



Complete Learning Pathway for Childminders — Work-based Practice Award	
Unit title	Unit 1 — Ready for Childminding Business
Unit reference number	HX9G 04
SCQF level	7
SCQF credit	4
Unit summary	
<p>This unit has been designed to allow learners to reflect on what they do to adopt a professional approach to providing a safe, stimulating, sustainable, childminding service, whilst meeting the legal responsibilities associated with running a small business. The unit provides the learner with an opportunity to review their practice and knowledge in relation to complying with the National Health and Social Care Standards. There is a focus on child protection which allows the learner to evaluate their knowledge and procedures on what to do in practice if they have specific concerns about a child or family. The unit also allows the learner to evaluate the overall service they provide to individual families and how they work with parents/carers and families to ensure effective working relationships are built upon. It allows the learner to consider their approaches to inclusive professional communication/ engagement with parents and setting boundaries whilst at the same time respecting their wishes and providing them with a range of support through your service.</p>	

History of changes to unit

Version	Description of change	Date

Version: 01 — February 2018

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Topic	Reference
Unit 1 Ready for Childminding Business	NOTE: References are intended as guidance for where relevant information can be found. Not all information in the reference will be fully relevant to every subject.
Introduction	
<p>This unit aims to support childminders to:</p> <ul style="list-style-type: none"> ◆ adopt a professional approach to providing a childminding service. ◆ meet the legal responsibilities associated with running a small business. ◆ comply with the National Care Standards. 	
Outcomes	
<p> Outcome 1 The business side of childminding Outcome 2 Child protection in a childminding setting Outcome 3 Parental involvement </p>	

Assessment by product evaluation

As you work towards achieving your qualification you will generate evidence in the form of products as this is a work-based qualification. The range of things that can count as a 'product' in this case include documented assignments, open badge statements, reflective statements supported by folio evidence from workplace experience and an assessment plan will be produced at the start of your learning journey to advise of these and provide samples of evidence required.

Assessment by questioning

Questioning is used to assess knowledge and understanding and its various different applications, such as reasoning, planning, analysing and evaluating. Questions may be oral or written.

Oral questions will be used to:

- ◆ confirm knowledge and understanding where it is not apparent from performance
- ◆ address gaps in knowledge and understanding in performance-based units
- ◆ authenticate evidence by asking candidates to explain part of the evidence and/or explain the process of producing it

They may also be used as an alternative to written questions.

A wide range of types of written question are used to assess cognitive ability. They may be grouped into the form of tests (such as a multiple choice e-assessment or question papers) or may be used to set individual tasks such as an investigation or case study.

Unit 1	Ready for Childminding Business	
	Outcome 1 — The business of childminding	
Performance criteria		
<ol style="list-style-type: none"> 1 Explain how you plan and evaluate the aims and objectives of your childminding service in line with legal requirements. 2 Explain how you market your childminding service. 3 Outline how you work with families to assess their childcare needs. 4 Explain how you would establish formal contracts with parents/carers. 5 Explain how you would collect and record necessary information from the parents/carers regarding their child. 6 Outline how you would inform parents of the need to share information with others where appropriate. 7 Detail your financial management system. 8 Explain how you would gather feedback from service users and use this information to develop and improve your practice. 9 Evidence your understanding on the importance of effective communication with parents/carers and other professionals. 10 Explain three barriers to effective communication. 		
Suggested evidence:	Methods of assessment:	Cross ref:
<ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description ◆ Open badge evidence ◆ Your marketing materials ◆ Your welcome leaflet 	<ul style="list-style-type: none"> ◆ Case study ◆ Portfolio/assignment ◆ 400 word reflective statement ◆ Questioning 	
Underpinning knowledge and understanding — you need to know and understand:		
See core knowledge and understanding points within your support notes which covers KU required for Units 1 and 2		
Knowledge and understanding specific to Outcome 1		
<ul style="list-style-type: none"> ◆ legislation and regulatory requirements affecting administration of the small-scale childcare setting ◆ marketing techniques for processing and communicating information 		

Unit 1	Ready for Childminding Business	
Outcome 2 — Child protection in a childminding setting		
<p>Performance criteria</p> <ol style="list-style-type: none"> 1 Explain the factors, situations and actions that may cause or lead to harm or abuse. 2 Explain the signs and symptoms that may indicate that a child has been, or is in danger of being harmed or abused. 3 Outline your understanding of legal requirements, local child protection procedures and roles of other professionals involved. 4 Explain the actions you must take in your own role and responsibilities you have as a childminder where there are concerns noticed. 5 Outline your understanding on the importance of implementing effective childminding practices that help identify and protect children who are potentially at risk. 6 Explain the importance of developing relationships that promote and protect children and how you do this. 7 Evidence your understanding on the importance of record keeping. 8 Outline your understanding on promoting rights and inclusion with children and young people in relation to child protection. 9 Explain the potential vulnerabilities of a childminder working as a lone worker. 10 Explain how you support children and young people to keep themselves safe. 		
<p>Suggested evidence:</p> <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description ◆ Open badge evidence 	<p>Methods of assessment:</p> <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning 	<p>Cross ref:</p>
Underpinning knowledge and understanding — you need to know and understand:		
<p>See core knowledge and understanding points within your support notes</p> <p>Knowledge and understanding specific to Outcome 2</p> <ul style="list-style-type: none"> ◆ different types of harm and abuse ◆ factors that may make someone more susceptible to harm or abuse ◆ common features of perpetrator behaviour and grooming ◆ correct actions to take if harm or abuse is suspected, disclosed or alleged ◆ local systems and multi-disciplinary procedures that relate to protection from harm and abuse ◆ how to protect yourself and others from harm and abuse when in a childminding setting or working alone 		

Unit 1	Ready for Childminding Business	
Outcome 3 — Parental involvement		
<p>Performance criteria</p> <ol style="list-style-type: none"> 1 Outline your understanding on the importance of working effectively with parents. 2 Explain the importance of working with families in relation to the expectations of their child. 3 Explain how you communicate with parents in a way which promotes inclusion, recognising and valuing diversity. 4 Outline how you work with families to help them value the importance of play and their child’s learning. 5 Evidence how you ensure the child’s voice is heard and valued. 6 Explain three barriers to parental involvement and outline practical solutions to overcome these. 7 Outline how you provide opportunities for families to participate in their child’s play, learning and development. 8 Explain how you involve families in reviewing their child’s learning and development. 9 Explain how you use the information from reviews to forward plan for children in partnership with their parents/carers. 10 Outline the records and evidence that you should keep in relation to involving parents in their child’s development. 11 Explain what you do if/when a child’s development plan changes. 		
<p>Suggested evidence:</p> <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description ◆ Open badge evidence 	<p>Methods of assessment:</p> <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning 	<p>Cross ref:</p>
Underpinning knowledge and understanding — you need to know and understand:		
<p>See core criteria within support notes</p> <p>Knowledge and understanding specific to Outcome 3</p> <ul style="list-style-type: none"> ◆ the transitions that children and young people may go through ◆ how families’ expectations for children might vary according to the child’s gender, religion, culture and ethnicity, upbringing, needs and abilities ◆ how you might outline that you recognise and value diverse family structures ◆ how families can access information on child development ◆ the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development ◆ how you can positively reinforce parents’ efforts and involvement 		