



CACHE Level 1 Award in Getting  
Started in a Pre-School Setting  
2009/10

# **CACHE**

## **Candidate Handbook**

**CACHE Level 1 Award in Getting Started in a Pre-School Setting  
Syllabus, Regulations and Assessment Materials (Centres have a Centre  
Information Pack which contains additional information)**

**4th edition**

## © CACHE 2009

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.

Qualification Accreditation Number 100/5928/3

## Published in Great Britain by CACHE

First edition 2006	Book code 100/5928/3/V1
Second edition 2007	Book code 100/5928/3/V2
Third edition 2008	Book code 100/5928/3/V3
Fourth edition June 2009	Book code 100/5928/3/V4

## Publication date

June 2009

## Publisher

Council for Awards in Children's Care and Education  
Apex House  
81 Camp Road  
St Albans  
Hertfordshire  
AL1 5GB  
Telephone 0845 347 2123

Registered Company No: 2887166  
Registered Charity No: 1036232

## Printed in England by

Océ (UK) Limited  
Océ House  
Chatham Way  
Brentwood  
Essex  
CM14 3DZ

Océ Ref: C0015

# Contents

Information sheet	iii
Section 1 – Candidate information	1
What do I do first?	3
Qualification fees	3
Section 2 – CACHE Level 1 Award in Getting Started in a Pre-school Setting	5
Introduction	7
Aim of the qualification	7
The scope of the qualification	7
Links with National Occupational Standards	8
The structure of the Qualification	8
Recommended guided learning hours	8
Attendance at classes	8
Practical training	8
Entry requirements for this Qualification	8
Possible restrictions on candidate entry	9
Skills for Life/Key Skills	9
Remission of tuition	9
Progression from the Qualification	9
Section 3 – Assessment of your Learning	11
Reasonable adjustments	13
External assessment by multiple choice question paper	13
Re-mark request for multiple choice question paper	13
Referral on multiple choice question paper	13
eassessment	14
Certification	14
Re-mark enquiry and Appeals Procedure	14

Section 4 – Units of Learning and Assessments	15
Unit 1 – Getting Started in a Pre-School Setting	17
Section 5 – About CACHE	21
Section 6 – Mapping to the Wider Curricula	25
Section 7 – Mapping of Key Skills	29
Section 8 – Mapping to National Occupational Standards and Common Core of Skills and Knowledge	33
Section 9 – The CACHE website: <a href="http://www.cache.org.uk">www.cache.org.uk</a>	37
Handbook feedback form	41

# Information Sheet

<b>Your Personal Details</b>	
Name:	
Address:	
Telephone Number:	
PIN:	
Date you registered for the Award in Getting Started in a Pre-school Setting:	

<b>Your Study Centre Details</b>	
Site/Centre Name:	
Address:	
Telephone Number:	
Site/Centre Number:	
Name of your Course Tutor:	

This page is intentionally blank.

# Section 1

## Candidate information

This page is intentionally blank.

## Section 1 – Candidate information

### **What do I do first?**

When you start the course your Centre will register you for the qualification with CACHE. You must have this in order to enter for the external assessment of the qualification.

If this is the first qualification you have undertaken with CACHE you will be issued with a Personal Identification Number (PIN). The PIN should be used if you are registered for any subsequent qualifications with CACHE.

### **Qualification fees**

CACHE charges a registration fee for all candidates which will be dealt with by your Centre. If you need information about fees, you should contact your Centre.

This page is intentionally blank.

## **Section 2**

# **CACHE Level 1 Award in Getting Started in a Pre-school Setting**

This page is intentionally blank.

## Section 2 – CACHE Level 1 Award in Getting Started in a Pre-school Setting

### Introduction

This qualification covers the basic knowledge required to participate in the provision made by pre-school settings.

It is intended for:

- newly appointed and/or unqualified staff in pre-school settings; and
- parents and volunteers involved in the work of pre-school settings.

### Aim of the qualification

To enable candidates to gain the basic knowledge required to participate effectively in a pre-school setting.

### The scope of the qualification

The qualification will achieve its aim by enabling candidates to gain:

- an awareness of how pre-schools can provide learning opportunities for children and parents
- a basic understanding of the management of pre-school settings, including the legislation within which they should work
- a basic understanding of how pre-schools support children's learning and development through the activities and environment which they provide, and
- a basic understanding of how the adults in the pre-school environment interact with the children.

Achieving this qualification allows you to work in, or be a volunteer in a supervised capacity in a range of pre-school settings.

The candidate registration period last for one year. If required, you may request an extension of registration. This will be decided at CACHE's discretion.

## Links with the National Occupational Standards

This Qualification has been designed to provide knowledge and understanding which supports competent practice. It will help you to develop many of the practical skills and competencies set out in the National Occupational Standards in Children's Care, Learning and Development at Level 1.

## The structure of the Qualification

The Qualification has 1 Unit.

Unit	Title	Recommended Guided Learning Hours
1	Getting Started in a Pre-school Setting	30 hours

## Recommended guided learning hours

Guided learning hours include for example, time spent studying, as directed by your tutor, or carrying out practical work under supervision. Your Centre will use a number of different teaching methods so that not all the recommended hours will be spent in the classroom with your tutor.

## Attendance at classes

CACHE recommends that you attend at least 80% of the teaching time allocated by the Centre. Your Centre will keep a record of your attendance and if they feel that you have not attended sufficient teaching time, they may ask you to take additional study before allowing you to enter the external test.

## Practical training

There is no assessment of your practical work.

## Entry requirements for this Qualification

There are no formal entry qualifications for this Qualification, however your Centre may set their own criteria.

Candidates must be at least sixteen years old at the date of registration for the qualification.

## **Possible restrictions on candidate entry**

If you work with children and young people you are exempt from the Rehabilitation of Offenders Act 1974.

## **Skills for Life/Key Skills**

This is not a compulsory part of the CACHE Level 1 Award in Getting Started in a Pre-school Setting, but you may be required to study Skills for Life/Key Skills.

With your tutor, you may wish to use the CACHE website, to identify where the best evidence for your Skills for Life/Key Skills portfolio can be found.

## **Remission of tuition**

If you have a considerable amount of experience or previous training, you should discuss remission of tuition with your study Centre. The Centre may agree a reduction of up to 50% teaching time. However, you will have to pass the multiple choice question paper to gain the qualification.

## **Progression from the Qualification**

After you have achieved the CACHE Level 1 Award in Getting Started in a Pre-school Setting, you could work towards the CACHE Level 2 Certificate in Pre-School Practice or progress to another related Level 2 qualification.

This page is intentionally blank.

# Section 3

## Assessment of your Learning

This page is intentionally blank.

## Section 3 – Assessment of your Learning

You will have to complete the following assessment at Pass grade to gain the Qualification.

Unit 1 – Getting started in a pre-school setting	Multiple choice question paper
--	--------------------------------

### Reasonable adjustments

If you need to have adjustments made in order for you to be able to complete the test paper, you should discuss this with your tutor.

### External assessment by multiple choice question paper

The multiple choice question paper measures your knowledge of Unit 1.

You will not see the paper in advance, so you will have to make sure you are confident about everything that you have learned in the unit. The paper is written by CACHE and is available monthly. Your Centre and tutor will give you plenty of notice so that you can prepare. The test consists of 25 multiple-choice questions which will be marked by CACHE. You have 45 minutes to complete the test. You can only achieve a Pass or Refer grade for this unit.

### Re-mark request for multiple choice question paper

Your Centre may request a re-mark if they, and you, do not think the result is a true reflection of your performance. This must be done within 20 working days of the result reaching your Centre. You must be aware that the mark sheets are optically read and the result is unlikely to change. If the result remains unchanged CACHE will charge a fee for the re-mark. A fees list can be found on the CACHE website.

### Referral on multiple choice question paper

Results that do not achieve a pass mark will be graded as a Referral. You should discuss the arrangements for being re-entered for the test with your tutor and Centre.

If you are referred on your Multiple Choice Question Paper your Centre may re-enter you to take the question paper again until you get enough marks. This can be on any of the dates available at your Centre within your registration period.

## **eassessment**

The test is available to be taken on computer.

## **Certification**

A certificate will be issued by CACHE to reflect your achievement. You will need to keep your certificate safe as evidence of your achievement.

## **Re-mark enquiry and Appeals Procedure**

CACHE operates an enquiries and appeals procedure which candidates may use if they wish to challenge an assessment decision. Details are available on the CACHE website: [www.cache.org.uk](http://www.cache.org.uk) click on 'CACHE Centres' tab, then 'Support for CACHE Centres' and scroll down to find this and other useful information.

## **Section 4**

# **Units of Learning and Assessments**

This page is intentionally blank.

## Section 4 – Units of Learning and Assessments

### Unit 1 – Getting Started in a Pre-School Setting

#### Learning outcomes

On successful completion of the course you will be able to:

1. outline the role of pre-schools as Centres of learning for children and parents
2. give basic details about what is involved in the organisation and management of pre-schools
3. give a basic description of what and how children learn in pre-school settings
4. state what pre-schools do to provide an environment that supports children's learning and development
5. list the ways through which the adults in the pre-school setting can support children's learning and development.

You will need to demonstrate that you have achieved the outcomes by successfully completing the assessment for this unit.

#### Learning

This unit will teach you about:

#### **1. The role of pre-schools as Centres of learning for children and parents**

- a) What pre-schools aim to provide for children and parents.
- b) Reasons why pre-schools think it is important to work in partnership with parents, to include the idea of parents as gainers from and contributors to the service provided by pre-schools.
- c) Ways in which pre-schools work in partnership with parents.

**2. Basic details about what is involved in the management of pre-schools**

- a) The necessity of working to recent and relevant legislation.
- b) Registration with and inspection by OFSTED.
- c) The link between the ownership of the pre-school setting and its legal status, including types of charitable status.
- d) The part played by parent management committees in settings with charitable status.
- e) The part played by written policies in the organisation and management of a pre-school setting.

**3. A basic description of what and how children learn in pre-school settings**

- a) Using the areas of physical, social, emotional, intellectual and language development to think about what children are learning in the pre-school years.
- b) Why it is important to recognise that children's progress in each of these areas affects their progress in the others.
- c) How play supports children's physical, social, emotional, intellectual and language development in the pre-school years, this should include seeing play as a bundle of behaviours which includes doing, exploring, investigating, looking, watching and listening.
- d) The types of play which support children's physical, social, emotional, intellectual and language development in the pre-school years, to include:
  - play with natural materials
  - creative activities
  - imaginative and role play
  - play that involves books, stories and rhymes
  - play that explores sounds, rhythms and music
  - play with blocks and construction equipment
  - small world play
  - physical play with small and large equipment.
- e) Why it is important for each type of play to be available at each session.
- f) The range of activities which belong to each type of play, including activities and materials which are appropriate for babies and toddlers up to 18 months of age.
- g) In providing these activities, what pre-schools should do to ensure that what is provided and how it is provided supports children's learning.

**4. What pre-schools do to provide an environment that supports children's learning and development**

- a) What is meant by a safe, secure and stimulating environment.
- b) What pre-schools do to keep children safe and healthy, including having Health and Safety, and safeguarding children policies.
- c) What pre-schools do to help children to feel secure, this should outline the part played by settling-in procedures, key person systems and staff who respond sensitively to each child.
- d) How the positioning and presentation of activities help to make the environment stimulating.

**5. The ways through which the adults in the pre-school setting can support children's learning and development**

- a) Why it is important for adults to be interested in the activities provided for the children and responsive to children's involvement with the activities.
- b) Why it is important for adults to interact with children in ways that fit with their age and stage of development, and help to take further children's participation in the play activities.
- c) Why it is important for the adults in the pre-school setting, staff and parents, to see themselves as a team, working together to support the children's learning.

This page is intentionally blank.

# Section 5

## About CACHE

This page is intentionally blank.

## Section 5 – About CACHE

### What is CACHE?

Council for Awards in Children's Care and Education (CACHE)

CACHE is the leading provider of nationally recognised qualifications in early years care and education, and in playwork. Its courses and qualifications (shown on the back cover) provide the underpinning knowledge and practical training for child care and education practitioners who work with children and families in a wide range of settings. The settings include childminding, play groups, crèches, nursery, infant or primary schools or classes, day nurseries, family centres, play settings and hospitals within the public, private and voluntary sectors. The Council also awards Key Skills, NVQs for Teaching Assistants, Assessors and Verifiers Units, NVQs in Children's Care Learning and Development, NVQs in Playwork and NVQs in Care for those involved in working with children, families and young people in the voluntary, public or private sectors.

### CACHE mission statement

'CACHE is dedicated to raising the professional standards of children and young people's care and education, and to offer the best quality courses and qualifications as a service to children and their families.'

### CACHE Equality and Diversity Policy

CACHE and its Board of Trustees value diversity. We believe that a variety of backgrounds enriches all aspects of life.

CACHE fully believes that all individuals should be treated fairly, with respect and dignity in their employment and in their learning.

CACHE requires its approved Centres to have their own Diversity/Equality Policy. We will encourage Centres to create a positive environment for candidates and those who have responsibility for the recruitment, teaching and the assessment of these candidates.

CACHE will continue to promote the development and understanding of diversity and anti-bias practice throughout all products and activities relating to our qualifications. This includes curricula, publications, training and assessment procedures.

CACHE is committed to complying fully with legislation and requirements from regulators and to develop lead practice in the areas of diversity and inclusion.

This CACHE statement will evolve to reflect the changing laws and mores of our society and this will be reflected in all policies and procedures.

## CACHE statement of values

This statement of values should underpin the content and delivery of the syllabus for this qualification and every aspect of the assessment.

The CACHE candidate will:

- put the child first by:
  - ensuring the child's welfare and safety
  - showing compassion and sensitivity
  - respecting the child as an individual
  - upholding the child's rights and dignity
  - enabling the child to achieve their full learning potential
  - never use physical punishment
  - respect the parent as the primary carer and educator of the child
  - respect the contribution and expertise of staff in the child care, education and playwork field and other professionals with whom they may be involved
  - respect the customs, values and spiritual beliefs of the child and their family
  - uphold the Council's Equality of Opportunity Policy
  - honour the confidentiality of information relating to the child and their family, unless its disclosure is required by law or is in the best interest of the child.

# Section 6

## Mapping to the Wider Curricula

This page is intentionally blank.

## Section 6 – Mapping to the Wider Curricula

### CACHE Level 1 Award in Getting Started in a Pre-School Setting

Unit title	Spiritual, moral, ethical and cultural	Social	Legislative	Economic	Sustainable development	Health & Safety	European Developments
Unit 1 – Getting Started in a Pre-school Setting	1 (b) 5 (c)	1 (a) 3 (a) 4 (c) 5 (a) (b) & (c)	2 (a) (b) (c) 4 (b)	2 (c)	2 (d) 5 (c)	4 (a) & (b)	2 (a)

This page is intentionally blank.

# Section 7

## Mapping of Key Skills

This page is intentionally blank.

## Section 7 – Mapping of Key Skills

### Key skills

Unit	1
<b>Communication</b>	
C1.1	✓
C1.2	✓
C1.3	✓
<b>Application of Number</b>	
N1.1	
N1.2	
N1.3	
<b>ICT</b>	
ICT1.1	✓
ICT1.2	✓
ICT1.3	✓
<b>Working with Others</b>	
WO1.1	✓
WO1.2	✓
WO1.3	✓
<b>IOLP</b>	
LP1.1	✓
LP1.2	
LP1.3	
<b>Problem Solving</b>	
PS1.1	
PS1.2	
PS1.3	

### Functional skills

Unit	1
<b>English</b>	
L1.1.1	✓
L1.1.2	✓
L1.1.3	✓
L1.1.4	✓
L1.2.1	✓
L1.2.2	✓
L1.3.1	✓
L1.3.2	✓
L1.3.3	✓
L1.3.4	✓
L1.3.5	✓
<b>Maths</b>	
FM1.1.1	
FM1.2.1	
FM1.2.2	
FM1.3.1	
FM1.3.2	
<b>ICT</b>	
L1.1.1	✓
L1.1.2	✓
L1.1.3	✓
L1.1.4	✓
L1.1.5	✓

Unit	1
L1.1.6	✓
L1.1.7	✓
L1.1.8	✓
L1.2.2	✓
L1.3.2	✓
L1.4.1	✓
L1.4.2	✓
L1.4.3	✓
L1.5.1	
L1.5.2	
L1.5.3	
L1.5.4	
L1.5.5	
L1.5.6	
L1.5.7	
L1.5.8	
L1.5.9	
L1.6.1	
L1.6.2	
L1.6.3	✓
L1.6.4	
L1.7.1	✓
L1.7.2	✓

This page is intentionally blank.

## **Section 8**

### **Mapping to National Occupational Standards and Common Core of Skills and Knowledge**

This page is intentionally blank.

## Section 8 – Mapping to National Occupational Standards and Common Core of Skills and Knowledge

### CACHE Level 1 Award in Getting Started in a Pre-School Setting

Section no	Learning Outcomes	Units from National Occupational Standards	Areas from Common Core of Skills and Knowledge
1	The role of pre-schools as Centres of learning for children and parents	201 – Contribute to positive relationships	1 Effective communication and engagement  6 Sharing information
2	Basic details about what is involved in the management of pre-schools	207 – Contribute to the effectiveness of teams  205 – Prepare and maintain environments to meet children's needs	1 Effective communication and engagement  6 Sharing information  6 Sharing information
3	A basic description of what and how children learn in pre-school settings	206 – Support children's play and learning  203 – Support children's development  208 – Support the development of babies and children under 3 years	2 Child and young person development  2 Child and young person development  2 Child and young person development

Section no	Learning Outcomes	Units from National Occupational Standards	Areas from Common Core of Skills and Knowledge
4	What pre-schools do to provide an environment that supports children's learning and development	<p>205 – Prepare and maintain environments to meet children's needs</p> <p>206 – Support children's play and learning</p> <p>203 – Support children's development</p> <p>208 – Support the development of babies and children under 3 years</p>	<p>2 Child and young person development</p> <p>3 Safeguarding and promoting the welfare of children</p> <p>4 Supporting transitions</p> <p>5 Multi-agency working</p> <p>2 Child and young person development</p> <p>2 Child and young person development</p> <p>2 Child and young person development</p>
5	The ways through which the adults in the pre-school setting support children's learning and development	<p>201 – Contribute to positive relationships</p> <p>206 – Support children's play and learning</p> <p>203 – Support children's development</p> <p>208 – Support the development of babies and children under 3 years</p>	<p>1 Effective communication and engagement</p> <p>6 Sharing information</p> <p>2 Child and young person development</p> <p>2 Child and young person development</p> <p>2 Child and young person development</p>

## Section 9

The CACHE website:  
[www.cache.org.uk](http://www.cache.org.uk)

This page is intentionally blank.

## Section 9 – The CACHE website: [www.cache.org.uk](http://www.cache.org.uk)

The CACHE website offers a huge variety of resources to support candidates and Centres.

These include the following **CACHE procedures**:

- Re-mark enquiry
- Appeals
- Complaints
- Malpractice
- Diversity Statement

Useful publications offering additional guidance include:

- **Finding the Level** helps you understand the different levels of demand when studying for CACHE qualifications
- **Little Book of Qualifications**

This page is intentionally blank.

## Handbook feedback for: Level 1 Award in Getting Started in a Pre-School Setting

Please use this form to let us know what you think of this handbook. Examples of the things we would like to know are:

- does the handbook contain everything you need?
- what you did or did not like about the handbook
- was it easy to find the information you needed?
- any other comments or suggestions about the handbook

### Your comments

There is a larger comments box overleaf if needed.

### Your contact details

Please write your contact details here so we can respond to your comments.

Post or fax to: CACHE Qualifications and Services Manager

CACHE

Apex House

81 Camp Road

St. Albans

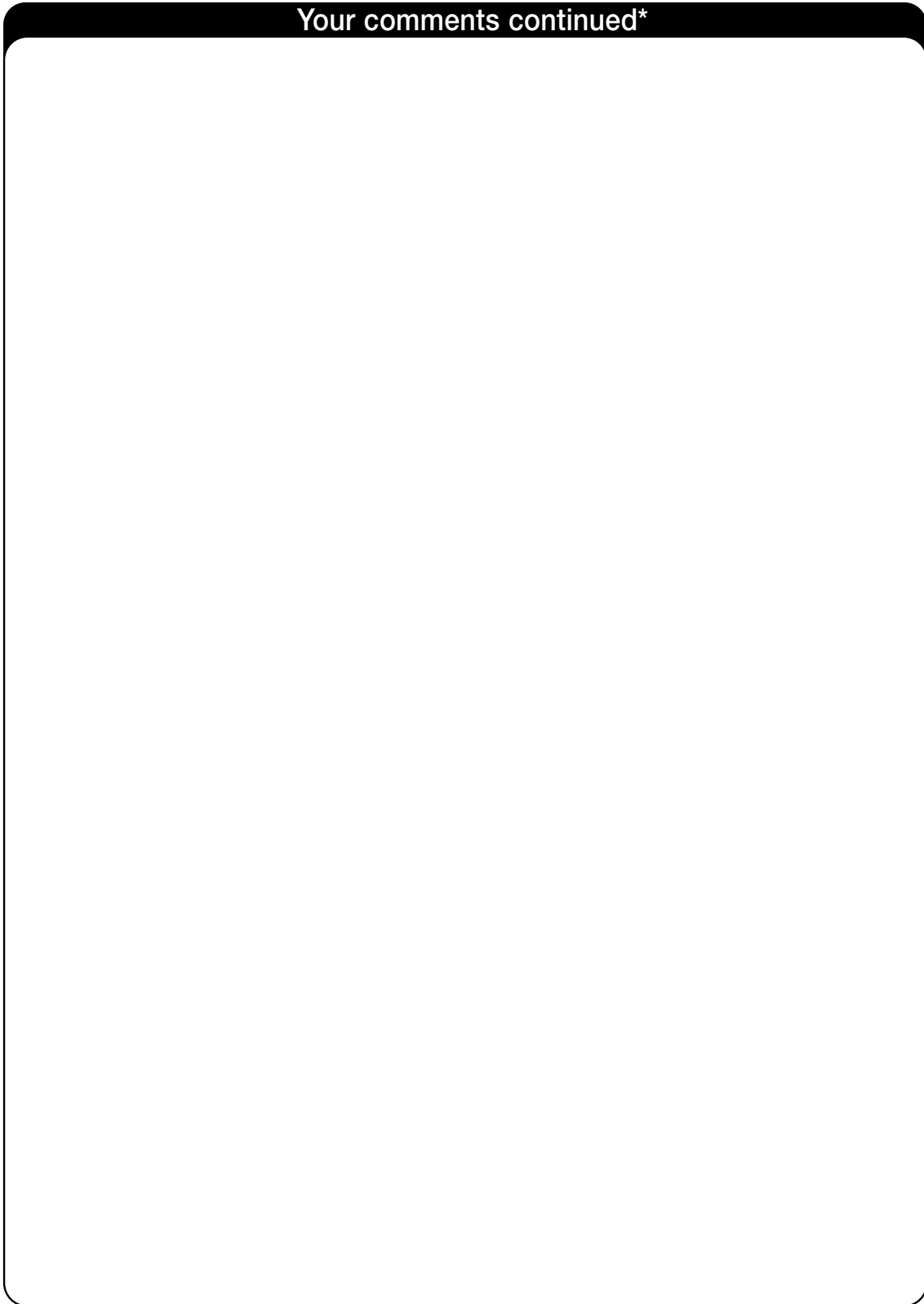
Herts

AL1 5GB

Fax: 01727 818613



**Your comments continued\***



\* If you complete this box and are faxing this form to us, please remember to fax both sides.

# Council for Awards in Children's Care and Education (Incorporating CEYA, NNEB and NAMCW)

Patron: Her Majesty The Queen

## CACHE awards on the National Qualifications Framework:

### Vocational Related Qualifications (VQs):

- CACHE Entry Level Certificate in Preparation for Childcare
- CACHE Level 1 Award in Getting Started in a Pre-school Setting
- CACHE Foundation Award in Caring for Children
- CACHE Level 2 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 2 Certificate in Children's Care, Learning and Development
- CACHE Level 2 Certificate in Pre-school Practice
- CACHE Level 2 Certificate in Supporting Playwork Practice
- CACHE Level 2 Award/Certificate/Diploma in Playwork
- CACHE Level 2 Certificate in Early Years Care and Education (Welsh Medium)
- CACHE Level 2 Award/Certificate in Support Work in Schools
- CACHE Level 2 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Early Years Foundation Stage Practice
- CACHE Level 3 Award/Certificate/Diploma in Child Care and Education
- CACHE Level 3 Certificate in Children's Care, Learning and Development
- CACHE Level 3 Award/Certificate/Diploma in Playwork
- CACHE Level 3 Certificate of Professional Development in Work with Children and Young People
- CACHE Level 3 Diploma in Home-Based Childcare
- CACHE Level 3 Diploma in Pre-school Practice
- CACHE Level 3 Diploma in Playgroup Practice in Wales
- CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)
- CACHE Level 3 Award/Certificate/Diploma in Support Work in Schools
- CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools
- CACHE Level 3 Award in Early Years and Child Care for Playworkers
- CACHE Level 3 Award in Playwork for Early Years and Child Care Workers
- CACHE Level 4 Certificate in Managing Quality Standards Children's Services

### National Vocational Qualifications (NVQs):

- CACHE NVQ Levels 2, 3 and 4 in Children's Care, Learning and Development
- CACHE NVQ Level 3 in Health and Social Care (Children and Young People)
- CACHE NVQ Levels 2 and 3 in Playwork
- CACHE NVQ Levels 2 and 3 in Supporting Teaching and Learning in Schools
- CACHE Levels 3 and 4 Assessor and Verifier Awards

### Other CACHE qualifications:

- The Key Skills Units



All our handbooks are printed on paper sourced from sustainable forests.

*(N.B. This list was correct at time of going to print. Qualifications may be added, or end, at a future date).*

### Council for Awards in Children's Care and Education

Apex House, 81 Camp Road, St Albans, AL1 5GB.

Telephone: 0845 347 2123 Fax: 01727 818618 [www.cache.org.uk](http://www.cache.org.uk)

