

ASSIGNMENT GUIDANCE



CACHE Level 3 Diploma in Home-based Childcare

© **CACHE 2008**

Except as allowed by law, or where specified in the text, no part of this publication may be reproduced or transmitted in any form or by any means without prior permission from the Council for Awards in Children's Care and Education.

Published in Great Britain by CACHE

First edition 2005 Book Code 100/5697/AG Nov 05
Second edition 2006 Book Code 100/5697/AG Aug 06
Third edition 2008 Book Code 100/5697/AG Sept 08

Publication date

September 2008

Publisher

Council for Awards in Children's Care and Education

Telephone 01727 818616

Fax 01727 818618

Registered Company No: 2887166

Registered Charity No: 1036232

CDS ref: 423403

Introduction

Please note – This document is intended as guidance and is not mandatory

This document has been developed to support tutors and candidates with the assessment requirements of the CACHE Level 3 Diploma in Home-based Childcare (DHC). It is hoped this guidance will assist in the interpretation of all DHC assignments.

Contents

Units

- Unit 2 Childcare and Child Development (0-16) in the Home-based Setting
- Unit 3 The Childcare Practitioner in the Home-based Setting
- Unit 4 Working in Partnership with Parents in the Home-based Setting
- Unit 5 Meeting Children's individual Learning Needs in the Home-based Setting

Unit 2 – Childcare and Child Development (0-16) in the Home-based Setting

Criteria	Grading Criteria	Guidance
E1	Identify one piece of legislation, which promotes the children's rights in your setting	The identified law must be current, relevant and have the correct title and date to meet the criterion
E2	Describe the role of practitioner in meeting the individual needs of all children	Give information about the responsibilities of the practitioner in the setting. This may include: knowing about children's rights, professional responsibilities, understanding individual needs by consulting child/family, other professionals, observation, records, planning routines and experiences etc
E3	Discuss how your daily routines support children's well being	Give information about aspects of care, activities/experiences in at least two daily routines in the setting e.g. snack/meal times, rest/sleep times, school collection times etc. Show how well planned, flexible routines help children to: feel valued and secure, develop self-esteem and independence, benefit learning, health, socialisation etc
E4	Discuss how your daily routines could meet the developmental needs of pre-school and school-aged children in your home based setting	Show how each care and/or routine identified in (E3) meets the differing developmental needs of both age groups. E.g. school collection time - this is planned to meet the older children, to include a visit to the playground to allow the three year old child to practice gross motor skills and the baby usually has a short sleep... etc
E5	Discuss how you promote children's safety	Show ways you ensure the children are safe and help children to learn about keeping themselves safe. This may include: safety in environment, age and stage appropriate resources/equipment, adult supervision, risk assessment, health and safety policy/procedures, developing safety rules with the children, risk and challenge, role model etc
E6	Identify strategies for communicating with children	Give different ways the practitioner can communicate effectively with children. This may include: experiences that give the children opportunities to use verbal and/or non verbal language, ways to listen to children, to express their feelings and wishes, creative activities
E7	Discuss one factor that affects children's behaviour	Identify ONE appropriate factor and give an explanation of how this can affect behaviour e.g. when a child who is feeling unwell they may be reluctant to join in activities or they may show regression in their behaviour because...

Unit 2 – Childcare and Child Development (0-16) in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
E8	Describe strategies for challenging prejudice and discrimination when working with children and families	Give examples of how the practitioner could manage situations of prejudice or discrimination. Answers may include: ways to recognise and deal with prejudice and discrimination, gaining understanding and confidence through training, being a role model etc. E.g If the practitioner hears one child make sexist remarks about another child, they should not ignore this because the child will then think this is acceptable. They should explain clearly why this is wrong...
E9	Show an understanding of anti-discriminatory/anti-bias practice	This criterion will be met in E1-8 if answers show how the rights and needs of children and their families are met
E10	Include references and a bibliography	Include at least two references within the text and a bibliography at the end of your work. See Finding the Level for further information on references and bibliography
D	Explain how to implement children's rights in the home-based setting	A development of E2. Show how the practitioner can make sure the rights of the children are upheld in the setting. Ways could include: recognising abilities/needs of the child, giving the child choices, communicating with child/family, valuing and respecting diversity, safety etc
C	Explain why it is important to promote children's rights in the home-based setting	A development of E3 and D. Give reasons why the rights of children should be promoted in the setting. Answers may include: professional responsibility, protection for child, gives child a sense of control, long and short term effects on self-esteem, well being, learning, influences attitudes, meets needs etc
B	Analyse the role of the practitioner in promoting children's rights	Development of E2 and E8. A detailed consideration of the professional responsibility of the practitioner. This may include: respecting and valuing child/family, constant awareness of rights of children when planning and providing for children, responsibilities of being role model for children/family, anti-discriminatory/anti-bias practice, updating professional development, etc
A	Evaluate the impact of recent and relevant research on children's rights in relation to practice	Make reasoned judgements about ways recent and relevant research in relation to children's rights has affected practice. Positive and negative effects need to be explored

Unit 3 – The Childcare Practitioner in the Home-based Setting

Criteria	Grading Criteria	Guidance
E1	Identify the benefits of home-based child-care	Give benefits of home-based care for the following: <ul style="list-style-type: none"> • The child • The family • The practitioner
E2	Describe how to market a home-based childcare service	Show an understanding of how the professional practitioner can inform others about the service they offer. This may include: the aims and values of the setting, marketing techniques, advertising, essential information to be included, open days, support available etc
E3	Identify TWO policies that the practitioner may use in a home-based setting	Name and briefly describe TWO policies that will be appropriate to follow when working in a home-based setting
E4	Describe how the practitioner can work with other professionals	Ways to work with other professionals may include: understanding roles/professional responsibilities, effective communication, recording and reporting, legal requirement/Common Assessment Framework, confidentiality etc
E5	Identify TWO ways the practitioner can help children protect themselves from bullying or abuse	Give information about TWO different ways children can be helped to protect themselves from bullying or abuse. This may include: use of appropriate activities/experiences/resources to inform and empower children, opportunities for self- esteem and confidence building, specialist speakers, helping children to understand their rights etc E.g. A carefully planned discussion with a group of children about the difference between 'surprises' and 'secrets' can help the child to understand they can say no when they feel uncomfortable...
E6	Describe ways to balance the practitioner's individual needs with the demands of the role	This may include issues such as how to manage arrangements for children if practitioner unwell, late collection of children , keeping professional role separate from home life eg storage of confidential information, etc

Unit 3 – The Childcare Practitioner in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
E7	Identify one strength and one area for development in your practice	Give brief information about one strength and one area you consider could be developed in your work with children/families/other professionals
E8	Describe how you will improve on the identified area for development	<p>Think about the area in E7 you identified to be developed and plan how you can improve/develop. E.g. I need to be more informed about the local community where I run my home-based setting so I can include opportunities for activities/experiences into my planning. To do this I can:</p> <ul style="list-style-type: none"> • visit the library to look for... • the tourist information office to ask about... • use the internet to... • visit the local leisure centre to...
E9	Show an understanding of anti-discriminatory/anti-bias practice in relation to working in a home-based setting	This criterion will be met by E1, 2 and 5 when answers show an understanding of recognising and meeting individual needs, empowering children and offering a service which values diversity
E10	Include references and a bibliography	Include at least two appropriate references in the text and a bibliography at the end of your work. See Finding the Level for further information on references and bibliography
D	Describe how to implement one childcare policy in your setting	A development of E3. Choose one appropriate policy, such as Health and Safety and show how everyday practice in the home based setting follows the rules of this policy. This may include: procedures so everyone knows what to do in each situation, records, regular monitoring, risk assessments, staff training, fire drills, helping children understand, hygiene etc
C	Explain why it is important to enable children to protect themselves	Give reasons why children should be helped to protect themselves. This may include: professional duty and responsibilities of practitioner, reference to childrens' rights - to make choices, express their feelings and wishes, be protected from harm, be respected and valued, long and short term effects on overall development, emotional health etc

Unit 3 – The Childcare Practitioner in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
B	Analyse the importance of working with other professionals in the interests of the child	A development of E4. A detailed consideration of how consulting and working in partnership with other professionals supports and helps the child. This may include: legal requirement for the country in which you work, ensure safety, achieve potential, meet individual needs, consistency of care, specific expertise of others, exchange of information/ideas, children's rights, etc. For example, working with speech therapist means child has integrated care as appropriate exercises/activities can be carried out regularly, reinforced by planning suitable activities, progress monitored, liaison with parents...
A	Evaluate the role of the reflective practitioner	Make reasoned judgements about the value of reflective practice in enabling the practitioner to offer high quality care/education to children and families through support, development and change. This may include: value of developing self-awareness, regularly reviewing own practice, working with other professionals, recognising areas for development, targets to bring about change, personal development and training etc. Positive and negative effects will need to be explored

Unit 4 – Working in Partnership with Parents in the Home-based Setting

Criteria	Grading Criteria	Guidance
E1	Describe TWO factors that influence parent's choice of childcare	Give clear information about two relevant factors parents may consider when choosing childcare. This may include: location, cost, age/number of children in the setting, hours open, ethos/policies of the setting, recommendations from other parents, etc
E2	Describe TWO different family structures	Name TWO different types of family structures e.g. nuclear, extended, step families, lone-parent etc. Show clear understanding of how each type may be structured and how each functions
E3	Describe how the practitioner may promote positive relationships with parents	Include information about ways the practitioner may form and maintain a positive relationship to ensure the best joint care for the children. This may include: being aware of differences in parenting/lifestyles, effective communication, consultation, involving parents, respect, interpersonal skills etc. E.g. Good communication is essential in forming and maintaining positive relationships because... The practitioner should be aware of the importance of body language -how a smile can be a warm welcome to the setting, the tone of voice used show friendliness and alternative ways to communicate with those perhaps speak another language, for example...
E4	Discuss TWO sources of stress that some parents may experience	Name two relevant sources of stress and state ways each of these may possibly affect the family. Answers may include: poverty, housing, unemployment, ill health of adults or child, relationships, discrimination etc. E.g. A family that is living in poverty could feel very stressed by unpaid bills and debts, being unable to afford food for a balanced diet...
E5	Describe how to resolve TWO potential areas of conflict between parent and practitioner	Include information about issues that could lead to conflict between the parent and practitioner and give clear description of ways each one could be resolved. Answers may include: issues caused by the parent and/or the practitioner e.g. breaking agreements such as contracts/timekeeping/confidentiality, different attitudes to child-rearing, behaviour management etc. Show understanding of how to resolve conflict: being sensitive to needs of the family, dealing with confrontation, good listening and communication skills, professional skills etc

Unit 4 – Working in Partnership with Parents in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
E6	Identify information which needs to be shared between the practitioner and the parents	<p>Name and briefly describe:</p> <ul style="list-style-type: none"> • different kinds of information the practitioner needs to give the parents • and the parent needs to give the practitioner <p>These may include: when a new child starts at the setting, information about child/the contract/the setting or about information exchanged in routine or emergencies, daily information at start and end of day, accidents/emergencies/incidents etc</p>
E7	Describe how you keep information confidential	Show clearly ways you make sure information about children and families which is spoken or written in confidence is kept safe
E8	Discuss ways to support a parent experiencing an identified stress	Give clear information about how the practitioner can help a parent experiencing a stress identified in E4. These may include: interpersonal/communication skills, trust and respect, knowing boundaries, referral to experts or support agencies, a professional approach, confidentiality, continuity of care for child, relevant to the identified stress etc
E9	Show an understanding of anti-discriminatory/anti-bias practice in relation to working in partnership with parents	This criterion will be covered in E1-E5 and E8 when recognition and respect of diversity in lifestyles and individual needs of parents is shown
E10	Include references and a bibliography	Include at least two appropriate references in the text and a bibliography at the end of the work. See Finding the Level for further information on references and bibliography
D	Explain how and when the practitioner should breach confidentiality	A development of E7. Show clear understanding of different situations when information should be shared with someone on a 'need to know' basis, who to inform and appropriate ways to do this. This may include: professional and legal responsibilities, rights of the child, written or verbal reports, when to tell person giving information it needs to be passed on etc

Unit 4 – Working in Partnership with Parents in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
C	Explain the importance of respecting and valuing different family structures	A development of E2. Show understanding of the benefits for child, parent and practitioner. This may include: the role of the practitioner in gaining/updating knowledge/awareness, positive effects on learning of all children's development/potential, relationships, rights of children and parents, anti-discriminatory/anti-bias practice etc
B	Analyse the benefits of home-based care	A detailed consideration of ways home-based care benefits children and their families. This may include: parents needs/preferences, government initiatives, social policies concerning paid parental leave, age and stage appropriate environment, emotional and educational care/provision, enabling children to play, grow and learn, recent research etc
A	Evaluate the concept of working in partnership with parents	Make reasoned judgements about the value of working in partnership with parents. This may include: consideration of power in relationships, parents who feel powerless, mismatch between parental expectations and home carers expectations and how this impacts positively and negatively on child's experience, reference to relevant research, etc

Unit 5 – Meeting Children’s individual Learning Needs in the Home-based Setting

Criteria	Grading Criteria	Guidance
E1	Include THREE observations that you have carried out on one child in an appendix	Include THREE observations of one child (the same child) in an appendix. The observations need to provide information about the holistic development of the child. Parental permission must be obtained and confidentiality maintained throughout by using initials or pseudonyms
E2	Discuss why it is important for the practitioner to observe children in their care	Show understanding of why it is essential the practitioner observes children in the setting. This may include: informing the planning cycle, assess abilities/development/interests, meet individual needs, note changes/progress, complete profiles, monitor concerns, etc E.g. if a lively, active child is suddenly showing unusual behaviour such as being unco-operative and wanting to be alone, observations may help to the practitioner to identify reasons and inform ways to help this child...
E3	Discuss the importance of planning for individual children's development and learning needs	Show how children are more likely to make progress when planning considers and addresses their individual needs. This may include: supporting learning, developing skills, links with the appropriate curriculum framework, age/ability appropriate activities/provision, child's interests, etc. For example, an activity or experience that is too hard or easy for a child, such as cutting out shapes with scissors for a child aged 2 years may cause them to feel frustrated and angry which...
E4	Describe the interests and learning needs of the child observed	Refer to the observations (E1) - maintain confidentiality of the child at all times. State what child appears to enjoy, finds absorbing and is able to do. Identify one learning/developmental need of the child for EACH area of development: social, physical, language, cognitive and emotional development. Eg B showed persistence and good fine manipulative skills when sorting and matching the buttons, etc

Unit 5 – Meeting Children’s individual Learning Needs in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
E5	Describe THREE activities/experiences that would meet the developmental needs of this child	<p>Give information about 3 different activities/experiences that will meet the learning/developmental needs of the child given in E4. Each description should give focused information on:</p> <ul style="list-style-type: none"> • The aim of the activity • Resources required • Child/adult involvement • Health and safety issues to consider
E6	Identify the learning that may occur for the child during the activities/experiences described in E5	Show how the 3 activities in E5 can be expected to promote learning/development. For example: Child A gets frustrated when trying to dress herself so providing suitable dressing up items - easy to put on clothes with zips, large buttons, Velcro - will help her practice and develop fine manipulative skills, confidence etc
E7	Discuss the information the practitioner may record following the implementation of the activities/experiences described in E5	State what needs to be recorded after implementing E5. This may include: information for future reference/planning/feedback to parents/ other professionals - such as attainments/abilities of the child, learning that took place, recommendations for next step, additional resources needed, adaptation of activity etc
E8	Describe how the practitioner may adapt activities/experiences described in E5 for children of a different age or stage of development	Show how the activities in E5 could be adjusted to benefit older/ younger children or a child who is more or less able e.g. Kim's game - more objects for older children because...
E9	Show an understanding of anti-discriminatory/anti-bias practice in planning for children’s learning and development in the home-based setting	This criterion will be covered in E1-8 if these consider the individual differences and needs of the child when planning appropriate activities/experiences
E10	Include references and a bibliography	Include at least 2 appropriate references in the text and a bibliography at the end of your work. See Finding the Level for further information on references and bibliography

Unit 5 – Meeting Children’s individual Learning Needs in the Home-based Setting (continued)

Criteria	Grading Criteria	Guidance
D	Explain why it is important to include the child's interests when planning	Show understanding of how children are most able to learn and develop when they are interested/enjoying experiences provided. This may include: schemes, scaffolding learning, social and emotional benefits, learning dispositions, how children learn, links with home
C	Explain how to meet the learning needs of mixed age groups in the home based setting	Give ways the practitioner can recognise, organise and manage the needs and abilities of children of different ages. This may include: using observation, recognising different learning styles to plan differentiated experiences. For example - all children benefit from outdoor play. While the older children are gaining from playing a team game, the two year old who does not yet understand sharing and rules can be offered...
B	Analyse the importance of planning for all children	A development of E3.Consider in detail reasons why it is the practitioner's professional responsibility to consider each child's needs when planning. This may include: positive effects on the children, families and practitioner, different learning styles, inclusion and diversity meeting individual identified needs, informing resources/provision, linking with appropriate curriculum
A	Evaluate the implications of using curriculum framework for children	A detailed consideration of what a curriculum framework for children means and how this can benefit children, parents and the practitioner. This may include reference to relevant research; on possible short and long term effects on learning/development/behaviour; responding appropriately to pressures from parents; implications for children’s rights; influence of regulator/OFSTED; effect on work and reputation of the practitioner