided learning hours: 29

Unit accreditation number: Y/600/9770

Unit purpose and aim

This unit aims to provide the knowledge and understanding of how to work as a home based child carer or childminder. As well as learning relevant aspects of child care, this unit supports understanding of how to develop policies and procedures that are relevant to registration, it also supports understanding of the basic business skills required to set up a home based child care service.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand how to set up a home based child care service</p>	<p>The learner can:</p> <p>1.1 Outline the current legislation covering home based child care and the role of regulatory bodies</p> <p>1.2 Develop policies and procedures for</p> <ul style="list-style-type: none"> • accidents, illness and emergencies • behaviour • safeguarding • equal opportunities <p>and explain how these will be implemented</p> <p>1.3 Explain the importance of confidentiality and data protection</p> <p>1.4 Develop a marketing plan for own home based child care service</p> <p>1.5 Demonstrate financial planning for own home based service</p>	

	1.6 Identify sources of support and information for the setting up and running of your home based child care business	
2 Understand how to establish a safe and healthy home based environment for children	<p>2.1 Explain the key components of a healthy and safe home based environment</p> <p>2.2 Explain the principles of safe supervision of children in the home based setting and off site</p> <p>2.3 Identify ways of ensuring that equipment is suitable for children and meet safety requirements</p> <p>2.4 Know where to obtain current guidance on health and safety risk assessment of the home based work setting</p> <p>2.5 Explain how to store and administer medicines</p>	<p>Key components may include:</p> <ul style="list-style-type: none"> • hygiene and waste disposal • storage and preparation of food • care of animals • using equipment according to manufacturers guidance • appropriate responses to illnesses, allergies, incidents and accidents <p>Safety requirements are in accordance with the requirements of the registering body in the relevant UK Home Nation</p>
3 Understand the importance of partnerships with parents for all aspects of the home based child care service	<p>3.1 Explain the importance of partnership with parents for all aspects of the child care service</p> <p>3.2 Describe how partnership with parents are set up and maintained</p>	
4 Understand the principles of development of routines for home based child care	<p>4.1 Explain how routines are based on</p> <ul style="list-style-type: none"> • meeting a child's needs • agreements with parents 	<p>Routines may include:</p> <ul style="list-style-type: none"> • arrivals and departures • taking children to and from school, playgroup or pre-school • meal and snack times

	<ul style="list-style-type: none"> • participation of children <p>4.2 Explain how they would adapt routines to meet the needs of children at different ages and stages of development</p> <p>4.3 Explain how they ensure that each child is welcomed and valued in the home based work setting</p>	<ul style="list-style-type: none"> • sleep and rest • play and activities • off site visits • outdoor activities • homework and evening activities for school age children
<p>5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion</p>	<p>5.1 Explain the importance of play to children’s learning and development and the need for an inclusive approach</p> <p>5.2 Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items</p> <p>5.3 Explain what can be learned about children by observing them at play</p> <p>5.4 Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights</p>	<p>Inclusive approach may include:</p> <ul style="list-style-type: none"> • treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status • being a positive role model • challenging stereotypes and offensive remarks and attitudes appropriately • acknowledging children have rights and responsibilities

	5.5 Compare how other resources available for children support their play	Other resources may include: <ul style="list-style-type: none"> libraries drop in centres toy libraries equipment loan schemes
6 Understand how home based child carers can support the safeguarding of children in their care	6.1 Explain the concept of safeguarding and the duty of care that applies to all practitioners 6.2 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 6.3 Outline regulatory requirements for safeguarding children that affect home based child care 6.4 Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties	
7 Understand the principles of supporting positive behaviour in home based child care settings	7.1 Describe typical behaviours exhibited by children linked to their stage of development and key events in their lives 7.2 Explain how ground rules for behaviour and expectations are developed and implemented	Typical behaviours may include: <ul style="list-style-type: none"> toddler tantrums separation anxiety

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 302: Develop and maintain a healthy, safe and secure environment for children
- CCLD 303: Promote children's development
- CCLD 305: Protect and promote children's rights
- CCLD 316: Maintain and develop a registered childminding business

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.