



# Qualification Specification



## Qualification summary

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualification title</b>                | <b>NCFE CACHE Level 3 Award in Preparing to Work in Home-Based Childcare</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Ofqual qualification number (QN)</b>   | 603/3642/0                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Guided learning hours (GLH)</b>        | 50                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Total qualification time (TQT)</b>     | 60                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Credit value</b>                       | 6                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Minimum age</b>                        | 16                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Qualification purpose</b>              | <p>This qualification has been designed in collaboration with the Professional Association for Childcare and Early Years (PACEY).</p> <p>This qualification prepares learners to set up a home-based childcare setting as a registered childminder. It is also suitable for learners who wish to be employed in home-based childcare settings as childminding assistants or other home child carers (such as nannies or au pairs).</p> |
| <b>Grading</b>                            | Achieved/not yet achieved                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Assessment method</b>                  | Internally assessed and externally quality assured portfolio of evidence.                                                                                                                                                                                                                                                                                                                                                              |
| <b>Work/industry placement experience</b> | Work/industry placement experience is not required.                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>UCAS</b>                               | Please refer to the UCAS website for further details of points allocation and the most up-to-date information.                                                                                                                                                                                                                                                                                                                         |
| <b>Regulation information</b>             | This is a regulated qualification. The regulated number for this qualification is 603/3642/0.                                                                                                                                                                                                                                                                                                                                          |
| <b>Funding</b>                            | This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.                                                                                                                                                                                                                                                                                                           |



## Contents

|                                                                          |           |
|--------------------------------------------------------------------------|-----------|
| <b>Qualification summary</b>                                             | <b>2</b>  |
| <b>Section 1: introduction</b>                                           | <b>4</b>  |
| Aims and objectives                                                      | 4         |
| Support Handbook                                                         | 4         |
| Guidance for entry and registration                                      | 4         |
| Achieving this qualification                                             | 4         |
| Age ranges covered by the qualification                                  | 5         |
| Progression                                                              | 5         |
| Progression to higher-level studies                                      | 5         |
| Resource requirements                                                    | 6         |
| How the qualification is assessed                                        | 6         |
| Internal assessment                                                      | 6         |
| <b>Section 2: unit content and assessment guidance</b>                   | <b>7</b>  |
| Unit 01 Preparing to work as a home-based child carer (H/506/4745)       | 8         |
| Unit 02 Preparing to set up a home-based childcare business (K/506/4746) | 14        |
| Unit 03 Exploring the role of the nanny (D/617/2467)                     | 16        |
| NCFE assessment strategy                                                 | 18        |
| <b>Section 3: explanation of terms</b>                                   | <b>19</b> |
| <b>Section 4: support</b>                                                | <b>21</b> |
| Support materials                                                        | 21        |
| Useful websites                                                          | 21        |
| Other support materials                                                  | 21        |
| Reproduction of this document                                            | 22        |
| <b>Contact us</b>                                                        | <b>23</b> |
| <b>Appendix A: units</b>                                                 | <b>24</b> |
| Mandatory units                                                          | 24        |
| Optional units                                                           | 25        |
| <b>Change history record</b>                                             | <b>26</b> |



## Section 1: introduction

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

### Aims and objectives

This qualification aims to:

- focus on the study of working in home-based childcare
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objective of this qualification is to:

- prepare learners to set up a home-based childcare setting as a registered childminder.

### Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

### Guidance for entry and registration

This qualification is designed for learners aged 16 and above, who wish to set up or be employed in a home-based childcare setting as a registered childminder, childminding assistant or other home child carers (such as nannies or au pairs).

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for this qualification. However, learners may find it helpful if they have already achieved a level 2 qualification.

Centres are responsible for ensuring that all learners are capable of achieving the units and/or learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

### Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **5 credits** from the mandatory unit and **1 credit** from the optional units.

Please refer to the list of units in appendix A or the unit summaries in Section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who



do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

## Age ranges covered by the qualification

The age ranges covered by this qualification are from birth to 19 years old.

## Progression

Learners who achieve this qualification could progress to the following:

- employment:
  - registered childminders
  - childminding assistants
  - nannies
  - au pairs
  - other child carers in home-based settings
- further education:
  - NCFE CACHE Level 3 Award in Paediatric First Aid
  - NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings
  - NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)
  - NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator)
- higher education:
  - NCFE CACHE Level 4 Award in Promoting Health and Wellbeing Through Physical Activity and Nutrition Co-ordination in the Early Years
  - NCFE CACHE Level 4 Award in Early Years Emotional Wellbeing
  - NCFE CACHE Level 4 Award in Special Educational Needs and Disability (SEND) Leadership and Management in the Early Years
  - NCFE CACHE Level 4 Diploma in Early Years Montessori Pedagogy from Birth to Seven (Early Years Educator)
  - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner.

## Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.



## Resource requirements

There are no mandatory resource requirements for this qualification, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

## How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain the Level 3 Award in Preparing to Work in Home-Based Childcare.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

## Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.



## Section 2: unit content and assessment guidance

This section provides details of the structure and content of this qualification including grading, level, credit and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to this qualification. This can be found in Section 3.

**Unit 01 Preparing to work as a home-based child carer (H/506/4745)**

| Unit summary                                                                                                                     |                                  |                |                  |               |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------|------------------|---------------|
| The aim of this unit is to provide learners with the knowledge required to work with children in a home-based childcare setting. |                                  |                |                  |               |
| Assessment                                                                                                                       |                                  |                |                  |               |
| Internally assessed and externally quality assured portfolio of evidence.                                                        |                                  |                |                  |               |
| <b>Mandatory</b>                                                                                                                 | <b>Achieved/not yet achieved</b> | <b>Level 3</b> | <b>5 credits</b> | <b>43 GLH</b> |

| Learning outcomes (LOs)<br>The learner will:                                                    | Assessment criteria (AC)<br>The learner can:                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand current legislation and regulation in relation to home-based childcare            | 1.1 Summarise <b>current legislation</b> and guidelines relating to: <ul style="list-style-type: none"> <li>the health and safety of children</li> <li>the safeguarding, protection and welfare of children</li> <li>equality, diversity and inclusion.</li> </ul>                                               |
| 2. Understand how to establish a safe and healthy home-based childcare environment for children | 2.1 Explain why it is important to take a <b>balanced approach to risk management</b>                                                                                                                                                                                                                            |
|                                                                                                 | 2.2 Explain the principles of safe supervision in the home-based setting and off site                                                                                                                                                                                                                            |
|                                                                                                 | 2.3 Describe procedures for: <ul style="list-style-type: none"> <li>storage of medication</li> <li>administration of medication</li> <li>record keeping with regard to medication.</li> </ul>                                                                                                                    |
|                                                                                                 | 2.4 Carry out a risk assessment of own home: <ul style="list-style-type: none"> <li>indoors</li> <li>outdoors.</li> </ul>                                                                                                                                                                                        |
|                                                                                                 | 2.5 Summarise ways to maintain a safe and healthy environment for children in relation to: <ul style="list-style-type: none"> <li>preparing formula feeds</li> <li>sterilisation of feeding equipment</li> <li>preparation and storage of food</li> <li>safe disposal of waste</li> <li>care of pets.</li> </ul> |
| 3. Understand how to support the safeguarding, protection and welfare of children               | 2.6 Explain procedures to follow in the event of: <ul style="list-style-type: none"> <li>accidents</li> <li>incidents</li> <li>emergencies.</li> </ul>                                                                                                                                                           |
|                                                                                                 | 3.1 Explain the terms: <ul style="list-style-type: none"> <li><b>safeguarding and duty of care</b></li> <li>child protection.</li> </ul>                                                                                                                                                                         |
|                                                                                                 | 3.2 Summarise <b>regulatory requirements</b> for safeguarding children within a home-based setting                                                                                                                                                                                                               |
|                                                                                                 | 3.3 Explain the roles and responsibilities of the lone worker in a home-based setting in relation to the safeguarding, protection and welfare of children                                                                                                                                                        |



| Learning outcomes (LOs)<br>The learner will:                                                           | Assessment criteria (AC)<br>The learner can:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                        | <p>3.4 Describe signs, symptoms, indicators and behaviours that may cause concern relating to:</p> <ul style="list-style-type: none"> <li>domestic abuse</li> <li>neglect</li> <li>physical abuse</li> <li>emotional abuse</li> <li>sexual abuse.</li> </ul> <p>3.5 Describe actions to take if harm or abuse is suspected and/or disclosed</p>                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Understand how to promote equality, diversity and inclusion                                         | <p>4.1 Explain the roles and responsibilities of the home-based child carer in supporting equality, diversity and inclusive practice</p> <p>4.2 Evaluate the impact of own attitudes, values and behaviour when supporting equality, diversity and inclusive practice</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5. Understand how day-to-day care routines promote children's wellbeing                                | <p>5.1 Discuss children's wellbeing in relation to current frameworks</p> <p>5.2 Plan to meet the needs of a child aged between birth and 7 years in relation to:</p> <ul style="list-style-type: none"> <li>diet</li> <li>personal <b>physical care needs</b></li> <li>rest and sleep provision</li> <li>personal hygiene routines.</li> </ul> <p>5.3 Plan to meet the needs of a child aged 7 years or older in relation to:</p> <ul style="list-style-type: none"> <li>diet</li> <li>personal physical care needs</li> <li>rest and sleep provision</li> <li>personal hygiene routines.</li> </ul> <p>5.4 Explain strategies to encourage healthy eating</p> <p>5.5 Identify reasons for special dietary requirements</p> |
| 6. Understand how to work in partnership to support children's outcomes                                | <p>6.1 Identify typical partnerships established by a home-based child carer</p> <p>6.2 Discuss benefits of working in partnership</p> <p>6.3 Describe how partnerships with parents/carers are established and maintained</p> <p>6.4 Explain how working in partnership with parents/carers supports the home learning environment</p> <p>6.5 Explain the boundaries of confidentiality</p>                                                                                                                                                                                                                                                                                                                                 |
| 7. Understand children's learning and behaviour in relation to sequence, rate and stage of development | <p>7.1 Identify areas of learning and development in relation to current frameworks</p> <p>7.2 Explain factors which influence children's development</p> <p>7.3 Explain the difference between sequence of development and rate of development</p> <p>7.4 Describe key milestones in development for children from birth to 12 years in relation to:</p> <ul style="list-style-type: none"> <li>physical development</li> <li>social and emotional development</li> <li>cognitive development</li> <li>speech, language and communication development.</li> </ul>                                                                                                                                                           |



| Learning outcomes (LOs)<br>The learner will:                                           | Assessment criteria (AC)<br>The learner can:                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        | 7.5 Explain how children's learning is influenced by: <ul style="list-style-type: none"> <li>positive relationships</li> <li>environment.</li> </ul>                                                                                                                        |
|                                                                                        | 7.6 Describe factors that influence children's behaviour                                                                                                                                                                                                                    |
|                                                                                        | 7.7 Outline strategies for managing children's behaviour                                                                                                                                                                                                                    |
| 8. Understand the value of play in promoting children's learning and development       | 8.1 Identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'                                                                                                                                                       |
|                                                                                        | 8.2 Explain the innate drive for children to play                                                                                                                                                                                                                           |
|                                                                                        | 8.3 Discuss how play is necessary for the development of children                                                                                                                                                                                                           |
|                                                                                        | 8.4 Explain benefits of balancing child-initiated and <b>adult-led</b> play activities                                                                                                                                                                                      |
|                                                                                        | 8.5 Identify how children's play needs and preferences change in relation to their stage of development                                                                                                                                                                     |
| 9. Understand the role of observation in promoting children's learning and development | 8.6 Discuss the need for an inclusive approach when planning play activities                                                                                                                                                                                                |
|                                                                                        | 9.1 Explain what can be learned about children by observing them at play                                                                                                                                                                                                    |
|                                                                                        | 9.2 Explain how observations are used: <ul style="list-style-type: none"> <li>to plan for <b>individual children's needs</b></li> <li>for early intervention</li> <li>to review the environment</li> <li>during transition</li> <li>when working in partnership.</li> </ul> |
|                                                                                        | 9.3 Discuss how early intervention supports children's development                                                                                                                                                                                                          |
|                                                                                        | 9.4 Explain how to work with <b>others</b> to plan <b>next steps</b> in relation to the needs and interests of children                                                                                                                                                     |

| Range                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand current legislation and regulation in relation to home-based childcare                                                                                                                                                                                                                                                                                                                                                                                                  |
| 1.1 <b>Current legislation</b> to include: <ul style="list-style-type: none"> <li>Children Act (2004)</li> <li>Childcare Act (2006)</li> <li>Equality Act (2010)</li> <li>Children and Families Act (2014)</li> <li>UK General Data Protection Regulation (UK GDPR)</li> <li>Children and Social Work Act (2017)</li> <li>Domestic Abuse Act (2021)</li> <li>Children Act (1989)</li> <li>Early Years Foundation Stage (EYFS) statutory framework for childminders (2025).</li> </ul> |
| 2. Understand how to establish a safe and healthy home-based childcare environment for children                                                                                                                                                                                                                                                                                                                                                                                       |
| 2.1 <b>Balanced approach to risk management:</b> <ul style="list-style-type: none"> <li>taking into account a child's age, needs and abilities</li> <li>avoiding excessive risk taking</li> <li>not being excessively risk averse</li> </ul>                                                                                                                                                                                                                                          |



| Range                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>recognising the importance of risk and challenge to a child's development.</li></ul>                                                                                                                                                                                                                                                                                                        |
| <b>3. Understand how to support the safeguarding, protection and welfare of children</b>                                                                                                                                                                                                                                                                                                                                          |
| <b>3.1 Safeguarding and duty of care</b>                                                                                                                                                                                                                                                                                                                                                                                          |
| Keeping children safe and meeting the individual needs of children is a requirement of the home-based child carer.                                                                                                                                                                                                                                                                                                                |
| <b>3.2 Regulatory requirements</b> to include:                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>ratios</li><li>requirements for registration</li><li>factors to consider when recruiting staff.</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>5. Understand how day-to-day care routines promote children's wellbeing</b>                                                                                                                                                                                                                                                                                                                                                    |
| <b>5.2 Physical care needs</b>                                                                                                                                                                                                                                                                                                                                                                                                    |
| Individual care needs including attention to personal care such as toileting, care of hair, skin and teeth, as well as provision of healthy snacks, meals and providing opportunity for exercise.                                                                                                                                                                                                                                 |
| <b>8. Understand the value of play in promoting children's learning and development</b>                                                                                                                                                                                                                                                                                                                                           |
| <b>8.4 Adult-led</b>                                                                                                                                                                                                                                                                                                                                                                                                              |
| Activities and experiences that are planned and implemented by the home-based child carer.                                                                                                                                                                                                                                                                                                                                        |
| <b>9. Understand the role of observation in promoting children's learning and development</b>                                                                                                                                                                                                                                                                                                                                     |
| <b>9.2 Individual children's needs</b>                                                                                                                                                                                                                                                                                                                                                                                            |
| Children are unique. It is essential that the home-based child carer is aware of the individual needs of children in their care.                                                                                                                                                                                                                                                                                                  |
| <b>9.4 Others</b> to include:                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"><li>parents/carers</li><li>colleagues</li><li>other professionals.</li></ul>                                                                                                                                                                                                                                                                                                                    |
| <b>9.4 Plan next steps</b> should include:                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"><li>identifying required resources</li><li>activities and experiences to build on a child's interest, ability and need</li><li>plan, do, review.</li></ul>                                                                                                                                                                                                                                      |
| Delivery and assessment guidance                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>AC1.1</b> When looking at the Children Act 2004, learners should note that whilst the principles of Every Child Matters continue to be highly valued and inherent to all procedures, they are not commonly referred to in related documentation in childcare services. When considering this piece of legislation, learners should give attention to the role of the home-based child carer in relation to current frameworks. |
| Learners should consider:                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>the role of Ofsted in relation to the home-based child carer</li></ul>                                                                                                                                                                                                                                                                                                                      |

**Delivery and assessment guidance**

- childminding networks and how to register with a childminder agency
- local authorities in relation to the home-based child carer.

**AC2.1** Risk in this context refers to access to new environments, challenges and resilience building.

**AC2.3** Learners should know that children may return to the care of the home-based child carer requiring medication. Learners should understand aspects of this, including agreement and written permission from the parent/carers.

**AC2.5** A food hygiene certificate is recommended as part of this qualification, as it is essential that learners have some basic knowledge of food safety and subsequent implications for health. Learners should know that home-based child carers are required to register with their local environmental health department. Ofsted will share the details of anyone who registers as a home-based child carer with the relevant local authority.

Learners should know about the different kinds of waste that they may be dealing with, including examples of safe disposal of waste in relation to:

- food
- body fluids, such as blood, vomit and diarrhoea
- nappy changing routines and safe disposal of soiled and wet nappies.

Learners need to know about:

- hygiene when caring for pets
- the importance of keeping health treatments and routine health care up-to-date
- health of the pet and any implications for the children
- keeping pets and common allergic conditions.

Learners should also consider the impact of bullying and humiliation on the development of young children, as well as exploring the potential abuse associated with misuse of media.

**AC5.2 and 5.3 Diet**

When considering healthy eating, learners should know about healthy options for weaning, portion sizes and menu planning, as well as recognising restrictions in relation to diet and how to manage special dietary needs. It will be useful to explore restrictions to diet. Learners should also think about planning to meet the needs of children of varying ages in relation to health and wellbeing.

**AC5.3 Personal physical care needs**

Nappy changing: learners will need to consider hygienic practice during nappy changing routines, including personal protective equipment (PPE) and the importance of meeting individual care routines.

Toilet training: individual differences in relation to toilet training should be considered, as well as the importance of working consistently with parents/carers. Learners should also be aware of individual skin care routines for children.

Hair: learners should consider routine care requirements for children with different hair types, including keeping hair clean and protected during play and physical activity. Learners can also consider treatment for common related issues such as cradle cap and head lice.

**Delivery and assessment guidance**

Rest and sleep: learners should know that requirements change as children grow, also that all babies are individual and their sleep routines will rarely be the same. Learners should know steps that can be taken to minimise sudden infant death syndrome (SIDS). Learners should consider bedtime routines, the effects of lack of sleep on a child's holistic development and parent/carers' ability to meet the demands of the young child when sleep has been interrupted.

**AC7.6** When considering expectations, learners should be able to describe factors that influence behaviour. For example:

- age/stage and expectations from the EYFS
- boundaries, experiences and consistency.

When considering factors that influence child development, learners must be made aware of the importance of emotional wellbeing to a child's future progress.

**AC8.3 and 8.5** Learners could consider the different stages of play and think of different activities, opportunities and experience for children at each stage. Choices of play could be made from each of the following and for each stage:

- physical play
- creative play
- imaginative play
- sensory play
- heuristic play.



## Unit 02 Preparing to set up a home-based childcare business (K/506/4746)



| Unit summary                                                              |                           |         |          |       |
|---------------------------------------------------------------------------|---------------------------|---------|----------|-------|
| This unit prepares learners to set up a home-based childcare business.    |                           |         |          |       |
| Assessment                                                                |                           |         |          |       |
| Internally assessed and externally quality assured portfolio of evidence. |                           |         |          |       |
| Optional                                                                  | Achieved/not yet achieved | Level 3 | 1 credit | 7 GLH |

| Learning outcomes (LOs)<br>The learner will:                                                                        | Assessment criteria (AC)<br>The learner can:                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand how to lead and manage a home-based childcare setting                                                 | 1.1 Identify the <b>skills, attributes and behaviours</b> required to lead and manage a home-based childcare setting<br>1.2 Discuss the skills, roles and responsibilities of a home-based child carer when leading and managing a setting |
| 2. Understand how to comply with financial and taxation requirements when setting up a home-based childcare setting | 2.1 Explain how the home-based child carer registers: <ul style="list-style-type: none"> <li>as self-employed</li> <li>as an employer</li> <li>with a childminder agency.</li> </ul> 2.2 Explain the <b>Self Assessment</b> process        |
| 3. Understand how to create a business plan                                                                         | 3.1 Discuss <b>steps to take</b> when planning own home-based childcare business<br>3.2 List types of insurance required for a home-based childcare setting                                                                                |
| 4. Understand how to register with the appropriate regulatory body                                                  | 4.1 Describe how to register with the appropriate <b>regulatory body</b>                                                                                                                                                                   |

| Range                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand how to lead and manage a home-based childcare setting<br>1.1 <b>Skills, attributes and behaviours</b> should include: <ul style="list-style-type: none"> <li>modelling positive behaviours</li> <li>a professional approach</li> <li>reflective practice</li> <li>continuing professional development (CPD).</li> </ul> |
| 2. Understand how to comply with financial and taxation requirements when setting up a home-based childcare setting<br>2.2 <b>Self Assessment process</b><br>It should encompass record keeping in preparation for filing a Self Assessment.                                                                                          |
| 3. Understand how to create a business plan<br>3.1 <b>Steps to take</b><br>It should include researching competitors.                                                                                                                                                                                                                 |

**Range****4. Understand how to register with the appropriate regulatory body****4.1 Regulatory body**

Registration as a child carer is overseen by Ofsted.

**Delivery and assessment guidance**

**1.2** Learners need to be aware of the support that is available to them when starting a home-based childcare business. For example, they may find support from:

- national associations such as the Professional Association for Childcare and Early Years (PACEY)
- local authority departments such as Children's Services
- childminding networks.

**2.1** Learners should know that home-based child carers need to have an awareness of business requirements in relation to:

- registration for tax and National Insurance Contributions (NIC)
- business expenses
- record keeping
- fees and charges
- budgeting for tax bill
- completing the Self Assessment tax return
- employing others.

**Unit 03 Exploring the role of the nanny (D/617/2467)**

| Unit summary                                                                                                                                                                                                          |                           |         |          |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------|----------|-------|
| The aim of this unit is to explore the role and responsibilities of the nanny. This unit will consider challenging aspects to this role as well as introducing sources of support, advice and guidance for the nanny. |                           |         |          |       |
| Assessment                                                                                                                                                                                                            |                           |         |          |       |
| Internally assessed and externally quality assured portfolio of evidence.                                                                                                                                             |                           |         |          |       |
| Optional                                                                                                                                                                                                              | Achieved/not yet achieved | Level 3 | 1 credit | 7 GLH |

| Learning outcomes (LOs)<br>The learner will:                                    | Assessment criteria (AC)<br>The learner can:                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Understand partnership working for the nanny                                 | 1.1 Explain partnership working for the nanny in relation to: <ul style="list-style-type: none"> <li>• parents/carers</li> <li>• extended family members and friends of the family</li> <li>• other professionals.</li> </ul>                                                 |
|                                                                                 | 1.2 Describe benefits of partnership working for the: <ul style="list-style-type: none"> <li>• child/children</li> <li>• parents/carers</li> <li>• extended family and friends of the family</li> <li>• nanny.</li> </ul>                                                     |
|                                                                                 | 1.3 Identify barriers to partnership working for the nanny and ways that these may be overcome                                                                                                                                                                                |
| 2. Understand expectations required in the role of the nanny                    | 2.1 Explain the following roles of the nanny: <ul style="list-style-type: none"> <li>• live-in nanny</li> <li>• live-out nanny</li> <li>• shared care nanny.</li> </ul>                                                                                                       |
|                                                                                 | 2.2 Summarise the <b>skills, attributes and behaviours</b> required in the role of the nanny                                                                                                                                                                                  |
|                                                                                 | 2.3 Describe daily responsibilities of the nanny caring for children: <ul style="list-style-type: none"> <li>• 0 to 1 year of age</li> <li>• 1 to 3 years of age</li> <li>• 3 to 5 years of age</li> <li>• 5 to 8 years of age</li> <li>• <b>mixed-age groups.</b></li> </ul> |
|                                                                                 | 2.4 List advantages and any challenges to the role of the nanny                                                                                                                                                                                                               |
| 3. Understand the role of advisory, guidance and support services for the nanny | 3.1 Describe the role of a nanny agency to include: <ul style="list-style-type: none"> <li>• registration</li> <li>• job allocation and contracts</li> <li>• salary, national insurance and tax payments</li> <li>• managing and maintaining relationships.</li> </ul>        |
|                                                                                 | 3.2 Explain the Ofsted registration process and any implications for: <ul style="list-style-type: none"> <li>• the nanny</li> <li>• the family.</li> </ul>                                                                                                                    |



| Learning outcomes (LOs)<br>The learner will:      | Assessment criteria (AC)<br>The learner can:                                           |
|---------------------------------------------------|----------------------------------------------------------------------------------------|
| 4. Understand how to plan steps to become a nanny | 4.1 Develop an action plan to show the steps to take when planning to become a nanny   |
|                                                   | 4.2 Identify any skills gaps and ways these can be met when planning to become a nanny |
|                                                   | 4.3 List <b>sources of support</b> for an individual planning to become a nanny        |

| Range                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2. Understand expectations required in the role of the nanny</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>2.2 Skills, attributes and behaviours</b> should include: <ul style="list-style-type: none"><li>• modelling positive behaviours</li><li>• a professional approach</li><li>• reflective practice</li><li>• partnership working</li><li>• knowledge of child development</li><li>• empathy and compassion</li><li>• knowledge of how children learn</li><li>• applied through activities and experiences provided.</li></ul> |
| <b>2.3 Mixed-age groups</b>                                                                                                                                                                                                                                                                                                                                                                                                   |
| Children may be from different families and the nanny will provide care for all children, as appropriate.                                                                                                                                                                                                                                                                                                                     |
| <b>4. Understand how to plan steps to become a nanny</b>                                                                                                                                                                                                                                                                                                                                                                      |
| <b>4.3 Sources of support</b> to include being self-employed.                                                                                                                                                                                                                                                                                                                                                                 |

| Delivery and assessment guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.1</b> Learners may find it useful to refer to a job description for the role of a nanny. There are many different types of nanny situations. Each situation should be explored and discussed, looking at any advantages and disadvantages, challenges and barriers for the nanny in each role.                                                                                                                                                                                          |
| <b>2.3</b> Learners should consider the needs of the child and how the nanny would meet these needs in a typical day. For example, attention should be given to: <ul style="list-style-type: none"><li>• physical care – nutrition, hydration, fresh air, physical activity and hygiene</li><li>• emotional support – how the nanny provides opportunity for close, engaged interaction through activities and shared experiences appropriate to the child's stage of development.</li></ul> |
| Learners may find it useful to refer to developmental stages and expectations when planning activities and experiences.                                                                                                                                                                                                                                                                                                                                                                      |



## NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in this qualification are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

### Knowledge learning objectives (LOs)

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

### Competence/skills LOs

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

For this qualification, the centre must use the further information relating to childcare and health /early years educator/early years practitioner assessment principles, which can be found within the mandatory Support Handbook.



## Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

|                              |                                                                                                                                                                                                     |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Analyse</b>               | Break down the subject 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. |
| <b>Apply</b>                 | Explain how existing knowledge can be linked to new or different situations in practice.                                                                                                            |
| <b>Clarify</b>               | Explain the information in a clear, concise way.                                                                                                                                                    |
| <b>Classify</b>              | Organise according to specific criteria.                                                                                                                                                            |
| <b>Collate</b>               | Collect and present information arranged in sequential or logical order.                                                                                                                            |
| <b>Compare</b>               | Examine the subjects in detail and consider the similarities and differences.                                                                                                                       |
| <b>Critically compare</b>    | This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.                                                                                 |
| <b>Consider</b>              | Think carefully and write about a problem, action or decision.                                                                                                                                      |
| <b>Create</b>                | Make or produce an artefact as required.                                                                                                                                                            |
| <b>Demonstrate</b>           | Show an understanding by describing, explaining or illustrating using examples.                                                                                                                     |
| <b>Describe</b>              | Write about the subject giving detailed information in a logical way.                                                                                                                               |
| <b>Develop (a plan/idea)</b> | Expand a plan or idea by adding more detail and/or depth of information.                                                                                                                            |
| <b>Diagnose</b>              | Identify the cause based on valid evidence.                                                                                                                                                         |
| <b>Differentiate</b>         | Identify the differences between two or more things.                                                                                                                                                |
| <b>Discuss</b>               | Write a detailed account giving a range of views or opinions.                                                                                                                                       |
| <b>Distinguish</b>           | Explain the difference between two or more items, resources, pieces of information.                                                                                                                 |
| <b>Draw conclusions</b>      | Make a final decision or judgement based on reasons.                                                                                                                                                |
| <b>Estimate</b>              | Form an approximate opinion or judgement using previous knowledge or considering other information.                                                                                                 |



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



## Section 4: support

### Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- Qualification Factsheet.

### Useful websites

Centres may find the following websites helpful for information, materials and resources to assist with the delivery of this qualification:

- [Children Act \(2004\)](#)
- [Childcare Act \(2006\)](#)
- [Early Years Foundation Stage \(EYFS\) statutory framework for childminders \(2025\)](#)
- [The Equality Act \(2010\): guidance \(Gov.uk\)](#)
- [Children and Families Act \(2014\)](#)
- [UK General Data Protection Regulation \(UK GDPR\)](#)
- [Domestic Abuse Act \(2021\)](#)
- [How Ofsted inspects childminders](#)
- [Baby and toddler safety \(NHS\)](#)
- [Safeguarding and social care for children \(Gov.uk\)](#)
- [SEND code of practice: 0 to 25 years \(Gov.uk\)](#)
- [DFE Development Matters \(Gov.uk\)](#)
- [Ofsted Registration \(Childminding UK\)](#)
- [Coram PACEY: Professional Association for Childcare and Early Years](#)
- [Childminders and childcare providers: register with Ofsted \(Gov.uk\)](#)
- [Nanny Tax: Ofsted requirements for nannies - how to become an Ofsted registered nanny.](#)

These links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse these websites or any learning resources available on these websites. For official NCFE-endorsed learning resources, please see the additional and teaching materials sections on the qualification's page on the NCFE website.

### Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of this qualification may be available. For more information about these resources and how to access them, please visit the NCFE website.



## Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
  - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
  - this includes the use of any image or part of an image in individual or group projects and assessment materials
  - all images have a signed model release.



## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*  
Fax: 0191 239 8001  
Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)  
Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2026. All rights reserved worldwide.**

Version 2.0 August 2026

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

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***



## Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.



Knowledge-only units are indicated by a star. If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Mandatory units



| Unit number | Regulated unit number | Unit title                                    | Level | Credit | GLH |
|-------------|-----------------------|-----------------------------------------------|-------|--------|-----|
| Unit 01     | H/506/4745            | Preparing to work as a home-based child carer | 3     | 5      | 43  |



## Optional units



| Unit number | Regulated unit number | Unit title                                          | Level | Credit | GLH |
|-------------|-----------------------|-----------------------------------------------------|-------|--------|-----|
| Unit 02     | K/506/4746            | Preparing to set up a home-based childcare business | 3     | 1      | 7   |
| Unit 03     | D/617/2467            | Exploring the role of the Nanny                     | 3     | 1      | 7   |

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.



## Change history record

| Version | Publication date | Description of change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| v1.0    | December 2018    | First publication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| v1.1    | March 2019       | Safeguarding guidance added.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| v1.2    | February 2020    | Information regarding the wellbeing and safeguarding of learners added to resource requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| v1.3    | June 2022        | <p>Further information added to the qualification summary – assessment requirements section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the qualification summary – entry requirements/recommendations section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the mandatory documents section about how to access support handbooks.</p> <p>Reference to General Data Protection Regulation (GDPR) (2018) in Unit 1: preparing to work as a home-based child carer replaced with UK General Data Protection Regulation (UK GDPR). Further legislation added includes:</p> <ul style="list-style-type: none"><li>• Domestic Abuse Act (2021)</li><li>• Children Act (1989)</li></ul> |
| v1.4    | October 2023     | Information regarding UCAS points added to Section 2 About these qualifications, qualification summary.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| V2.0    | August 2026      | <p>Following a review of the qualification, the following updates have been made. All website references have been reviewed and updated to ensure they direct to current and live sources. An additional bullet point has been added to the range of unit 1 AC1.1 to include the EYFS statutory framework for childminders (2025). AC1.2 and 1.3 have been swapped so they read in a logical order.</p> <p>The content has been transferred into the new NCFE Qualification Specification template to align with current standards. Tutor guidance has been condensed and integrated into the main document under the delivery and assessment guidance section for each unit, replacing the previous two-document format. The assessment tasks have been removed.</p> <p>Information on progression qualifications has been reviewed and updated to reflect the most current opportunities. Minor wording and grammatical adjustments have been made throughout the document for clarity and consistency.</p>         |