

Complete Childminding Learning Pathway

Support pack/guidance for tutors/trainers/assessors to deliver the Complete Childminding Learning Pathway

Complete Childminding Learning Pathway Overview

The Professional Work-based Award (PWA) Complete Childminding Learning Pathway is designed to allow the learner to demonstrate their competent knowledge and understanding of practice as a professional childminder in early years and childcare practice. The PWA is based on a registered childminding service which is underpinned by early learning and childcare legislation, frameworks and guidance.

This PWA will help the learner develop their childminding practice and enable them to develop their early years and childcare provision. The learner will also learn through this PWA to link theory into practice in the childminding setting.

To achieve certification and accreditation the learner will submit a portfolio of evidence. The evidence will be assessed by key staff within the centre delivering the award. Full support and guidance will be given to learners during the learning process.

Units

To pass the unit learners will have to demonstrate their knowledge and understanding to agreed standards. They will carry out assessments in relation to the performance criteria as they progress through the learning programme and the evidence they submit will be assessed by the assessor. They will be given regular feedback while undertaking the assessments.

They will have to demonstrate that they possess the underpinning knowledge needed to understand how to deal with any problems and variations that may occur during practical work. This will take the form of a knowledge assessment (known as knowledge evidence) and will also be assessed by the assessor. If re-assessment is needed, the assessor will explain how and when this will be done. It is important that the learner makes their best efforts not to fall behind in the e-learning programme.

The centre's SQA co-ordinator will have access to any support materials that are available for this unit.

Recognition of prior learning

Any learner who is enrolled as a centre learner can request recognition for prior learning through a written request (RPL form) this may be to gain informal recognition for purposes of access to an appropriate unit or the full group award, or to gain formal recognition for purposes of certification by the awarding body. The head of centre and centre manager is responsible for agreeing the arrangements for these processes with the course team and/or centre manager and ensuring that the quality assurance awarding body requirements are met.

Assessment

Assessment is the process of providing evidence and making a judgement against specified evidence requirements as to whether or not an individual has met the criteria. It is the responsibility of the assessor to make that judgement based on the evidence presented. The learners will have to complete knowledge assessments as specified. The knowledge activities are designed to specifically support the learning process. The suggested evidence for the activities will allow learners to demonstrate their own reflective practice relating to their own learning. These will be fully assessed and recorded for internal verification.

Methods of assessment
This award has been developed to meet the needs of childminders/carers and the services they provide.
Summative assessment
Summative assessment will be used for awarding this work-based qualification. Summative assessment may take place at different points of the learning process, you will be informed that your assessment results will be recorded and quality assured. There will be opportunities for formative assessment throughout the course.
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 items that can count as a 'product' in this case include documented assignments, open badge statements, reflective statements supported by folio evidence from workplace experience. An assessment plan will be completed 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 applications, such as reasoning, planning, analysing and evaluating. Questions may be oral or written. Oral questions will be used to: <ul style="list-style-type: none">◆ 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 describe 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.

Professional Work-based Award — Complete Childminding Learning Pathway

The learner will produce a portfolio of evidence assessed through a variety of assessment methods. The portfolio evidence is assessed and if it meets the agreed evidence requirements the learner will receive a SQA certificate for the group award. The group award is made up of 6 mandatory units each worth 0.5 SQA credits and 4 SCQF credit points, which gives a total of 3 SQA Credits and 24 Scottish Credit and Qualification Framework (SCQF) points.

Each unit consist of three outcomes. The knowledge and understanding for these units will be taught alongside the completion of the units. This will enable learners to learn, practice and develop skills, practices and techniques which will be assessed through knowledge assessments. Assessment evidence will be collated at the same time. Learners can reflect on their performance and can measure their own work against the standards. This knowledge and understanding will be assessed with the assessment questions provided within the portfolio. Feedback to the learner must be discussed and recorded in the portfolio.

The qualification is mapped to the relevant knowledge points in the SVQ Social Services (Children and Young People) SCQF level 7 and some of the knowledge in SVQ Social Services and Healthcare SCQF level 7, it is signposted to the relevant units in both awards. On completion of the award the learner will have evidence to support RPL to the SVQ qualifications. (Please see Appendix 1)

Complete Childminding Learning Pathway (National Workbased Award) — Course breakdown

This support pack and course programme provides guidance to tutors, trainers and assessors who will be delivering the qualification.

This award consists of six units with three outcomes per unit:

Professional Work-based Award — Complete Childminding Learning Pathway

The PWA Complete Childminding Learning Pathway is made up of six units as set out below. It is a requirement of the PWA that all units are holistically assessed. Therefore, some of the knowledge, knowledge tasks and practical tasks will link to several of the units.

Complete Childminding Learning Pathway consists of six work-based units which, when successfully completed, combine to achieve the award. The six units are:

Unit 1: Ready for Childminding Business

Outcome 1: Safe and secure

Outcome 2: The business side of childminding

Outcome 3: Parental involvement

Unit aims

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.

Unit 2: Child Development in a Childminding Setting

Outcome 1: Observation, assessment and planning

Outcome 2: Early learning and childcare environment

Outcome 3: Children's well-being

Unit aims

This unit allows the learner to reflect on their knowledge and understanding of child development and how they ensure children are at the centre of their practice. The unit will allow the learner to consider what a child needs to play and learn in relation to stages of development. It will also require the learner to reflect upon their role in identifying and meeting individual children's needs through observation and assessment. It will allow the learner to consider how they plan for progression and provide experiences for extending children's play, learning and development in a nurturing, stimulating environment. Learners will also consider children with additional support requirements and their role in providing an inclusive home from home environment with suitable play opportunities available for all children who attend the setting.

Unit 3: Getting It Right For Every Child in a Childminding Setting

Outcome 1: Children's rights: Participation in practice

Outcome 2: Equality of opportunity

Outcome 3: Introduction to GIRFEC

Unit aims

This unit will allow learners to explore their understanding of child-led participation and meaningful ways of involving children in their service. Learners will be provided with a chance to reflect upon how they support children to express their views, make decisions and choices and communicate their needs. The unit will also allow learners to reflect upon their knowledge of children's rights and how their own practice recognises and respects children and young people's rights. The unit allows learners to reflect upon their knowledge and practice in relation to the legal requirements of providing equal opportunities. Learners will evaluate their understanding on the Getting it Right for Every Child (GIRFEC) approach and how using this approach supports the development of children's health and well-being.

Unit 4: Quality of Childminding Care Progression

Outcome 1: Outdoor play

Outcome 2: Tears, tantrums and you

Outcome 3: Let's be friends

Unit aims

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 allows learners to explore their understanding of their role in identifying signs of bullying behaviour and ways of tackling this behaviour.

Unit 5: Planning for Inspection Unit

Outcome 1: Child-led planning: creating meaningful experiences

Outcome 2: Inspection insights

Outcome 3: Building the ambition: putting theory into practice

Unit aims

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 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.

Unit 6: Professional Childminding Service Development

Outcome 1: Achieving smooth transitions

Outcome 2: Developing children's self-esteem

Outcome 3: Working with ADHD and the autism spectrum

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 settling, 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 well-being. 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.

Programme aims

The aim of the course is to enable early years practitioners to organise, safely set up and facilitate high quality early learning and childcare provision for children, families and service users.

By the end of the course, participants will understand:

- ◆ Legal and work setting requirements on equality, diversity, discrimination and rights
- ◆ Their role in promoting children and young people's rights, choices, wellbeing and active participation
- ◆ Their duty to report any acts or omissions that could infringe the rights of children and young people
- ◆ How to deal with and challenge discrimination
- ◆ The rights that key people, children and young people have to make complaints and be supported to do so in childminding
- ◆ Legislation, codes of practice, standards, frameworks and guidance relevant to childminding, their childminding setting and the content of this standard
- ◆ How their own background, experiences and beliefs may have an impact on their practice
- ◆ Their own roles, responsibilities and accountabilities as a childminder with their limits and boundaries
- ◆ The roles, responsibilities and accountabilities of others with whom they work
- ◆ How to access and work to procedures and agreed ways of working
- ◆ The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- ◆ The importance of the interests and well-being of children and young people
- ◆ Children and young people's cultural and language situation
- ◆ How to build trust and rapport in a relationship
- ◆ How your power and influence as a worker can impact on relationships
- ◆ How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- ◆ How to work in partnership with children, young people, key people and others
- ◆ How to manage ethical conflicts and dilemmas in your work
- ◆ How to challenge poor practice, care or attitudes
- ◆ How and when to seek support in situations beyond your experience and expertise

Factors affecting development

- ◆ The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support
- ◆ Factors that promote positive health and wellbeing of children and young people
- ◆ Theories underpinning our understanding of child development and learning, and factors that affect it
- ◆ Theories about attachment and impact on children and young people
- ◆ The importance of effective communication in the childminding setting
- ◆ Factors that can have a positive or negative effect on communication and language skills and their development in children and young people)

Child protection

- ◆ The roles, responsibilities and accountabilities of others with whom you may work in relation to a child protection case
- ◆ How to access and work to child protection procedures
- ◆ The meaning of working with the child at the centre and the importance of knowing and respecting each child or young person as an individual
- ◆ The importance of the interests and well-being of children and young people
- ◆ The child or young person's cultural and language context
- ◆ How to build trust and rapport in a relationship
- ◆ How your power and influence as a worker can impact on relationships
- ◆ How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- ◆ How to work in partnership with children, young people, key people and others
- ◆ How to manage ethical conflicts and dilemmas in your work
- ◆ How to challenge poor practice
- ◆ How and when to seek support in situations beyond your experience and expertise
- ◆ Indicators of potential or actual harm or abuse
- ◆ How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- ◆ What to do if you have reported concerns but no action is taken to address them
- ◆ Legal requirements, policies and procedures for the security and confidentiality of information
- ◆ Legal and childminding setting requirements for recording information and producing reports including the use of electronic communication
- ◆ Principles of confidentiality and when to pass on otherwise confidential information

Communication

- ◆ Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences
- ◆ Principles of reflective practice and why it is important

Health and safety

- ◆ Your childminding setting policies and practices for monitoring and maintaining health, safety and security in the childminding environment
- ◆ Practices for the prevention and control of infection

What should the learner know or be able to do before they start?

The learner should be able to show that they have knowledge and or experience in working with children in a childminding setting. The learner should also know and understand theory and legislation in relation to early years and childcare and how this impacts on practice. Learners will be required to become familiar with if not so already, current legislation, frameworks and guidance in relation to early learning and childcare.

Early learning and childcare resource and reference list

Building the Ambition	<i>Building the Ambition</i> is a document which provides national practice guidance to support staff in providing high quality early learning and childcare. Published in August 2014, it includes case studies and reflective questions designed to promote discussion and support improvement by helping those involved in early learning and childcare put theory into practice.
National Health and Social Care Standards	These Health and Social Care Standards set out what we should expect when using health, social care or social work services in Scotland. They seek to provide better outcomes for everyone; to ensure that individuals are treated with respect and dignity, and that the basic human rights we are all entitled to are upheld.
Pre-Birth to Three	This guidance, which complements Building the Ambition , reflects and supports Scotland's shared vision and commitment to developing a strategic approach to prevention and early intervention in tackling the significant inequalities in Scottish society. It is built on research and seeks to promote evidence-based approaches. <i>Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families</i> recognises the importance of pregnancy and the first years of life in influencing children's development and future outcomes. A focus on this period is therefore critical to achieving positive outcomes for Scotland's children and families. The national guidance supports students and staff working with and on behalf of our youngest children and their families. This guidance is to be used in tandem with <i>Building the Ambition</i> .
GIRFEC	GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them.

Curriculum for Excellence	<p>Curriculum for Excellence (CfE) provides a flexible and enriched educational curriculum for all children and young people from 3–18. The curriculum includes all the experiences which are planned for children and young people through their education, wherever they are being educated. The curriculum links closely with the <i>Pre-Birth to Three</i> framework, <i>Building the Ambition</i> guidance and should be referred to and considered when planning for children’s overall, continuous development.</p> <p>https://blogs.glowscotland.org.uk/ab/sali/files/2014/09/Four-Capacities-Audit.pdf</p>
Development Matters (The British Association for Early Childhood Education)	<p>All those working to support the early learning of young children can use <i>Development Matters</i> as part of daily observation, assessment and planning. It can also be used at points during the early years as a guide to making best-fit summative judgements, with parents and colleagues across agencies, in relation to whether a child is showing typical development, may be at risk of delay or is ahead for their age.</p>
Early Years Framework	<p>The <i>Early Years Framework</i> highlights the importance of all national and local agencies, the third sector and independent sector working together to deliver improved outcomes for children. The framework identifies the ten key elements of transformational change in the early years — these are:</p> <ul style="list-style-type: none"> ◆ A coherent approach ◆ Helping children, families and communities to secure outcomes for themselves ◆ Breaking cycles of poverty, inequality and poor outcomes in and through early years ◆ A focus on engagement and empowerment of children, families and communities ◆ Using the strength of universal services to deliver prevention and early intervention ◆ Putting quality at the heart of service delivery ◆ Services that meet the needs of children and families ◆ Improving outcomes and children’s quality of life through play ◆ Simplifying and streamlining delivery ◆ More effective collaboration ◆ The <i>Early Years Framework</i> is particularly relevant, but not limited to, the delivery of three of the national outcomes: <ul style="list-style-type: none"> — Our children have the best start in life and are ready to succeed — We have improved the life chances for children, young people and families at risk — Our young people are successful learners, confident individuals, effective contributors and responsible citizens

How Good is Our Early Learning and Childcare	HGIOELC takes account of childminders, all private, voluntary and local authority settings. It is therefore for all practitioners working with children from birth to starting school. This framework, <i>How Good is Our Early Learning and Childcare</i> (HGIOELC), seeks to build on this positive response but at the same time take a fresh look at the developing needs and reflect the changes and increased provision of the ELC sector today.
Care Inspectorate — What to expect when we inspect	The Care Inspectorate regulates and inspects care services in Scotland to make sure that they meet the right standards. They also jointly inspect with other regulators to check how well different organisations in local areas work to support adults and children.
SSSC Codes of Practice	The <i>SSSC Codes of Practice</i> for social service workers and employers sets out the standards social workers, social care, early years and young people’s workers and their employers should meet.
Setting the Table	Highlights the importance of nutrition in the early years and the role that childcare providers have in shaping both current and future eating patterns in young children in Scotland.
Equally Well	The report of the ministerial task force on health inequalities was launched in June 2008. The report produced in partnership with Cosla was followed by a detailed action plan in December 2008.
Infection Prevention and Control in Childcare Settings	This document provides guidance on infection prevention and control for staff working within nurseries, day-care centres, playgroups, crèches, children’s centres, childminders, after-school clubs and holiday clubs. This guidance should also be used by these staff involved in all outdoor activities for children. Staff working with children in childcare settings have a ‘duty of care’ to provide a safe environment for children. Social Care and Social Work Improvement Scotland (known as the Care Inspectorate) was set up under the Scottish Public Services Reform (Scotland) Act 2010 (‘the act’) to register and inspect all services regulated under the act and replaced the Care Commission on 1 April 2011.
The Data Protection Act This controlled how your personal information is used by organisations, businesses or the government.	EU General Data Protection Regulation (GDPR) The GDPR is the most important change to data protection and privacy law in two decades. It is enforceable from 25th May 2018. The GDPR will replace the Data Protection Act 1998 and, while it is similar in many ways, it is a great deal more modern, taking into account major advances in science and technology. Most importantly for businesses it is more demanding. The GDPR is designed both to harmonise data protection law throughout Europe and to modernise it. A great deal has changed in the last two decades the growth of the internet and the significant increase in the amount of personal data being transferred, stored, and processed online means that legislation that worked 20 years ago is, in many respects, no longer up to the task.

	<p>Simply put, if you handle personal data of any kind and you are already subject to the Data Protection Act 1998, it will change the methods of how you do so. The GDPR will apply to all organisations operating within the EU and to organisations outside of the EU that deal with individuals within the EU. The good news is that if you are already complying with the Data Protection Act, you're off to a strong start. Nonetheless, it is very important to be aware of, and to understand, your obligations (existing and new) under the GDPR.</p>
Registration with the Information Commissioner's Office	<p>The Data Protection Act 1998 requires every organisation that processes personal information to register with the Information Commissioner's Office (ICO), unless they are exempt. Failure to do so is a criminal offence.</p>
Fire Safety Act	<p>Responsibility for complying with the Fire (Scotland) Act 2005 and the associated Fire Safety (Scotland) Regulations 2006 rests with the duty holder. In a workplace, this could be the employer as well as any other person who may have control to any extent of any part of the premises, for example, the occupier or owner. Employees have a duty to cooperate with employers to ensure the safety of others from fire.</p> <p>If you are the duty holder, you must carry out a fire risk assessment of the premises, which must focus on the safety of all 'relevant persons' in case of fire.</p>

Programme outline — Additional guidance

Unit 1: Ready for Childminding Business

Outcome 1: The business side of childminding

Providing a childminding service requires you to have a variety of skills and expertise. It's sometimes a challenge to find the balance of providing a high quality early learning and childcare service and ensuring that the business requirements are cared for too to be sustainable. Childminders are required to manage providing care for the children, managing assistants where relevant, communication with parents and other professionals, dealing with the administration and making sure that the business is sustainable and profitable. These aspects of management are key to ensuring your overall service is sustainable.

Suggested evidence:

- ◆ Open badge evidence
- ◆ Practice examples of how you negotiate contracts based on individual family needs
- ◆ Policies and procedures such as welcomes, inclusion/equality of opportunity
- ◆ Your marketing materials
- ◆ Your welcome leaflet and service information

Reflective thoughts:

- ◆ Remember to demonstrate your own knowledge and practice on how you answer queries from parents/carers based on information you hold regarding your service. What methods do you use to answer enquiries?
- ◆ Ensure you detail what information you cover when agreeing contracts of service with carers regarding the childcare required and fees including collection of fees, holidays and retainers and qualities you need to approach this effectively.
- ◆ When evaluating your service, consider how you keep service users informed of the changes that have been made because of their feedback eg, 'You said... We did...'
- ◆ Provide examples of other agencies you may require working with and provide examples of your understanding on why you may have to work with them such as with another early years setting/health services/social services.
- ◆ Describe how your financial system and records allow you to manage and monitor finances. Mention how you ensure sustainability of your service.
- ◆ As well as describing barriers to effective communication, detail how you would overcome these barriers.

Unit 1: Ready for Childminding Business

Outcome 2: Child protection

Child protection involves the interaction of services, the public and children and families. For the system to work successfully, it is important that everyone understands the input they can have and how by working together, they can provide the best outcomes for children. Everyone working with children and their families, including early years and childcare workers, social workers, health professionals, police, educational staff, voluntary organisations and the third sector, as well as members of the community, need to appreciate the important role they can play in remaining vigilant and providing robust support for child protection.

Unit 1: Ready for Childminding Business

Outcome 2: Child protection (cont)

Use: Open badge evidence, practice examples of contributions you have made to ensure the welfare and safety of children in your care, policies and procedures.

Reflective thoughts:

Ensure you cover the local policies and procedures in your area in relation to child protection.

When explaining policy, provide examples of what you would do if you were worried a child was being abused.

If you have not experienced this, use the following case study to reflect and outline what you would do.

- ◆ Leonie is two years old. She attends your setting three days a week and has been coming for four weeks.
- ◆ Last week you observed her playing with another child and when they took a toy off her she shouted 'no' and smacked them.
- ◆ Yesterday she did the same thing at snack time when a child went to take her sandwich.
- ◆ You have spoken to parents on both occasions to let them know and followed the behaviour policy in the setting. Parents reacted appropriately on both occasions, but gave no indication of any issues at home.
- ◆ Today, during play outside, Leonie is reaching up to climb the slide and you notice a mark on the back of the leg and it looks almost like the shape of a hand.

- ◆ What would you do immediately?
- ◆ Would you record any of this, and if so where?
- ◆ What actions would you take in the longer term?
- ◆ If you felt that you needed to take further advice who would you speak to?

Key points

Immediate

- ◆ Speak to Leonie and notice the mark eg, 'that's a big bruise on your leg.'
- ◆ Due to her age she might not be able to tell you more but note her response.
- ◆ Parents should be contacted and asked for an explanation eg, 'I notice Leonie has a mark on her leg. Can you tell me how it happened?'
- ◆ Note parents' explanation then inform them that as per the child protection policy you will need to seek further advice via social services.
- ◆ Contact social services as there have been previous indicators of concern and the mark is potentially in the shape of a hand.

Recording

Complete a record of concern, also completing the body map, marking where the injury was seen, the approximate size, shape and colour.

Unit 1: Ready for Childminding Business

Outcome 3: Parental involvement

Ideally, every parent wants the best for their child but some may find it challenging to participate in some events and activities. This doesn't always mean that they're not interested in doing what they can to support their child's learning, but they may find it difficult to be involved in your service.

Children benefit from the interest and involvement of their parents/carers. It's important to make sure that all parents/carers are provided with opportunities to be involved in their children's learning and development.

Use: Open badge evidence, practice examples such as communication methods and home learning links, policies and procedures, your marketing materials, your welcome leaflet.

Reflective thoughts:

When considering how you build participatory partnerships with parents/carers, reflect upon the following:

- ◆ Do parents/carers choose issues that are most important to them?
- ◆ Are all parents involved in this process in ways that are accessible to them? How do you know?
- ◆ Do people know about other routes they can use to raise issues that are of concern to them?
- ◆ Do all parents/carers have the opportunity to contribute? How do you know?
- ◆ Is information available in the languages used by parents of children at this service or living in this area?
- ◆ Do parents/carers know they can get access to support such as translators to help them be involved?
- ◆ What arrangements are there to include parents who live a distance away?
- ◆ Do parents/carers know they can contribute in many ways — such as text, email, letter, phone, leaving comments and suggestions at your home, as well as through meetings?
- ◆ How are less confident or less experienced getting encouragement to take part?
- ◆ How will people know if their ideas and views have led to changes?

Key points

- ◆ A welcoming atmosphere with an approachable professional will help create effective communication.
- ◆ Effective communication means there is a two-way flow of information, knowledge and expertise between parents and practitioners. All communication is important including gesture, signing and body language. Actions speak louder than words.
- ◆ Parents and practitioners have a lot to learn from each other. This can help them to extend children's learning and development.
- ◆ Parents should review their child's progress regularly and contribute to their child's learning journey.
- ◆ You should help parents to understand more about children's learning through providing information on how this works in your setting.
- ◆ In true partnership, parents understand and contribute to the development of the policies for the setting.

Unit 2: Child Development

Introduction — What does quality mean for early years practitioners?

What a practitioner does is a key element in what makes a difference to children. Practitioners often find it easy to talk about children's actual experiences and sometimes have difficulty in talking about how to relate this to what the children have been learning throughout these experiences. Research helps to provide a wider understanding of what establishes good practice in quality.

Case studies from The Effective Provision of Pre-school Education (EPPE) project research (reference here) shows that the following areas have a beneficial effect on quality for young children:

The quality of adult-child verbal interactions — When the adult and child work together to solve a problem, clarify a concept and evaluate an activity it is called sustained shared thinking. It is when the practitioner asks the 'I wonder if we...' type of question.

Initiating activities — The extent to which early learning and childcare practitioners extend child-initiated interactions is important and includes appropriate interventions to extend the child's thinking. It is allowing children to take the lead and not providing adult directed activities which have little meaning for children.

Knowledge and understanding of the curriculum — Early learning and childcare Practitioners' knowledge of the curriculum is vital. It is about taking on board the relevance and breadth of the curriculum and providing experiences which are appropriate to each child's development.

Knowledge about how young children learn — The knowledge of child development underpins sound practice. The most effective education combines both 'teaching' (in its widest sense) and providing freely chosen yet potentially instructive play activities.

Adult skills to support children — Qualified staff in the most effective settings provide children with curriculum related activities and they encourage children to engage in challenging play. There were more intellectual gains for children in centres that encouraged high levels of parent engagement in their children's learning — the most effective settings share child-related information between parents and staff. Parents are often involved in decision making about their child's learning programme.

(Learning, playing and interacting: good practice in the early years, National Strategies Early Years 2009)

Unit 2: Child Development

Outcome 1: Observation, assessment and planning

Meeting children's individual needs lies at the heart of quality early years provision. Practitioners should deliver personalised learning, development and care to help children to achieve their full potential.

Practitioners must promote positive attitudes to diversity and difference within all children. In doing this you will help them to learn to value different aspects of their own and other people's lives. This includes making sure that all children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.

Practitioners must plan for each child's individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist. They should also identify and respond early to needs which could lead to the development of learning difficulties. There must be appropriate challenges for children to extend their learning.

Use: Open badge evidence, practice examples including methods you use for observations, assessment and planning, policies and procedures, information gathered ie, enrolment/settle/care plans/all about me/medical information/transition information.

Reflective thoughts:

- ◆ You should consider the differing needs of individual children within the setting and tailor your approach to each child's needs. For example, some children may find it very tiring to concentrate for long periods and need frequent pauses and rests, while others may benefit from longer sessions.
- ◆ Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.
- ◆ Providing well-planned experiences based on children's spontaneous play, both indoors and outdoors, is an important way in which practitioners support young children to learn with enjoyment and challenge. In playing, children behave in different ways: sometimes their play will be responsive or boisterous, sometimes they may describe and discuss what they are doing, sometimes they will be quiet and reflective as they play.

Key points:

The role of the childminder is crucial in observing and reflecting on children's spontaneous play. Building on this by planning and resourcing a challenging environment which:

- ◆ supports and extends specific areas of children's learning
- ◆ extends and develops children's language and communication in their play

By using the information on learning and development to support continuous observational assessment practitioners will form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there.

As well as leading activities and encouraging child-led activities, you should support and extend all children's development and learning by being an active listener and joining in and intervening when appropriate.

Unit 2: Child Development

Outcome 2: Observation, assessment and planning (cont)

Use: Open badge evidence, practice examples such as children's profile information, planning and assessment methods you use, policies and procedures such as involving children/participation policy.

Reflective thoughts:

Good planning is the key to making children's learning effective, exciting, varied and progressive. It supports practitioners to build up knowledge about how individual children learn and make progress. It also provides opportunities for them to think and talk about how to sustain a successful learning environment. Childminders who work alone will benefit from opportunities to discuss their plans with others working in similar circumstances.

Key points — planning

- ◆ Include all children, including those with additional support needs.
- ◆ Remember that no plan written weeks in advance can include a group's interest in a spider's web on a frosty morning or a child's interest in transporting small objects in a favourite blue bucket, yet it is these interests which may lead to some powerful learning. Plans should therefore be flexible enough to adapt to circumstances.

Key points — assessment

All effective assessment involves analysing and reviewing what you know about each child's development and learning. You can then make informed decisions about the child's progress and plan next steps to meet their development and learning needs. This is called assessment for learning.

Formative assessment — is the type of assessment based on observations, photographs, video, things children have made or drawn and information from parents. It informs or guides everyday planning.

Summative assessment — is a summary of all the formative assessment done over a long period and makes statements about the child's achievements.

You can use your own records to compile a profile for each child, if your approach is consistent with the Curriculum for Excellence early level. You can use your professional judgement to decide how much record keeping is necessary to support your assessments.

Unit 2: Child Development

Outcome 2: Early learning and childcare environment

The environment plays a key role in supporting and extending children's development and learning. Effective environments encourage babies and young children to play because they feel relaxed, comfortable and 'at home' in them. When children feel emotionally safe and secure they can explore and find out about the place they are in and the things they can see, touch, manoeuvre or manipulate. An effective environment should offer stimulating and relevant resources, rich learning opportunities and support risk taking and exploration. Overall, an enabling environment should value all people and all learning.

Use: Open badge evidence, practice examples of how you support children to become familiar and confident within their environment including relationship building with you as the professional and other children within the setting as well as understanding the routine and choices and decisions they can make daily ie, snack, resources, etc. Policies and procedures, written statement using the reflective questions within the key points below as a guide.

Reflective thoughts:

The emotional environment that you create for children in your setting is just as important as the physical environment. It is vital that all children — especially those with autism — feel comfortable, confident, secure and welcome in your setting and that they have a sense of belonging and well-being. They need the support of adults who are sensitive to their needs and understand how important children's well-being is to their learning.

- ◆ There should be a balance of child-initiated and adult-led play-based activities.
- ◆ Providers should use their judgement and their knowledge of the children in their care in deciding what the balance should be.
- ◆ When a child engages in a self-chosen pursuit, this is child-initiated activity. For example, a child might elect to play with a fire engine — fitting the driver behind the steering wheel, extracting the driver, replacing the driver, throwing the driver back into a box and introducing a different driver. Another instance of a child-initiated choice may be where a child takes ownership of an activity and 'directs' it to a different purpose than intended. For example, a child might prefer to pour water into a hole to make a puddle rather than watering the plants as the adult intended. Other child-initiated activities may be instigated when the child brings something to the setting — such as an experience of having been on a bus or visiting hospital. This might lead to the provision of resources, stories and pictures to support this interest. Whatever children bring is an indication of their current interest and should be supported.

Key points

Consider the following in relation to your service:

- ◆ Is your childminding setting bright, well organised and inviting to walk into?
- ◆ What makes your childminding setting unique?
- ◆ Are children involved in planning, discussing rules and deciding organisation and activities?
- ◆ Can children make choices?
- ◆ How do you influence their choices or follow their interests?
- ◆ Is your learning environment inclusive for all children whatever their needs?
- ◆ What strategies are in place if children need help?
- ◆ Are children familiar with what to do next?

Unit 2: Child Development

Outcome 2: Early learning and childcare environment (cont)

Key points (cont)

- ◆ Can the children move from one activity to the next without referring to an adult? How do children know what is available during the session?
- ◆ How do you ensure children participate in as wide a range of activities as possible?
- ◆ Is there a balance between child and adult led activities?
- ◆ How do you expand on an activity if a child is showing keen interest on taking an idea or their play further?
- ◆ How do you encourage and support children to enhance/add complexity to an activity if they are showing boredom, requiring more challenging activities?
- ◆ Do you support children's learning by providing activities indoors and outdoors?
- ◆ Do you provide resources for children of different ages, developmental stages and cater for different interests throughout your learning environment?
- ◆ Do the resources reflect all families and cultures?
- ◆ Are your resources and materials and equipment appropriate and in good condition?
- ◆ Is your furniture set out in a way that allows children to move freely?
- ◆ Is there enough space for children to gather?
- ◆ Is there enough floor space for brick play, play mats, large jigsaws, etc?
- ◆ Do children know how to access resources you have and how to return it correctly?
- ◆ Consider where you store on-going work for children to leave and return to.
- ◆ Are children encouraged to respect resources and responsible for tidying?
- ◆ Do children have free access to your resources?
- ◆ Do you encourage independence by allowing children to mix paint, etc?
- ◆ Consider where you store on-going work for children to leave and return to?
- ◆ Do children have free access to your resources?
- ◆ Do you encourage independence by allowing children to mix paint, etc?
- ◆ Are children taught to use equipment properly?

Unit 2: Child Development

Outcome 3: Children's well-being

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. Childminders are required to create a setting which is welcoming, safe and stimulating, and where children can enjoy themselves, to grow in confidence and achieve their full potential.

Unit 2: Child Development

Outcome 3: Children's well-being (cont)

Use: Open badge evidence, practice examples of how you would deal with supporting a child who may not be making appropriate progress, policies and procedures, written statement using the reflective questions below.

Reflective thoughts

Consider the following scenarios in relation to your current practice.

- ◆ How are children not making appropriate progress identified? What is done to support these children?
- ◆ If a child shows an interest in a specific activity, how do you respond whilst taking the views of other children into consideration?
- ◆ How do you talk and interact with children and support them in extending their communication, vocabulary, comprehension and learning? Think about eye contact, are you enthusiastic?
- ◆ How do you identify the skills that children are learning from what you plan?

Key points

- ◆ Encourage children to recognise their own unique qualities and the characteristics they share with other children.
- ◆ Make sure that you actively promote equal opportunities and anti-discriminatory practice, ensuring that all children and families feel included, safe and valued.
- ◆ It is important to identify the need for additional support as early as possible. Without it children will not get the help they need at the right time, in the way that is right for them.
- ◆ Early support for children includes listening to families and taking part in a sensitive two-way exchange of information.
- ◆ For children with the most severe and complex additional support needs you need to plan jointly with everyone who is in contact with the child. This will coordinate support and promote learning as effectively as possible.
- ◆ Knowing when and how to call on specialist help is one important element of inclusive practice.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 1: Children's rights: participation in practice

Child-led participation is one of the core principles that every adult who works with children and young people should respect. Taking into consideration children's wishes and making their voice heard is the best way to establish a respectful adult-child connection. Child participation is particularly important in childminding, due to the informal nature of the setting.

Use: Open badge evidence, practice examples of how you communicate with children of different ages, policies and procedures, your marketing materials, your welcome leaflet.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 1: Children's rights: participation in practice (cont)

Reflective thoughts

- ◆ Consider the different ways children find to express their feelings, such as, 'We are going to the tree house because the scary monsters are after us'.
- ◆ Consider children's pleasure in who they are and what they can do.
- ◆ Consider how children show their own feelings and are sensitive to the needs, views and feelings of others.
- ◆ Consider children's awareness and appreciation of their own cultures and beliefs and those of other people.

Key points

A child-friendly environment is one where children feel safe and comfortable and are encouraged to express themselves freely.

The friendlier the environment, the more readily children will feel able to contribute and the more they will gain from their involvement.

Offering choice is the first step that needs to be taken to ensure a child's rights approach.

Children have a right to play. Play and recreation is vital to children's development, providing the opportunity for enjoyment, exploration, refuge, and participation in cultural and social events.

Play is the very centre of children's spontaneous urge for development and should be understood as a core dimension of the quality of people's engagement with the world.

Research has shown that participatory activities can help children and young people develop their non-cognitive abilities, which include things like perseverance, motivation, verbal and interpersonal skills and self-esteem.

Developing these skills and abilities aids children's development and overall wellbeing.

Help children understand by meeting their communication needs.

Help children that require additional help, whether it is for understanding, or for an actual ability to participate.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 2: GIRFEC into practice

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people by identifying and offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them to ensure that everyone works together to improve outcomes for a child or young person.

Most children get all the support and help they need from their parent(s), wider family and local community, in partnership with services like health and education. Where extra support is needed, the GIRFEC approach aims to make that support easy to access and seamless, with the child at the centre. It is for all children and young people because it is impossible to predict if or when they might need extra support.

Use: Open badge evidence, practice examples, of how you use the well-being indicators such as children's care/personal plans, planning/profile/assessment information policies and procedures.

Reflective thoughts

As a childminder, you may consider that you are providing the kind of help a child or family needs, but it is highly unlikely that you will ever be asked to take on the role of lead professional because you are unlikely to have access to the resources necessary to undertake the key responsibilities of the role.

However, if a child or young person in your care is the subject of a Child's Plan, you do need to consider how best you can contribute to it. Remember this may not always require you to attend a meeting, but you can provide meaningful and effective help by aligning your notes and records with the wellbeing indicators. In turn, you may find that your contribution is better valued and appreciated by the other professionals involved.

Whether the children in your care are the subject of a Child's Plan or not, it is nevertheless best practice to align everything you do to the wellbeing indicators on the wheel because it demonstrates that you are putting the child at the centre of what you do.

Key points

GIRFEC: is child-focused.

It ensures the child or young person — and their family — is at the centre of decision-making and the support available to them.

is based on an understanding of the wellbeing of a child.

It looks at a child or young person's overall wellbeing — how safe, healthy, achieving, nurtured, active, respected, responsible and included they are — so that the right support can be offered at the right time.

is based on tackling needs early.

It aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.

requires joined-up working.

It is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

The following eight indicators help make sure everyone — children, parents, and the people who work with them, such as teachers and health visitors — has a common understanding of wellbeing.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 2: GIRFEC into practice (cont)

Safe

Protected from abuse, neglect or harm at home, at school and in the community.

Healthy

Having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy, safe choices.

Achieving

Being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured

Having a nurturing place to live in a family setting, with additional help if needed, or, where possible, in a suitable care setting.

Active

Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected

Having the opportunity, along with carers, to be heard and involved in decisions that affect them.

Responsible

Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

Included

Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Four capacities

Our aspiration for all children and for every young person is that they should be:

- ◆ successful learners — have an enthusiasm for learning, determination to achieve a high standard of achievement, openness to new thinking and ideas
- ◆ confident individuals — self-respect, a sense of physical, mental and emotional well-being, secure values and beliefs, ambition
- ◆ responsible citizens — respect for others, commitment to participate responsibly in political, economic, social and cultural life
- ◆ effective contributors — an enterprising attitude, resilience, self-reliance

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 2: GIRFEC into practice (cont)

This should apply to society and at work. By providing structure, support and direction to young people's learning, the curriculum should enable them to develop these four capacities.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 3: Equality of opportunity

Meeting the individual needs of all children lies at the heart of the EYFS. Practitioners should deliver personalised learning, development and care to help children to achieve their full potential. You must promote positive attitudes to diversity and difference within all children. In doing this you will help them to learn to value different aspects of their own and other people's lives. This includes making sure that all children and families feel included, safe and valued; that all children and adults are treated as individuals and are not discriminated against; and that all children are listened to and respected.

Use: Open badge evidence, practice examples of how you accommodate all family's needs and demonstrate an inclusive approach, show planning paperwork that is tailored to individual child's needs and progress, policies and procedures such as equality of opportunity/inclusion, written statement using the reflective thoughts and key points below.

Reflective thoughts

A well-planned environment will support every child's learning, regardless of their needs. It is important that the environment is adapted to meet individual needs and that planned experiences and activities are challenging but achievable.

Do you plan for the needs of children from black and other minority ethnic backgrounds, including those learning English as an additional language, and for the needs of any children with learning difficulties or disabilities?

- ◆ Actively avoid gender stereotyping and must challenge any expression of prejudice or discrimination, by children or adults.
- ◆ Plan for each child's individual care and learning requirements. The focus should be on removing or helping to counter underachievement and overcoming barriers for children where these already exist.
- ◆ Identify and respond early to needs which could lead to the development of learning difficulties. There must be appropriate challenges for gifted and talented children.
- ◆ Children should be valued as individuals and diversity should be respected.
- ◆ Provision should be personalised — offering support tailored according to individual needs, considering children having English as an additional language, special educational needs or disability and children who are gifted and require additional challenge.

Unit 3: Getting it Right for Every Child in a Childminding Setting

Outcome 3: Equality of opportunity (cont)

Key points

Learn to understand what others actually believe and value and let them express this in their own terms.

Respect the convictions of others about food, dress and social etiquette and not behave in ways which cause needless offence.

Recognise that all of us at times fall short of the ideals of our own traditions and never compare our own ideals with other people's practices.

Work to prevent disagreement from leading to conflict.

Ensure that other people's cultures, beliefs and practices are not misrepresented or disparaged.

Correct misunderstanding or misrepresentations not only of our own culture but also of others whenever we come across them.

Respect another person's expressed wish to be left alone.

Avoid imposing ourselves and our views on individuals.

Be sensitive and courteous.

Avoid violent action or language, threats, manipulation, improper inducements, or the misuse of any kind of power.

Respect the right of others to disagree with us.

Be aware that racial, cultural and ethnic identity are often inter-related with religion and faith.

Ask everyone how they would like to be addressed, how to pronounce their name and how to spell it.

Become well informed — if you are not sure, ask (appropriate/relevant) questions and find out more information.

Treat everyone with dignity and respect.

Recognise and guard against your own prejudices.

Everyone has them!

Don't assume that treating everyone in the same way is the same thing as treating everyone fairly.

Unit 4: Childminding Care Progression

Outcome 1: Outdoor play

Outdoor play is one of the greatest joys of childhood, but it serves a larger purpose than just being a way to have a good time. Outdoor play is important because it supports the development of healthy lifestyles. The attitude and behaviour of adults outdoors has a profound impact on what happens there and on children's learning. It is therefore vital that children have the support of attentive and engaged adults who are enthusiastic about the outdoors and understand the importance of outdoor learning. Similarly, the outdoor environment will be fully effective as a place for high quality learning experiences only if the adults involved in the organisation and the use and maintenance of the space recognise the importance of risk assessing to enable rather than restrict children's experiences.

Use: Open badge evidence, practice examples of records of how you provide outdoor play opportunities such as your use of the garden, parks and wider community for outings, show planning paperwork that is tailored to individual child's needs and progress and how you use outdoor play to support children's development further, policies, procedures and forms such as outings, outdoor risk assessment.

Reflective thoughts

Outdoor learning complements indoor learning and is equally important. Play and learning that flow seamlessly between indoors and outdoors enable children to make the most of the resources and materials available to them and develop their ideas without unnecessary interruption. Outdoor learning encompasses all that children do, see, hear or feel in their outdoor space. This includes the experiences that practitioners create and plan for the spontaneous activities that children initiate, and the naturally occurring cyclical opportunities linked to the seasons, weather and nature.

- ◆ Offers children opportunities for physical activity, freedom and movement
- ◆ Promotes a sense of confidence and well-being
- ◆ Supports those children who learn best through activity or movement; provides safe and supervised opportunities for children to experience new challenges, assess risk and develop the skills to manage difficult situations
- ◆ Gives children contact with the natural world and offers them unique experiences, such as direct contact with the weather and seasons

Unit 4: Childminding Care Progression

Outcome 2: Tears, tantrums and you

Children's experiences in the early years are crucial in determining their adaptability and coping strategies later, in helping them develop resilience. Therefore, it is paramount that practitioners can support children's personal, social and emotional and behavioural development in the early years and make a vital contribution to reducing behavioural difficulties (including 'internalised' difficulties such as depression as well as 'externalised' challenging behaviour).

Use: Open badge evidence, practice examples of different strategies you have taken to reduce or manage behavioural difficulties, step by step of how you work with the child, carers and provide examples of other professionals you may work with and why, show planning paperwork that is tailored to individual child's needs and progress, policies, procedures and forms such as care/personal plans and promoting positive behaviour and equality of opportunity policies.

Unit 4: Childminding Care Progression

Outcome 2: Tears, tantrums and you (cont)

Reflective thoughts

- ◆ Behaviours which challenge always happens for a reason and might be the only way a child can communicate — it can arise for different reasons, which are personal to the individual.
- ◆ Practitioners should take a child-centred approach with children who display or are at risk of displaying behaviours which are challenging.
- ◆ It's important that practitioners have the right skills and knowledge to support children who display or are at risk of displaying behaviours which challenge and know how to access resources to help.
- ◆ Understanding the reasons for why the child is displaying behaviours which challenge.
- ◆ Assessing the child's wider world and potential influencing factors for the behaviours including the child's life history, and family circumstances, physical and mental health, and the impact of any traumatic life events.
- ◆ Plan and implement ways of supporting the child which enhances quality of life for both the child themselves and their carers.

Unit 4: Childminding Care Progression

Outcome 3: Let's be friends

For many children, early child-care settings represent the first time that the child is part of a continuous social experience. While these settings can be places to create friendships and learn, they can also be venues where a child experiences negative social behaviour. By being aware of what bullying looks like in the early years, adults can help to ensure that children have positive experiences in early child-care settings.

Use: Open badge evidence, practice examples and or a written statement about different strategies you have taken to reduce or manage behavioural difficulties, step by step of how you work with the child who is displaying bullying behaviour and the child who is on the receiving end, how you would work carers and provide examples of other professionals you may work with and why, show planning paperwork that is tailored to individual child's needs and progress, policies, procedures and forms such as care/personal plans and promoting positive behaviour, anti-bullying and equality of opportunity policies.

Reflective thoughts

Every day, children's interactions present many opportunities for early years practitioners to intervene 'in the moment' in ways that support helpful behaviours, stop hurtful behaviours, and guide children to act in alternative ways. Practitioners can take advantage of teachable moments to help children learn how to prevent and stop bullying.

Increasing cooperative behaviours is one of the best strategies for preventing bullying. Practitioners can intervene when they see or hear children acting in cooperative ways, such as helping one another, sharing a toy, and inviting someone to join their play. When practitioners pay attention to and encourage these desirable behaviours, children will increase their cooperative behaviours and reduce their bullying behaviours.

Unit 4: Childminding Care Progression

Outcome 3: Let's be friends (cont)

Distinguish between conflict and bullying

Conflict and bullying require different intervention strategies. Conflict involves disagreements between children with nearly equal power but different self-interests (eg, disagreements over possession of a toy or who was first in line). Practitioners can mediate mutually acceptable resolutions or coach the children to use their own negotiation skills to resolve conflicts in a mutually agreeable way.

However, conflict can turn into pre-bullying or bullying behaviour when one child involved in conflict uses greater power to intentionally and repeatedly hurt another child. Observing children's actions, words, body language, and facial expressions will help determine if bullying is occurring.

Key points

- ◆ Children who bully must understand that bullying is not acceptable and will not be allowed. Help them understand your group's expectations and rules about bullying, realise that bullying hurts, and practice positive social behaviours.
- ◆ Children who are victims must know that adults care and support them, that they do not deserve to be bullied, and that they can ask adults and peers to help them. They need help and practice responding assertively to bullying.
- ◆ Children who are bystanders must understand that they have the power to cool down the situation by asking the bully to stop, helping the victim walk away, getting support from other bystanders, asking an adult for help, and/or reporting the bullying incident. Talk with them about what they did or did not do to help.

Unit 5: Planning for Inspection

Outcome 1: Child-led planning: creating meaningful experiences

Child led activities and free flow play are an effective way to encourage children to make choices for themselves, where they can discover and act upon their personal preferences as well as resourcing their own learning.

Use: Open badge evidence, practice examples and or a written statement about how children choose and lead on their play from being confident to express their views and wishes to having free access to resources. Include how you extend on children's interests by introducing new learning opportunities to enhance for example: if a child is mimicking a dinosaur, could you go to the library and look for books on dinosaurs to discuss? Show planning paperwork that is tailored to individual child's needs and progress, policies and procedures such as participation.

Reflective thoughts

Practitioners are aware that child-initiated activity is a powerful opportunity for learning and make the most of this. Practitioners:

- ◆ Maintain their focus on learning, and actively use a range of strategies to support and extend learning through engagement with the children — including introducing new words and new ideas, thinking out loud, modelling more complex ways of speaking, posing new problems, encouraging negotiation of conflicts, explaining, or demonstrating approaches.

Unit 5: Planning for Inspection

Outcome 1: Child-led planning: creating meaningful experiences (cont)

- ◆ Aid and support as needed to help children to be successful in following their ideas, including talking about or suggesting strategies, and practical support such as holding an object in place as the child works with it.
- ◆ Ensure that the learning environment offers a range of stimulating open-ended materials, outdoors and indoors, which children can use and combine in their own way to meet their own purposes.
- ◆ Ensure that children have sustained time to develop their activities.
- ◆ Encourage children to use the language of learning as they make their plans and carry out and review their activities, talking about things such as 'I remembered, I tried, we found out, we know, I can, we thought, we solved the problem.'
- ◆ Use a problem-solving approach to resolving conflicts or behavioural issues, helping children to be aware of others' points of view and thinking together to agree on a solution.
- ◆ Observe children's activities carefully, trying to discover what the child is thinking about and learning and the goals of the play, so they can accurately support and extend the child's learning focus either at the time, or later by changes to the environment or in planned activities.

Unit 5: Planning for Inspection

Outcome 2: Inspection insights

The Care Inspectorate was formed under the Public Services Reform (Scotland) Act 2010, and it is within this act that their functions and powers and duties are defined. It is the independent regulator of social care and social work services across Scotland. The Care Inspectorate regulates and inspects all of Scotland's early learning and childcare registered services individually. Childminders are given grades for the quality of 'care and support', 'environment' and for 'management and leadership', with a grade for 'staffing' if an assistant is employed.

Open badge evidence, practice examples and or a written statement about how you have used the Care Inspectorate care standards, self-assessments, inspection report to develop your service, include information on how you use Care Inspectorate resources such as the my childminding journey reflective statements, my childminding experience and 'the hub' to develop your practice.

Reflective thoughts

Inspection

The Care Inspectorate focuses on people who use services, making sure that their needs are met, and they are well cared for, protected and kept safe always. We inspect every registered childminder in Scotland. This is to:

- ◆ Monitor the care you give children
- ◆ Confirm good practice
- ◆ Protect the children you care for
- ◆ Identify poor practice and make sure this improves
- ◆ Provide information about the quality of care to the public

Unit 5: Planning for Inspection

Outcome 2: Inspection insights (cont)

After the inspection, the Care Inspectorate publish the inspection report on our website. You should make the report available to the parents of the children you look after.

Care Inspectorate statements

- ◆ Working with children
- ◆ Working with families
- ◆ Working with the Care Inspectorate

National health and social care standards

These standards are used as a collective term to describe both the headline outcomes, and the descriptive statements which set out the standard of care a person can expect. The headline outcomes are:

- 1 I experience high quality care and support that is right for me
- 2 I am fully involved in all decisions about my care and support
- 3 I have confidence in the people who support and care for me
- 4 I have confidence in the organisation providing my care and support
- 5 I experience a high-quality environment if the organisation provides the premises

Principles

- ◆ Dignity and respect
- ◆ Compassion
- ◆ Be included
- ◆ Responsive care and support
- ◆ Wellbeing

Policy examples required

- ◆ Accidents, injuries, illness, medicine and health
- ◆ Lost or uncollected child
- ◆ Inclusion
- ◆ Complaints
- ◆ Behaviour management policy
- ◆ Special educational needs
- ◆ Child protection
- ◆ Food and drink

It's important to have a clear understanding of your policies and how this is embedded into your practice.

Reflective practice for quality improvement

- ◆ Recognise the value of continuous quality improvement and how it impacts on children's achievement
- ◆ Engage with support organisations

Unit 5: Planning for Inspection

Outcome 2: Inspection insights (cont)

- ◆ Use the Care Inspectorate self-assessment form and quality improvement processes as the basis of ongoing internal review — assessing what the setting offers against robust and challenging quality criteria
- ◆ Engage in regular cycles of planning and review, informed by accurate record keeping, including information on children's learning progress
- ◆ Share best practice with other early years practitioners through local, regional and national networking
- ◆ Work together with other early years practitioners and parents to support transition, both between settings and between setting and school
- ◆ Work in partnership with parents — sharing information and involving them in their child's continuous learning and development and your service development

Unit 5: Planning for Inspection

Outcome 3: Building the ambition

The Children and Young People (Scotland) Act was introduced in 2014 as part of the Scottish Government's ambition for Scotland to be the best place to grow up in. The national practice guidance put in place to compliment the key areas of the act is called *Building the Ambition*. This guidance sets out what is expected of early learning and childcare professionals.

Use: Open badge evidence, practice examples and or a written statement about how you have or will use the *Building the Ambition* document to develop your practice with babies–preschool children using the reflective scenarios within the document.

Reflective thoughts

This national practice guidance sets the context for high quality ELCC. It complements the Children and Young People (Scotland) Act 2014 Early Learning and Childcare Statutory Guidance 5 which outlines the policy changes which are necessary to implement the provisions in the act. This national practice guidance seeks to support practitioners who are delivering ELCC in different settings and areas of Scotland to:

- ◆ Build confidence and capability for those who work with young children from birth to starting school.
- ◆ Make links between practice, theory and policy guidance to reinforce aspects of high quality provision and the critical role played by early years practitioners.
- ◆ Clarify some aspects of current practice and provide a reference which practitioners can easily use.
- ◆ Support improvement and quality by encouraging discussion and reflective questioning about practice relevant in each setting.
- ◆ Provide advice on achieving the highest quality ELCC possible to allow our youngest children to play their part in the Scottish Government's ambition of Scotland being the best place in the world to grow up.

Consider the following in relation to your own practice.

Unit 5: Planning for Inspection

Outcome 3: Building the ambition (cont)

Building the Ambition states that services for young children need to:

- ◆ Be child-centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions in the setting.
- ◆ Offer a nurturing and caring environment.
- ◆ Provide appropriate spaces to play and learn with a range of possibilities for children to develop their present and future potential.
- ◆ Be responsive to children's changeable interests and demands.

How well do you do this?

Unit 6: Childminding Service Development

Outcome 1: Achieving smooth transitions

Transitions are a time or process of change and it is natural that change almost always brings uncertainty. In an early learning and childcare setting there are several transitions that a child is expected to manage, initially from home to the setting for the first time, from person to person. They can be a time of uncertainty where surroundings are not the same, expectations and procedures different and faces yet unfamiliar. It can be a frequent time of change which is seen by many people as a normal part of the lives of children. Yet transitions are milestone events for children and have a definite effect on their development. Transitions can also be exciting and challenging and times of new opportunities and growth for every child, but it is still essential that these are handled sensitively, inclusively and positively.

Open badge evidence, practice examples of how you welcome and gather information on a child and family and how you use this information to inform practice such as registration/all about me/personal plans, and or a written statement about how you settle children such as timely reviews involving parents/carers/ communication methods with parents/carers and how you ensure children's emotional needs are met during this period, policies and procedures such as inclusion/equality of opportunity and welcomes/settles/care reviews/parents as partners/transition policy including how you work with other professionals such as teachers/other early years settings.

Reflective thoughts

- ◆ Babies and children find out about the world through exploration and from a variety of sources, including their families and friends, the media, and through what they see and hear.
- ◆ Babies and children need regular opportunities to learn about different ways of life, to be given accurate information and to develop positive and caring attitudes towards others.
- ◆ Children should be helped to learn to respect and value all people and learn to avoid misapprehensions and negative attitudes towards others when they develop their knowledge and understanding of the world.
- ◆ Children should be involved in the practical applications of their knowledge and skills which will promote self-esteem through allowing them to make decisions about what to investigate and how to do it.

Unit 6: Childminding Service Development

Outcome 1: Achieving smooth transitions

Reflective questions to support transitions

- ◆ What play choices do the children make?
- ◆ What is the child really interested in?
- ◆ How do they enjoy learning?
- ◆ What can the child do now? What are you trying to do next?
- ◆ What can you do to support the child's interests and include him/her in the setting?
- ◆ Do they have specific individualised needs?
- ◆ What do parents and carers tell you about the child?
- ◆ Would the child benefit from additional transition activities?
- ◆ Are any of the child's friends moving to the same school?

Unit 6: Childminding Service Development

Outcome 2: Developing children's self-esteem

Self-esteem is the way in which an individual perceives herself-in other words, her own thoughts and feelings about herself and her ability to achieve in ways that are important to her. This self-esteem is shaped not only by a child's own perceptions and expectations, but also by the perceptions and expectations of significant people in her life-how she is thought of and treated by parents, teachers and friends. The closer her perceived self (how she sees herself) comes to her ideal self (how she would like to be), the higher her self-esteem.

Use: Open badge evidence, written statement of how you interact with children using positive tone of voice, using nurturing words and encouragement, how you would speak to a child who is upset or confused about a particular situation such as another child taking his/her toy. Include how you would monitor a child's well-being and identify and support a child who was showing low self-esteem such as being withdrawn, upset, disengaged from activities.

Reflective thoughts

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; this will then place them able to embrace learning.

Providers must ensure support for children's emotional well-being to help them to know themselves and what they can do.

- ◆ For children, being special to someone and well cared for is vital for their physical, social and emotional health and well-being.
- ◆ Being acknowledged and encouraged by important people in their lives leads to children gaining confidence and inner strength through secure attachments with these people.
- ◆ Exploration within close relationships leads to the growth of self-assurance, promoting a sense of belonging which allows children to explore the world from a secure base.

Unit 6: Childminding Service Development

Outcome 2: Developing children's self-esteem (cont)

- ◆ Children need adults to set a good example and to give them opportunities for interaction with others so that they can develop positive ideas about themselves and others.
- ◆ Children who are encouraged to feel free to express their ideas and their feelings, such as joy, sadness, frustration and fear, can develop strategies to cope with new, challenging or stressful situations.

Key points: Role of the early learning and childcare practitioner

To give all children the best opportunities for effective development and learning in personal, social and emotional development practitioners should give attention to the following areas.

- ◆ Form warm, caring attachments with children in the group.
- ◆ Establish constructive relationships with parents, with everyone in the setting and with workers from other agencies.
- ◆ Find opportunities to give encouragement to children, with practitioners acting as role models who value differences and take account of different needs and expectations.
- ◆ Plan for opportunities for children to play and learn, sometimes alone and sometimes in groups of varying sizes.

- ◆ Make sure there is time and space for children to concentrate on activities and experiences and to develop their own interests.
- ◆ Provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.
- ◆ Establish opportunities for play and learning that acknowledge children's religious beliefs and cultural backgrounds.
- ◆ Support the development of independence skills, particularly for children who are highly dependent upon adult support for personal care.

- ◆ Plan activities that promote emotional, moral, spiritual and social development together with intellectual development.
- ◆ Provide experiences that help children to develop autonomy and a disposition to learn.
- ◆ Give support and a structured approach to vulnerable children and those with behavioural or communication difficulties to help them achieve successful personal, social and emotional development.

Unit 6: Childminding Service Development

Outcome 3: Working with ADHD and the Autism Spectrum

Effective practice in the early focuses on meeting children's individual needs and providing an inclusive setting for all children. Practitioners may not currently have any children in their setting with diagnosed autism or difficulties in the areas associated with autism, but all early year's practitioners are expected to have at least a basic understanding of conditions such as autism and ADHD and how to meet the needs of young children with them through high-quality, inclusive early years practice.

Unit 6: Childminding Service Development

Outcome 3: Working with ADHD and the Autism Spectrum (cont)

Use: Open badge evidence, practice examples and or a written statement about methods you use to observe and identify a child's development needs such as focused, spontaneous and continuous observations. List a step by step guide on what you would do if you were concerned about a child from approach you would take on communication with parents to supporting the child's development, to working with or calling in other agencies for additional support and guidance procedures such as equality of opportunity/inclusion.

Reflective thoughts

Practitioners should focus on each child's individual learning, development and care needs by:

- ◆ removing or helping to overcome barriers for children where these already exist
- ◆ being alert to the early signs of needs that could lead to later difficulties, and responding quickly and appropriately, involving other agencies as necessary
- ◆ stretching and challenging all children

Children with autism will have difficulties or differences in three areas of development. These are described as the triad of impairments (triad simply means three) and include communication, social understanding and flexibility of thought and behaviour. Many children with autism also experience the world differently through their senses: they may, for example, be under-sensitive or over-sensitive to certain sounds, smells or visual sensations.

- ◆ Children with autism will need additional support to develop understanding of the needs, views and feelings of others and to form good relationships with adults and make friends with peers. Children with autism may find it difficult to concentrate and maintain attention, and to take turns and share.
- ◆ Children with autism will need help to interact effectively with others, to take turns in conversation, to understand jokes and idioms (expressions such as 'pull your socks up'), to make up their own stories and to predict what might happen next in a story. Some children may need to use augmentative methods of communication, such as visual support materials, for example, gesture, photographs or symbols.

How well do you as a practitioner:

- ◆ have a thorough knowledge of child development and how autism might impact upon an individual's development?
- ◆ understand how children progress at different rates, and that children with autism are as diverse as their peers?
- ◆ get a good picture of children's strengths and areas of need both inside and outside the setting?
- ◆ make time in your staff team assess children's levels of development?
- ◆ make time to talk to parents — including fathers — and value what they tell you?
- ◆ think about how you can use children's interests to develop skills in their areas of need?
- ◆ use children's strengths as the starting point for planning?
- ◆ appreciate that children's behaviour always happens for a reason and has a purpose?
- ◆ take positive steps to ensure children's safety and well-being?

Unit 6: Childminding Service Development

Outcome 3: Working with ADHD and the Autism Spectrum (cont)

How well do you as a practitioner: (Inclusive practice)

- ◆ understand the needs of children with autism and how they can best be helped?
- ◆ know who to contact in your locality for extra help and advice about autism?
- ◆ keep an up-to-date list of key contacts within the local area, such as speech and language therapists, specialist teachers and so on?
- ◆ know where to access culturally and linguistically appropriate materials and practical help for children and families from minority ethnic backgrounds?
- ◆ listen to the advice of visiting professionals and include it in your day-to-day practice?
- ◆ support other members of the team in understanding how autism impacts upon children's development?
- ◆ plan and implement strategies for working with children with autism?

Working in partnership with parents

As soon as you know that a child with autism is going to join your setting you should start to build a positive relationship with their parents. The child's entry into the setting needs to be carefully planned in partnership with parents, whether the transition is from home or from another setting the child has been attending.

Ideally, you should arrange to meet with parents on a number of occasions before the child starts in the setting, either through home visits, meetings in the setting, or both.

Although it is likely that parents will have noticed some time ago that their child was experiencing some difficulties, they may have only recently found out for certain that their child has autism. Parents' reaction to a diagnosis will vary, but common feelings include shock, anxiety and confusion. As practitioners, we can never know how a parent is feeling, so it is important not to make comments such as 'I know how you feel'. Your focus should be on the child's strengths and positive aspects of their development, while at the same time acknowledging parents' feelings and not brushing aside any fears, anxieties or feelings of loss. You should reassure parents that you will put plans in place to address the identified areas of development.

Parents will need to feel assured that setting staff recognise their child's needs and are committed to meeting them, and to ensuring that their child's time in the setting is safe and happy. Practitioners should be positive about the child coming to the setting but need not feel that they have to appear to be 'experts' in autism. Parents will have made a positive choice for their child to attend your setting, and by far the best way to reassure them that they have made the right choice is to communicate to them that their child is welcome, and that you are looking forward to working with them.

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Reference list

Scottish Government Building the Ambition
Education Scotland
Early Years Foundation Stage Framework
Curriculum for Excellence Scotland
Pre-birth to three
Effective Pre School Practice (EPPE)
Learning, Playing and Interacting, National Strategies

History of changes to unit

Version	Description of change	Date
02	It was felt that the SCQF credit points were not clearly explained.	April 2019

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