



Level 2 Certificate in

Childminding Practice (Northern Ireland)
(QCF)

Specification

Ofqual Accreditation Number **601/5348/9**

Ofqual Accreditation Start Date 1st January 2015
Ofqual Accreditation Review Date 31st October 2019
Ofqual Certification End Date 31st October 2020

ASCENTIS' MISSION STATEMENT

About Ascentis

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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QUALIFICATION TITLE

Introduction

The Ascentis Level 2 Certificate in Childminding Practice (Northern Ireland) (Northern Ireland) provides training and accredited professional development opportunities for those in the Childminding role.

The Ascentis Level 2 Certificate in Childminding Practice (Northern Ireland) (Northern Ireland) provides the learners with a knowledge of quality of care; staffing, management and leadership; the physical environment and monitoring and evaluation.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based, blended learning programme or e learning programme

Aims

The aims of the qualification are to enable learners to:

- 1 Complete an accredited qualification specifically aimed at Childminders in Northern Ireland
- 2 Produce a portfolio of evidence demonstrating how they provide a quality childcare service
- 3 Reflect on their practice and develop their professionalism
- 4 Understand the DHSSPSNI Minimum Standard requirements
- 5 Prepare for their annual inspection.

Target Group

This qualification is aimed at a range of learners, including

- Registered Childminders and Approved Home carers in Northern Ireland

Definition of a registered Childminder:

Childminders are self-employed day care providers who work in their own homes to provide care and play for other people's children in a family setting. They may offer this service all year round for the full working day. Childminders are required to register when they look after one or more children aged under twelve for reward on domestic premises.

Ofqual Qualification Accreditation Number: 601/5348/9

Rationale for the Rules of Combination

To achieve the Certificate learners must achieve a total of 16 credits. All units are mandatory to ensure that learners gain a good understanding of the principles of Childminding, so as to enable them to apply that understanding in a wide range of organisational contexts.

Rules of Combination

Level 2 Certificate in Childminding Practice (Northern Ireland) (QCF)				
				Minimum credits: 16
				Minimum credit value at level of qualification or above: 16
Group A - Mandatory Units		Credit (from Group A) Mandatory Units: 16		
Title	Level	Credit Value	GLH	QCF Unit ref (SCQF where appropriate)
Quality of Care – Meeting Children’s Needs Effectively	2	4	40	Y/506/9053
Quality of Care – Providing a Welcoming and Inclusive Environment	2	5	50	D/506/9054
Quality of Staffing, Management and Leadership	2	1	10	H/506/9055
Quality of the Physical Environment	2	3	30	M/506/9057
Quality of Monitoring and Evaluation	2	3	30	T/506/9058
Credits from equivalent Units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions: Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 160.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

No previous knowledge or attainment is required but

- Learners must be a registered child-minder and currently working
- Learners must be able to generate sufficient evidence for their practice to meet the learning outcomes. It is therefore advisable to have at least 2 minded children.

Age Range of Qualification

This qualification is suitable for adult learners aged 19+.

Opportunities for Progression

Learners who have achieved the Level 2 Certificate in Childminding Practice (Northern Ireland) could progress to the Level 3 Diploma for Children's Care Learning and Development.

Mapping/Relationship to National Occupational Standards

This qualification is mapped to the National Occupational Standards and the Minimum Standards for Childminding and Day Care for Children under age 12 in Northern Ireland (DHSSPSNI, 2012).

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). Guidance can be downloaded from the Ascentis website at www.ascentis.co.uk/rhombus.

Status in England, Wales and Northern Ireland

This qualification is available in Northern Ireland only. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Observation record
- Questions and discussions
- Photographs (with appropriate permission)
- Video
- Worksheets
- Tape recordings
- Self assessments
- Workbook activities
- Reflective practice
- Evidence of CPD
- Work products
- Activity plans
- Scenarios/case studies
- Oral questions

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions.

Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Information section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the accredited provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details qualityassurance@ascentis.co.uk.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering this qualification should be occupationally knowledgeable and competent within areas of Childminding in which they are making assessment decisions/delivering the qualification.

Assessors must be qualified to make assessment decisions. Relevant qualifications include:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Award in Assessing Vocationally Related Achievement
- Award in Assessing Competence in the Work Environment
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should hold a recognised teaching qualification such as the Level 3 Certificate in Learning and Development Practice, Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

UNIT SPECIFICATIONS

Quality of Care – Meeting Children’s Needs Effectively

Credit Value of Unit 4

GLH of Unit 40

Level of Unit 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand safeguarding and child protection	1.1 Define the term ‘safeguarding’ 1.2 Identify the current legislation and policy for safeguarding the welfare of children and young people within your home nation 1.3 Define the term ‘Child protection’ 1.4 Describe the signs and symptoms of abuse 1.5 Describe what action to take if abuse is suspected 1.6 Describe how to keep children safe on a day-to-day basis 1.7 Identify the policies within the Childminding setting that cover safeguarding and child protection 1.8 Describe how Childminders can protect themselves and their family 1.9 Describe how to help children to protect themselves
2 Understand care, development and play	2.1 Identify the policies within the Childminding setting that cover care, development and play 2.2 Describe how Childminders can make sure their home is welcoming and child-friendly 2.3 Outline the areas of child development 0-12 years 2.4 Demonstrate activities and experiences offered within the Childminding setting to meet children’s individual needs 2.5 Describe how to promote development through every day activities both indoors and outdoors 2.6 Outline how to help a child develop their confidence, independence and self-esteem 2.7 Describe the different methods of communication 2.8 Demonstrate communication methods that meet children’s individual communication needs 2.9 Identify barriers to communication and how these can be overcome 2.10 Identify the factors that would cause concerns about a child’s development 2.11 Identify spontaneous learning opportunities 2.12 Describe the value of play 2.13 Identify the stages of play 2.14 Demonstrate ideas for play activities which use open-ended resources 2.15 Describe how to plan around children’s interests 2.16 Describe how to consult with children to involve them in the planning 2.17 Describe the benefits and challenges of caring for mixed age ranges

	2.18 Identify opportunities for risk taking in play for children 0-12 years
	2.19 Describe how you communicate with parents to inform them about their child's care and education
	2.20 Describe how observations can be used to promote children's development
	2.21 Describe the importance of observing children
	2.22 Describe how you observe and plan for children in your setting
3 Understand children's health and well-being	3.1 Identify policies within the Childminding setting cover children's health and well-being
	3.2 Demonstrate how Childminders keep their home and equipment infection free
	3.3 Demonstrate how Childminders promote good hygiene practice within their setting
	3.4 Describe how Childminders manage risk and encourage good hygiene practice around animals
	3.5 State the purpose of Health and Safety regulations and how these link to your Childminding practice
	3.6 Describe the procedures for the administration of medication for children
	3.7 Identify how the UK Physical Activity Guidelines are met in the Childminding setting
	3.8 Demonstrate how Childminders provide physical activities for children of mixed age groups
	3.9 Identify the different types of transitions that children experience and how Childminders could support this
4 Understand health and safety requirements	4.1 Identify the policies within Childminding that cover health and safety
	4.2 Describe the steps Childminders take to manage visitors access to the children in their home
	4.3 Describe the importance of risk and fire risk assessment
	4.4 Describe how to carry out a risk/fire risk assessment
	4.5 Identify the insurance requirements for a Childminding setting
	4.6 Describe the actions Childminders take to keep children safe
	4.7 Describe the difference between constant, close and general supervision of children
	4.8 Describe how Childminders help children learn to keep themselves healthy and safe and assess risk for themselves
	4.9 Demonstrate how to keep children safe within the Childminding setting

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Quality of Care – Providing a Welcoming and Inclusive Environment

Credit Value of Unit 5

GLH of Unit 50

Level of Unit 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand food and drink requirements	1.1 Identify the policies in the Childminding setting that cover food and drink
	1.2 Describe how Childminders comply with parents' wishes e.g. medical reasons, cultural differences, food allergies
	1.3 Describe how to plan a healthy and nutritious menu for children
	1.4 Demonstrate how to provide a healthy and nutritious meal/snack for children
	1.5 Describe how Childminders encourage children's social skills and independence during meal/snack times and why this is important
	1.6 Describe the Public Health Agency (PHA) guidelines on preparing and storing infant formula
2 Understand how to promote positive behaviour	2.1 Identify the policies in the Childminding setting that cover managing children's behaviour
	2.2 Identify what boundaries Childminders have for the children and why
	2.3 Describe the positive approaches to dealing with unwanted behaviour
	2.4 Describe how to: <ul style="list-style-type: none"> ▪ Give praise ▪ Deal with unacceptable behaviour ▪ Deal with bullying
	2.5 Describe the causes of emotional/behavioural difficulties and strategies for dealing with them
	2.6 Describe age/stage related behaviour
	2.7 Demonstrate how to promote positive behaviour within your Childminding setting
3 Understand how to work in partnership with parents	3.1 Identify the policies within your Childminding setting that cover working in partnership with parents
	3.2 Describe how Childminders show parents that they are the central people in their children's lives
	3.3 Describe what information Childminders need from the parents about their children
	3.4 Describe what information Childminders share with parents
	3.5 Describe what methods Childminders use to share information with parents
	3.6 Outline how Childminders respect parents' wishes
	3.7 Describe how Childminders aim to provide continuity of care in their Childminding setting
	3.8 Describe possible sources of stress in parents lives and how Childminders could offer support
	3.9 Describe how Childminders can encourage

	parental participation in the setting
	3.10 Describe the barriers to parents participation in the Childminding setting
4 Understand equality requirements	4.1 Identify the policies in the Childminding setting that cover equality
	4.2 Define diversity, inclusion and equality
	4.3 Describe the difference between prejudice and discrimination
	4.4 Describe how children and adults behave in discriminatory ways and express prejudice
	4.5 Demonstrate how Childminders treat children as individuals
	4.6 Describe why Childminders should treat children with equal concern
	4.7 Describe how Childminders show that they respect and value children's families
	4.8 Demonstrate how Childminders help children to learn about and appreciate people who are different from themselves
	4.9 Describe how children can encounter stereotyping
	4.10 Describe the positive images Childminders provide in their setting that challenge stereotyping
	4.11 Describe how families encounter discrimination
	4.12 Describe how Childminders help children to develop a strong and positive sense of themselves
5 Understand additional needs	5.1 Identify the policies in the Childminding setting that cover additional needs
	5.2 State the importance of early identification of additional needs
	5.3 Describe how Childminders could adapt activities to accommodate additional needs

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Quality of Staffing, Management and Leadership

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand management and monitoring arrangements	1.1 Describe the requirements for working with an assistant
	1.2 Describe the requirements of a 'suitable person'
	1.3 Identify the ratio requirements for Childminders working alone and with an assistant
	1.4 Describe the key factors of a statement of purpose
	1.5 Describe how Childminders work with assistants to ensure the children's needs are fully met
	1.6 Describe how Childminders encourage children to work and play together
	1.7 Identify the requirements of the registration process for Childminders
	1.8 Describe the arrangements that Childminders have in place to make sure there are sufficient adults available to accompany children on excursions or outings in order to safeguard them
	1.9 Describe the arrangements that Childminders have in place to cover emergency situations

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Quality of the Physical Environment

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand equipment requirements	1.1 Describe how Childminders provide a range of safe and suitable indoor and outdoor play equipment and furniture to promote all areas of children's development 1.2 Describe how the play equipment and materials in your setting are stored in a way that they are accessible to the children 1.3 Describe how Childminders ensure furniture and play equipment meet safety regulations 1.4 Describe how Childminders check that furniture and equipment, including play equipment, are in good condition and are regularly checked for defects and faults, and are repaired and replaced as necessary 1.5 State the types of equipment required within the Childminding setting to meet the needs of children 0-12 years
2 Understand physical environment requirements	2.1 Describe the requirements of the physical environment that ensure the Childminding setting is safe, secure and suitable for purpose 2.2 Describe the factors to be considered in the Childminding setting to create a positive learning environment for children 2.3 Demonstrate how the physical environment promotes all aspects of a child's development

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Quality of Monitoring and Evaluation

Credit Value of Unit 3

GLH of Unit 30

Level of Unit 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the documentation requirements	1.1 Identify the policies in the Childminding setting that cover documentation requirements
	1.2 Identify the documentation required in a Childminding setting and describe how this is stored in accordance with Data Protection and Confidentiality requirements
2 Understand how to deal with complaints	2.1 Identify the policies in the Childminding setting that cover complaints and describe how this is shared with parents
	2.2 Describe how Childminders keep the person who made the complaint informed of any progress
	2.3 Describe how Childminders could use the information from complaints to help improve the quality of their service

Indicative Content

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Assessment Method

Please note that this unit is assessed by a portfolio of evidence

Summary Record of Achievement
Level 2 Certificate in Childminding Practice (Northern Ireland)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Quality of Care – Meeting Children’s Needs Effectively	2	4			
Quality of Care – Providing a Welcoming and Inclusive Environment	2	5			
Quality of Staffing, Management and Leadership	2	1			
Quality of the Physical Environment	2	3			
Quality of Monitoring and Evaluation	2	3			

Learner Name _____

Minimum Credit Value of Qualification: 16

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1				
1.2				
1.3				
2.1				
2.2				
2.3				

Unit Title _____

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____



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