

NCFE

CACHE



Unit Specification

**Understand how to set up a home-based
childcare service**

Unit reference : Y/600/9770

Unit number: CYPOP5

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Summary of changes

This section summarises the changes to this unit specification since the last version (6.0 September 2017).

Version	Publication Date	Summary of amendments
v7.0	September 2019	Section added in relation to Childminding in Wales .
v7.1	December 2023	For Unit CYPOP5 reference to paper examination has been changed to online examination (page 9).

Section 1: General introduction

About this Unit Specification

This unit specification contains the unit and assessment you will be required to complete to achieve the unit. It also contains extra information for your Tutor or Assessor.

How our qualifications work

Our qualifications are made up of units each representing a small step of learning. This allows the qualifications to be completed at your own pace.

All of the units achieved can be 'banked'. This means that if you want to take another qualification which includes the same units you do not have to take them again.

Each unit has:

- a **level** – shows how difficult it is
- a **credit value** – one credit represents about 10 hours' work
- a **unit aim** – explains what is covered in the unit
- **learning outcomes** – cover what you need to do (skills) or what you need to understand (knowledge)
- **assessment criteria** – what you need to show (evidence)

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Learning outcomes The learner will:	Assessment criteria The learner can:	Evidence record e.g. page number & method	Assessor judgement achieved Initial and date
1. Know substances which are commonly misused.	1.1. List categories of substances which are commonly misused.		
	1.2. Identify substances which are commonly misused.		

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, Knowledge-only units are indicated by a star in both the unit list and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

The Public Website

Our public website address is www.ncfe.org.uk. The website contains information about all our qualifications, which contains:

Key Facts

Qualification Specifications

There are also some other key documents that can be referred to when required. For example:

Complaints Procedure

Appeals Process

Diversity Statement

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Childminding in Wales

Social Care Wales and Qualification Wales recently decided that the CYPOP5 unit will no longer qualify learners to practise as a childminder in Wales. The last registration date for this unit was 31st August 2019. For more information, please visit the Social Care Wales website.

Plagiarism

Plagiarism means claiming work that has been copied from someone or somewhere else to be your own. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. Your Tutor will explain how to provide a reference list that shows where you found your information. If your Centre discovers evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to your Centre's disciplinary procedure or ours. If this happens you will have to submit an additional piece of work for assessment. We will be notified of any cases of plagiarism.

Buying and selling assignments

Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you.

Section 2: About this unit

Introduction to the unit

This unit will support the learner to work as a home-based childcarer/childminder. This knowledge-only unit supports the development of policies and procedures that support registration and reflects current registration requirements of the relevant home country. It will enable the learner to develop basic business skills that they will need to acquire to set up and maintain a successful home-based childcare service.

Unit summary

Title	Understand how to set up a home-based childcare service		
Unit reference number	Y/600/9770		
Aim	This unit will prepare learners to work as home-based childcarers/childminders. It will provide knowledge of relevant aspects of childcare policies and procedures in relation to registration and the basic business skills to set up a home-based childcare service.		
Guided Learning (hours)	29		
Credit value	4	Minimum credits at/above Level	4
Rules of combination	Learners must receive an Achieved grade in the externally assessed Multiple Choice Examination.		
Progression including job roles (where applicable)	This unit may assist learners wishing to progress to work as childcarers or childminders.		
Recommended assessment methods	This unit is externally assessed via a multiple choice examination.		
Grading system	Achieved or Not Yet Achieved		
How long will it take to complete?	This unit can usually be completed within a week		

External assessment

There is one external assessment covering the content of this unit. This is a Multiple Choice Examination.

The Multiple Choice Examination:

- covers 100% of the unit's content
- contributes to 100% of the unit's grade.

The Multiple Choice Examination will be graded Achieved or Not Yet Achieved. Learners must receive an Achieved grade in the Multiple Choice Examination in order to gain the unit certification.

Not Yet Achieved in the Multiple Choice Examination

A result that does not reach an Achieved grade will be graded as a Not Yet Achieved. If learners intend to take the Multiple Choice Examination for another attempt at an Achieved grade, they will take a different online examination.

Examination conditions

For more information on examination conditions, please see our website.

Section 3: Units

Unit layout

For this unit the following information has been provided:	
Unit title	Provides a clear, concise explanation of the content of the unit.
Organisation unit reference number	The unique number assigned by the owner of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit aim	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Additional information*	This box identifies the assessment strategy relevant to the unit. When required, this will include specific guidance relating to the assessment of the unit and information to support the learner to achieve.
Unit assessment guidance*	Any additional guidance provided to support the assessment of the unit.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Assessment task (set by us)*	A scenario or aspect of the work role that will support the learner in producing the evidence requirements for knowledge only learning outcomes.

* *Additional information, Unit assessment guidance and Assessment tasks* may not be provided for all units.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 3
(not all verbs are used in this unit)**

Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Consider	Think carefully and write about a problem, action or decision.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which...)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.

Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

CYPOP 5: Understand how to set up a home-based childcare service



Unit reference	Y/600/9770	Unit level	3
Credit value	4		
Unit Guided learning hours	29		
Unit aim	To prepare learners to work as home-based childcare workers/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 childcare service.		

Learner name:		Centre no:	
PIN:		ULN:	

Learning outcomes The learner will:	Assessment criteria The learner can:
This unit is assessed by external assessment (Multiple Choice Examination) and graded Achieved or Not Yet Achieved.	
1. Understand how to set up a home-based childcare service.	1.1. Outline the current legislation covering home-based childcare, and the role of regulatory bodies.
	1.2. Develop policies and procedures for: <ul style="list-style-type: none"> • 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
	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 meets 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.
3. Understand the importance of partnerships with parents for all aspects of the home-based childcare service.	3.1. Explain the importance of partnerships with parents for all aspects of the childcare service. 3.2. Describe how partnerships with parents are set up and maintained.
4. Understand the principles of development of routines for home-based childcare	4.1 Explain how routines are based on: <ul style="list-style-type: none"> • 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.

Learning outcomes The learner will:	Assessment criteria The learner can:
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.

Learner declaration of authenticity:

I declare that the work presented for this unit is entirely my own work.

Learner signature:

Date:

Assessor sign off of completed unit: Y/600/9770

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this unit.

Assessor name:

Signature:

Date:

For e-portfolio a signature is not required, providing the learner has a personalised and secure login.

Additional information about the unit:	
Relationship to occupational standards	CCLD 302 Develop and maintain a healthy, safe and secure environment for children CCLD 303 Promote children's development CCLD 305 Protect and promote children's rights CCLD 316 Maintain and develop a registered childminding business
Guidance for the unit:	
Guidance for the unit	<p>Key components:</p> <ul style="list-style-type: none"> • hygiene and waste disposal • storage and preparation of food • care of animals • using equipment according to manufacturer's guidance • appropriate responses to illnesses, allergies, incidents and accidents. <p>Safety requirements. According to the requirements of the registering body in the relevant UK Home Nation.</p> <p>Routines:</p> <ul style="list-style-type: none"> • 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. <p>Inclusive approach:</p> <ul style="list-style-type: none"> • 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.

	<p>Other resources, eg:</p> <ul style="list-style-type: none">• libraries• drop-ins• toy libraries• equipment loan schemes. <p>Typical behaviours, eg:</p> <ul style="list-style-type: none">• toddler tantrums• separation anxiety.
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Activities to support delivery - Understand how to set up a home-based childcare service

These tasks have been developed to help learners with their knowledge and understanding, and to assist with preparation for the MCQ. They are not mandatory.

Task 1 links to learning outcome 1, assessment criterion 1.1.

Produce an information sheet which outlines the following:

- the current legislation for home-based childcare
- the role of regulatory bodies.

Task 2 links to learning outcome 1, assessment criterion 1.2.

In order to operate a registered home-based childcare service, the following policies and procedures must be in place:

- accidents, illness and emergencies
- behaviour
- safeguarding
- equal opportunities.

Write a policy for each of the above and write a procedure to explain how each of the policies will be implemented. 4 policies and 4 procedures are required.

Task 3 links to learning outcome 1, assessment criterion 1.3.

Confidentiality and data protection are vital when running a home-based childcare service. Write an explanation of the importance of both.

Task 4 links to learning outcome 1, assessment criteria 1.4-1.6.

Develop a business plan which includes information on the following:

- marketing
- financial planning
- sources of support and information for the setting up and running of your home-based childcare business.

Task 5 links to learning outcome 2, assessment criteria 2.1-2.5.

Produce a leaflet for carers which explains the following:

- the key components of a healthy and safe home-based environment
- the principles of safe supervision of children in the home-based setting and off site
- ways of ensuring that equipment is suitable for children and meets safety requirements
- where to obtain current guidance on health and safety risk assessment of the home-based work setting
- how to store and administer medicines.

Task 6 links to learning outcomes 3 and 4, assessment criteria 3.1, 3.2, 4.1-4.3.

Produce a charter for parents/carers which includes the following:

- an explanation of the importance of partnerships with parents for all aspects of the childcare service
- a description of how partnerships with parents are set up and maintained
- an explanation of how routines are based on:
 - meeting a child's needs
 - agreements with parents
 - participation of children
- an explanation of how routines would be adapted to meet the needs of children at different ages and stages of development
- an explanation of how to ensure that each child is welcomed and valued in the home-based work setting.

Task 7 links to learning outcome 5, assessment criteria 5.1-5.5.

Write a section for your portfolio titled 'Supporting equality and inclusion' which would inform prospective parent(s)/carers and regulators of the following:

- an explanation of the importance of play to children's learning and development, and the need for an inclusive approach
- a plan showing a challenging and enjoyable learning environment in the home that includes using everyday domestic routines and household items
- an explanation of what can be learned about children by observing them at play
- identification of how and why it is important that children receive equal treatment and access, based on their individual needs and acknowledging their rights
- a comparison of how other resources available for children support their play.

Task 8 links to learning outcome 6, assessment criteria 6.1- 6.4.

Produce an information document which includes the following:

- an explanation of the concept of safeguarding and the duty of care that applies to all practitioners
- an outline of the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
- an outline of the regulatory requirements for safeguarding children that affect home-based childcare
- an explanation of 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.

Task 9 links to learning outcome 7, assessment criteria 7.1 and 7.2.

Supporting children's behaviour can be key to a happy caring environment. Write a report which covers the following points:

- describe typical behaviours exhibited by children linked to their stage of development and key events in their lives
- explain how ground rules for behaviour and expectations are developed and implemented.

Section 4: Assessment and quality assurance information for Tutors and Assessors

Assessment strategies and principles relevant to this unit

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification are **summarised** below. More detailed strategies or principles can be found in **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance**, which can be found on our secure website.

The Centre needs to ensure that individuals undertaking Assessor or Quality Assurer roles within your Centre conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

Requirements for Internal Quality Assurers

Centres delivering this unit must:

- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment

Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE CACHE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this unit, we consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie have relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Section 5: Documents

Useful documents

This section refers to useful documents that can be found on our secure website, some of which may assist with the delivery of this Unit.

- Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance.

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

Section 6: Publication history

A comprehensive Support Materials Publication History log, including details of changes made to all support materials, is available on our secure website.

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Information in this unit specification is correct at the time of publishing but may be subject to change.

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