



<b>Childminder Professional Work-based Practice Award</b>	
<b>Unit title</b>	Unit 6 — Professional Childminding Service Development
<b>Unit reference number</b>	HX9M 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 the importance of planning for and managing transitions for children. It will allow the learner to evaluate their role in supporting individual children and families at key stages such as settles, moving between (blended care) or leaving to go to another setting such as school. It requires learners to consider their role in supporting children to develop positive self-esteem and approaches they would use to help build resilience and promote overall positive mental and emotional health and wellbeing. The unit also allows learners to explore their knowledge and understanding of characteristics displayed by children who may require additional support such as children with ADHD and their role in supporting individual children to achieve their full potential.</p>	

## History of changes to unit

Version	Description of change	Date

**Version:** 01 — February 2018

© Scottish Qualifications Authority 2018

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

Topic	Reference
<b>Unit 6</b> <b>Professional Childcare Service Development</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>◆ managing transitions.</li> <li>◆ self-esteem and resilience.</li> <li>◆ additional support needs.</li> </ul>	
<b>Outcomes</b>	
<p> <b>Outcome 1</b> Achieving smooth transitions  <b>Outcome 2</b> Developing children’s self-esteem  <b>Outcome 3</b> Working with ADHD and the autism spectrum         </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 6</b>	<b>Professional Childminding Service Development</b> <b>Outcome 1 — Achieving smooth transitions</b>	
<b>Performance criteria</b> 1 Explain your approach and process for introducing and providing a welcoming atmosphere for individual families to your service. 2 Explain the approach you take for setting expectations and boundaries with individual families. 3 Explain how you provide individual families with information on the service you will provide. 4 Explain what information and how you gather information on each child and family during the admissions and settling process 5 Explain how you get to know children within your service. 6 Explain how you work with the child and parent/carer to identify and address potential areas of stress and anxiety. 7 Explain your procedures to deal with transition, be it from home to childminder, childminder to playgroup/nursery/school, childminder to childminder. 8 Explain how you ensure continuity of care if a child has a blended childcare plan. 9 Explain the practical steps you take to help children cope more easily with change.		
<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> </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> <li>◆ Open badge evidence</li> </ul>	<b>Cross ref:</b>

Unit 6	<b>Professional Childminding Service Development</b> <b>Outcome 1 — Achieving smooth transitions</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 6, Outcome 1</b></p> <ul style="list-style-type: none"> <li>◆ education curriculum frameworks in Scotland</li> <li>◆ requirements of the relevant inspectorates</li> <li>◆ the meaning of person centred/child-centred working and the importance of knowing and respecting all children and young people as an individual</li> <li>◆ the prime importance of the interests and well-being of children and young people</li> <li>◆ children and young people’s cultural and language context</li> <li>◆ how to build trust and rapport in a relationship</li> <li>◆ the nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support</li> <li>◆ factors that promote positive health and wellbeing of children and young people</li> <li>◆ theories underpinning our understanding of child development and learning, and factors that affect it</li> <li>◆ theories about attachment and impact on children and young people</li> </ul>	

<b>Unit 6</b>	<b>Professional Childminding Service Development</b> <b>Outcome 2 — Developing children’s self-esteem</b>	
<b>Performance criteria</b> 1 Explain your understanding of the term self-esteem. 2 Explain the typical characteristics or behaviours you may observe from a child which indicated their level of self-esteem. 3 Explain why it is important for children to hold a high self-esteem. 4 Explain your role as a childminder and approaches you take in supporting the development of children’s self-esteem. 5 Explain your understanding and the importance of positive reinforcement and how you use this in your daily practice 6 Explain how you would deal with a challenging situation that supports building resilience. 7 Explain how you ensure children are listened to, take their views/feelings on board and respond to them in a positive manner. 8 Explain your understanding on the importance of supporting children’s health and wellbeing.		
<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> </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> <li>◆ Open badge evidence</li> </ul>	<b>Cross ref:</b>

<b>Unit 6</b>	<b>Professional Childminding Service Development</b> <b>Outcome 2 — Developing children’s self-esteem</b>
<b>Underpinning knowledge and understanding — <i>you need to know and understand:</i></b>	
<b>See core knowledge and understanding criteria within support notes for this unit</b>	
<b>Knowledge and understanding specific to Unit 6, Outcome 2</b> <ul style="list-style-type: none"> <li>◆ how and where to access information and support that can inform your practice when supporting children and young people to promote their own mental health needs</li> <li>◆ government reports, inquiries and research reports into children and young people, especially related to mental health needs</li> <li>◆ theories relevant to the children and young people with whom you work about loss and change</li> <li>◆ theories relevant to the children and young people with whom you work about the effects of stress and distress</li> <li>◆ theories relevant to the children and young people with whom you work, about motivation and its effects on enabling children and young people to deal with their own health and social wellbeing</li> <li>◆ factors that cause risks and those that ensure safe and effective care for children and young people</li> <li>◆ the importance of stable family, adult and peer relationships and the impact of disruption, including placement disruption</li> <li>◆ conditions and issues you are likely to face in your work with children and young people and parents, families and carers</li> <li>◆ sources of information, resources and advice available to promote the positive mental health development of children and young people and how to access these</li> <li>◆ how the children and young people’s circumstances, history of social and health care can adversely affect their growth, development, mental health and wellbeing</li> <li>◆ the effect that age, stage, development and personal circumstances of children and young people may have on their ability to contribute and make decisions about their own health and social wellbeing</li> <li>◆ factors which constitute a risk to the individual’s development, positive health, mental health and wellbeing</li> <li>◆ the types of impact that disabilities can have on children and young people’s health and social wellbeing</li> </ul>	



<b>Unit 6</b>	<b>Professional Childminding Service Development</b> <b>Outcome 3 — Working with ADHD and the autism spectrum</b>	
<b>Performance criteria</b> 1 Explain your understanding on the causes ADHD. 2 Explain your understanding of the characteristics of ADHD. 3 Explain what steps you could take to respond to a child with communication challenges, ie repeatedly communicates things over and over. 4 Explain what steps you could take to respond to a child with interaction challenges, ie ignores people. 5 Explain the steps you could take to respond to a child who has flexibility challenges, ie angry outbursts if things change. 6 Explain the steps you could take to respond to a child who has sensory sensitivities, ie strips off. 7 Explain how you would overcome communication barriers with children. 8 Explain how you gather and record relevant documentation in relation to children with signs, symptoms and care plans relating to ADHD. 9 Explain how you would approach a parent or carer to discuss signs and symptoms or how you work with parents to ensure the care provided was meeting everyone’s needs. 10 Explain your procedure for accessing other professional support services in your area and how you would work with these professionals.		
<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 6</b>	<b>Professional Childminding Service Development</b> <b>Outcome 3 — Working with ADHD and the autism spectrum</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 6, Outcome 3</b>	
<ul style="list-style-type: none"> <li>◆ the transitions that children and young people may go through</li> <li>◆ the possible impact of having a child with additional support needs within a family and the varied responses of carers, siblings, and the wider family</li> <li>◆ awareness of, and ability to use, specialist terminology in the interest of the children with whom you work, whilst ensuring that use of such terminology does not act as a barrier to communication</li> <li>◆ legislation, regulations and codes of practice affecting provision for children and children with additional support needs within Scotland</li> <li>◆ assessment and intervention frameworks for children with additional support needs</li> <li>◆ the meaning and application of participation and the practitioner’s role in supporting children, young people and families to engage and participate</li> <li>◆ the rights of all children to equal access and how this affects provision</li> <li>◆ specialist local and national support and information that is available for you and for the children and families</li> <li>◆ partnerships with parents and families are at the heart of provision as they know most about their child</li> <li>◆ when and why some children and families may require advocacy services and why this is important</li> <li>◆ there are ‘expert parents’ with wide-ranging and in-depth knowledge of their child and the disability or special educational need, who can offer support to others</li> <li>◆ details about particular additional support needs as they affect the children in your care and your ability to provide a high quality service</li> <li>◆ integration/inclusion works in your setting and local area and the reasons for its benefits or otherwise</li> <li>◆ details about particular additional support needs</li> <li>◆ the expected pattern of development for the children for whom you are responsible</li> <li>◆ planning that personalises each child’s requirements according to their and their families’ expressed wishes, and their age, needs, gender and abilities</li> <li>◆ how to adapt your practice to meet all of the children’s personalised needs</li> </ul>	