



<b>Childminder Professional Work-based Practice Award</b>	
<b>Unit title</b>	Unit 5 — Planning for Inspection
<b>Unit reference number</b>	HX9L 04
<b>SCQF level</b>	7
<b>SCQF credit</b>	4
<b>Unit summary</b>	
<p>This unit allows learners to evaluate their knowledge and understanding of child development with a focus on child-led planning and how this links to current ELC legislation and frameworks. The unit allows learners to explain their understanding of Building the Ambition and how this tool can be used in everyday practice to reflect and enhance the quality of the service provision. The unit also allows learners to evaluate their understanding of the role of the care inspectorate and the relevant legislation and guidance they must comply with in order to retain their registration. It allows learners to reflect upon their role and effectiveness when it comes to completing self-assessments, record keeping and following notifications procedures as well as their working in partnership with the care inspectorate.</p>	

## History of changes to unit

Version	Description of change	Date

**Version:** 01 — February 2018

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Topic	Reference
<b>Unit 5</b> <b>Planning for Inspection</b>	<b>NOTE:</b> 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.
<b>Introduction</b>	
<p>This unit aims to support childminders in:</p> <ul style="list-style-type: none"> <li>◆ ELC legislation and frameworks.</li> <li>◆ Building the Ambition.</li> <li>◆ Role of the care inspectorate.</li> </ul>	
<b>Outcomes</b>	
<p><b>Outcome 1</b> Child-led Planning: Creating meaningful experiences  <b>Outcome 2</b> Inspection rights  <b>Outcome 3</b> Building the Ambition: Putting theory into practice</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.

<b>Unit 5</b>	<b>Planning for Inspection</b> <b>Outcome 1 — Child-led Planning: Creating meaningful experiences</b>	
<b>Performance criteria</b> 1 Explain your understanding of the stages of child development and how to take account of these when planning for the children. 2 Explain your understanding on the principles of Child-led Planning. 3 Explain your role as a childminder when supporting children to access exciting, challenging, self-directed play opportunities. 4 Explain how you know child(ren) are absorbed and involved in child-led free play. 5 Explain your understanding on how to create meaningful experiences for all children including children with additional support needs. 6 Explain your understanding of how to use the GIRFEC well-being indicators when carrying out child-led Planning. 7 Explain your understanding on the Curriculum for Excellence and how this works for all children within your childminding service. 8 Explain how you involve children, parents and carers in your planning process. 9 Explain your understanding on how to observe child-led free play. 10 Explain how you plan and assess child-led free play for each individual child. 11 Explain what records you keep for each child and how you review these. 12 Explain how you evidence child-led planning takes place within your childminding setting.		
<b>Suggested evidence:</b> <ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> <li>◆ Your marketing materials</li> <li>◆ Your welcome leaflet</li> </ul>	<b>Methods of assessment:</b> <ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio/assignment</li> <li>◆ 400-word reflective statement</li> <li>◆ Questioning</li> </ul>	<b>Cross ref:</b>

Unit 5	<p><b>Planning for Inspection</b></p> <p><b>Outcome 1 — Child-led Planning: Creating meaningful experiences</b></p>
<p><b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b></p>	
<p><b>See core knowledge and understanding criteria within support notes for this unit</b></p> <p><b>Knowledge and understanding specific to Unit 5, Outcome 1</b></p> <ul style="list-style-type: none"> <li>◆ sources of support in respect of planning and curriculum development, drawing on available best practice</li> <li>◆ the kinds of equipment, materials and activities that support the implementation of a learning curriculum, using play as a vehicle for delivery</li> <li>◆ effective use of ICT to support the curriculum</li> <li>◆ the importance and implications of a differentiated approach to the provision of learning experiences for children</li> <li>◆ the meaning of personalised learning and how this affects planning and implementation of the curriculum in Scotland</li> <li>◆ the effects of low self-esteem and lack of confidence on learning</li> <li>◆ how to support and extend play opportunities to encourage learning</li> <li>◆ that children learn in different ways and have individual <b>learning styles</b> and preferences</li> <li>◆ specific issues for children’s development and learning in multilingual or bilingual settings or where children are learning through an additional language</li> <li>◆ Child Development</li> <li>◆ United Nations Convention Rights of the Child</li> <li>◆ Curriculum for Excellence</li> <li>◆ Pre-Birth to Three</li> <li>◆ Getting it Right for Every Child</li> <li>◆ National Health and Social Care Standards</li> </ul>	

<b>Unit 5</b>	<b>Planning for Inspection</b> <b>Outcome 2 — Inspection rights</b>	
<b>Performance criteria</b> 1 Explain your understanding on the role and functions of the care inspectorate. 2 Explain your understanding of the legal requirements you must follow as a childminder. 3 Explain your understanding of the National Health and Social Care Standards and what you do to ensure you meet these. 4 Explain what policies and procedures you must have available as a childminder. 5 Explain how you keep up to date with changes in legislation and keep information related to this up to date. 6 Explain how you reflect on your practice and make improvements where required. 7 Explain the evidence you can provide for Inspectors and your understanding on how this informs the grading process. 8 Explain how you involve children and parents/carers in your self-evaluation/self-assessment of your childminding service.		
<b>Suggested evidence:</b> <ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> </ul>	<b>Methods of assessment:</b> <ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio</li> <li>◆ Reflective statement</li> <li>◆ Questioning</li> </ul>	<b>Cross ref:</b>

<b>Unit 5</b>	<b>Planning for Inspection</b>  <b>Outcome 2 — Inspection rights</b>
<b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b>	
<p><b>See core knowledge and understanding criteria within support notes for this unit</b></p> <p><b>Knowledge and understanding specific to Unit 5, Outcome 2</b></p> <ul style="list-style-type: none"> <li>◆ the role of quality assurance systems for early learning and childcare services</li> <li>◆ the range of quality assurance systems available and the differences between them</li> <li>◆ key roles and responsibilities in relation to delivering quality assurance systems and resources that may be necessary to implement such a system</li> <li>◆ key policies, practices and procedures which will ensure a quality childcare service and meet the requirements of quality assurance systems</li> <li>◆ what documentation is required to provide evidence of service quality and why documentation is needed</li> <li>◆ likely sources of evidence that the service meets the requirements of the quality assurance system</li> <li>◆ why it is important to have a timed plan for reviewing quality assurance and implementing any changes</li> <li>◆ Roles and functions of the care inspectorate</li> <li>◆ Care inspectorate self-assessment process</li> <li>◆ National Health and Social Care Standards</li> <li>◆ Relevant Scottish Government legislation, frameworks and guidance in relation to Early Learning and Childcare</li> </ul>	



<b>Unit 5</b>	<b>Planning for Inspection</b>  <b>Outcome 3 — Building the Ambition: Putting theory into practice</b>	
<b>Performance criteria</b>  1 Explain your understanding of Building the Ambition and how this is relevant for childminders. 2 Explain your understanding on the definition of Early Learning and Childcare within Building the Ambition. 3 Explain how you would use Building the Ambition guidance to inform practice. 4 Explain how you ensure children’s needs are met at points of transition. 5 Explain your understanding of play and learning. 6 Explain how you apply Building the Ambition into your practice. 7 Explain any support documents you use to demonstrate your use of Building the Ambition in your practice.		
<b>Suggested evidence:</b>  <ul style="list-style-type: none"> <li>◆ Policies and procedures</li> <li>◆ Practice examples</li> <li>◆ Information gathered</li> <li>◆ Job description</li> <li>◆ Open badge evidence</li> </ul>	<b>Methods of assessment:</b>  <ul style="list-style-type: none"> <li>◆ Case study</li> <li>◆ Portfolio</li> <li>◆ Reflective statement</li> <li>◆ Questioning</li> </ul>	<b>Cross ref:</b>

<b>Unit 5</b>	<b>Planning for Inspection</b> <b>Outcome 3 — Building the Ambition: Putting theory into practice</b>
<b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b>	
<b>See core criteria within support notes for this unit</b>  <b>Knowledge and understanding specific to Unit 5, Outcome 3</b> <ul style="list-style-type: none"><li>◆ Building the Ambition</li><li>◆ Child Development</li><li>◆ United Nations Convention Rights of the Child</li><li>◆ Curriculum for Excellence</li><li>◆ Pre-Birth to Three</li><li>◆ Getting it Right for Every Child</li><li>◆ National Health and Social Care Standards</li><li>◆ Scottish Government Blueprint Quality Action Plan 2020</li></ul>	