CYPOP Draft Unit 5./ CCLD OP 2.9 Understand how to set up a Home Based Child Care Service

Title	**Understand how to set up a Home Based Child Care Service**
Level	**3**
Credit value	**4**

Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Understand how to set up a home based childcare service	1.1 Outline the current legislation covering home based child care and the role of regulatory bodies 1.2 Develop policies and procedures for • Accidents, illness and emergencies • Behaviour • Safeguarding • Equal opportunities and explain how these will be implemented 1.3 Explain the importance of confidentiality and data protection 1.4. Develop a marketing plan for own home based childcare service 1.5. Demonstrate financial planning for own home based service 1.6. Identify sources of support and information for the setting up and running of your home based childcare business
2. Understand how to establish a safe and healthy home based environment for children	2.1 Explain the **key components** of a healthy and safe home based environment 2.2. Explain the principles of safe supervision of children in the home based setting and off site 2.3 Identify ways of ensuring that equipment is suitable for children and meet **safety requirements** 2.4 Know where to obtain current guidance on health and safety risk assessment of the home based work setting 2.5 Explain how to store and administer medicines

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3 Understand the importance of partnerships with parents for all aspects of the home based childcare service	3.1 Explain the importance of partnership with parents for all aspects of the child care service 3.2. Describe how partnership with parents are set up and maintained
4 Understand the principles of development of routines for home based child care	4.1 Explain how routines are based on •meeting a child's needs • agreements with parents • participation of children 4.2 Explain how they would adapt routines to meet the needs of children at different ages and stages of development 4.3 Explain how they ensure that each child is welcomed and valued in the home based work setting
5 Understand how to provide play and other activities for children in home based settings that will support equality and inclusion	5.1 Explain the importance of play to children's learning and development and the need for an **inclusive approach** 5.2 Plan a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items 5.3 Explain what can be learned about children by observing them at play 5.4 Identify how and why it is important that children receive equal treatment and access based on their individual needs and acknowledging their rights. 5.5 Compare how **other resources** available for children support their play
6 Understand how home based childcarers can support the safeguarding of children in their care	6.1 Explain the concept of safeguarding and the duty of care that applies to all practitioners 6.2 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding 6.3 Outline regulatory requirements for safeguarding children that affect home based childcare. 6.4 Explain the procedures that need to be followed by lone workers in home based settings when harm or abuse are suspected or alleged either against them or third parties.
7 Understand the principles of supporting positive behaviour in home based childcare settings	7.1 Describe **typical behaviours** exhibited by children linked to their stage of development and key events in their lives 7.2 Explain how ground rules for behaviour and expectations are developed and implemented

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Additional information about this unit	
Unit aim(s)	To prepare learners to work as home based child carers/childminders. As well as learning relevant aspects of childcare this knowledge based unit supports the development of policies and procedures relevant to registration and the basic business skills to set up a home based child care service.
Unit expiry date	
Details of the relationship between this unit and relevant national occupational standards (if appropriate)	There are links with CCLD NOS: 302 Develop and maintain a healthy, safe and secure environment for children 303 Promote children's development 305 Protect and promote children's rights 316 Maintain and develop a registered childminding business
Details of the relationship between this unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or other appropriate body (if required)	Assessment must include a portfolio of items relevant to registration with the registering authority in the relevant UK Home Country .
Guidance for developing assessment arrangements for the unit (if appropriate)	
Endorsement of the unit by a sector or other appropriate body	
Location of the unit within the subject/sector classification	01 Health, Public services and Care 01.5 Child Development and well being
Name of the organisation submitting the unit	
Availability for use	Shared
Additional Guidance	

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2.1. Key components

- hygiene and waste disposal
- storage and preparation of food
- care of animals
- using equipment according to manufacturers guidance
- appropriate responses to illnesses, allergies, incidents and accidents

2.3 Safety requirements. According to the requirements of the registering body in the relevant UK Home Nation

4.1 Routines

- arrivals and departures
- taking children to and from school /playgroup/pre-school
- meal and snack times
- sleep and rest
- play and activities
- off site visits
- outdoor activities
- homework and evening activities for school age children

5.1. Inclusive approach

- Treating children as individuals who are respected, valued and accepted regardless of social or ethnic background or abilities or health status
- Being a positive role model
- Challenging stereotypes and offensive remarks and attitudes appropriately
- Acknowledging children have rights and responsibilities

5.5. Other resources e.g.

- Libraries
- Drop ins
- Toy libraries
- Equipment loan schemes

7.1. Typical behaviours e.g.

- Toddler tantrums
- Separation anxiety

Units available from	
Guided learning hours	**29**

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