



Childminder Professional Work-based Practice Award	
Unit title	Unit 4 — Quality of Childcare Progression
Unit reference number	HX9K 04
SCQF level	7
SCQF credit	4
Unit summary	
<p>This unit will allow learners to explain their understanding of the importance of play and consider some of the barriers for providing outdoor play, whilst promoting positive risk. The unit will also allow learners to explore their knowledge and understanding of promoting positive behaviour, dealing with challenging behaviour and their role in being responsive to children's emotions to develop their health and well-being. This unit also allows learners to explore their understanding of their role in identifying signs of bullying behaviour and their ways of tackling this behaviour.</p>	

History of changes to unit

Version	Description of change	Date

Version: 01 — February 2018

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Topic	Reference
Unit 4 Quality of Childcare Progression	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 in:</p> <ul style="list-style-type: none"> ◆ positive risk taking. ◆ promoting positive behaviour. ◆ signs of bullying behaviour. 	
Outcomes	
<p> Outcome 1 Outdoor play Outcome 2 Tears, tantrums and you Outcome 3 Let's be friends </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 4	Quality of Childcare Progression Outcome 1 — Outdoor play	
Performance criteria 1 Explain your understanding on the importance of play. 2 Explain the benefits of outdoor play for children, families and the wider community. 3 Explain some of the barriers to children playing outdoors and how you would overcome these in your childminding practice. 4 Explain your understanding on the play process. 5 Explain your process for how you decide whether it is appropriate to intervene in children’s play or not. 6 Explain the strategies you use to join in on the play. 7 Explain some challenging, risky or scary outdoor play opportunities you offer for children and what they learn from taking part in these. 8 Explain how you carry out risk assessments in line with policies and procedures. 9 Explain how you promote wellbeing and safety to children in order to involve them in risk management procedures. 10 Explain how you promote positive risk taking with parents.		
Suggested evidence: <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description 	Methods of assessment: <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning ◆ Open badge evidence 	Cross ref:

Unit 4	Quality of Childcare Progression Outcome 1 — Outdoor play	
Underpinning knowledge and understanding — <i>you need to know and understand:</i>		
See core knowledge and understanding criteria within support notes for this unit		
Knowledge and understanding specific to Unit 4, Outcome 1 <ul style="list-style-type: none"> ◆ the strategies and guidance for practitioners in Scotland that supports play ◆ how to provide an environment that is safe for the children or young people you work with and that meets their individual preferences and needs ◆ how to carry out risk assessments that balance reasonable precautions and provides opportunities for development ◆ what is meant by resilience and factors that may affect resilience in children ◆ ways to support children’s resilience, according to the child’s preferences, needs and abilities ◆ the connection between children challenging and testing their abilities and resilience and self-esteem ◆ methods to encourage and support children to test and stretch their skills and abilities ◆ the type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination ◆ how to encourage children or young people to make choices, express individual preferences and be aware of how their actions affect other ◆ how to promote independence in children or young people whilst supporting them to make choices, face challenges and take risks, according to their individual preferences, needs and abilities 		

Unit 4	Quality of Childcare Progression Outcome 2 — Tears, tantrums and you	
Performance criteria 1 Explain how your childminding service supports a personalised development plan for every child. 2 Explain how you ensure that your childminding setting promotes positive behaviour. 3 Explain how you are responsive to children’s emotions and experiences and actively encourage children’s, parents and their families to be involved in decision making about your childminding environment. 4 Explain how to prevent tantrums. 5 Explain how planned activities are inclusive and available to all children. 6 Explain how you help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others. 7 Explain how you recognise developmentally appropriate behaviour. 8 Explain the appropriate methods you would use to manage challenging behaviour. 9 Explain how you demonstrate respect and value for children’s capabilities and strengths. 10 Explain how you value diversity.		
Suggested evidence: <ul style="list-style-type: none"> ◆ Policies and procedures ◆ Practice examples ◆ Information gathered ◆ Job description 	Methods of assessment: <ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning ◆ Open badge evidence 	Cross ref:

Unit 4	Quality of Childcare Progression Outcome 2 — Tears, tantrums and you
Underpinning knowledge and understanding — <i>you need to know and understand:</i>	
See core knowledge and understanding criteria within support notes for this unit	
Knowledge and understanding specific to Unit 4, Outcome 2 <ul style="list-style-type: none">◆ child development◆ tantrum triggers◆ methods for promoting positive behaviour◆ methods for working in partnership with parents◆ transitions children go through which impact on behaviour patterns	

Unit 4	Quality of Childcare Progression	
	Outcome 3 — Let's be friends	
Performance criteria		
<ol style="list-style-type: none"> 1 Explain your understanding of the characteristics involved with bullying behaviour. 2 Explain the different forms of bullying that can take place. 3 Explain how you would recognise and in turn protect children in your care from this type of behaviour. 4 Explain the impact bullying behaviour can have on the child being bullied. 5 Explain your understanding on why some children display bullying behaviour and how you would approach this with a child in your childminding setting. 6 Explain how you would work with the children (person bullying/being bullied) and parents/carers to challenge support or tackle bullying behaviour, without compromising your own values and beliefs. 7 Explain the steps you take to prevent bullying behaviour in your childminding setting. 		
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 	<ul style="list-style-type: none"> ◆ Case study ◆ Portfolio ◆ Reflective statement ◆ Questioning 	
Underpinning knowledge and understanding — you need to know and understand:		
See core criteria within support notes for this unit		
Knowledge and understanding specific to Unit 4, Outcome 3		
<ul style="list-style-type: none"> ◆ the importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves ◆ how you demonstrate empathy and understanding to children, including the language and expressions you might use ◆ how you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy 		