

Unit Title: **CYPOP3 Lead and manage a community based early years setting**

Level: 4

Credit value: 6

Guided learning hours: 45

Unit accreditation number: H/601/0131

Unit purpose and aim

This unit aims to provide the knowledge, skills and understanding for providing leadership and management in a community based setting that promotes the engagement, involvement and participation of parents.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The learner will:</p> <p>1 Understand the purposes, benefits and key features of community based early years provision</p>	<p>The learner can:</p> <p>1.1 Explain the purpose and features of community based setting</p> <p>1.2 Explain how a community based early years setting can be an agent of community development</p> <p>1.3 Describe the benefits arising from community based early years provision for</p> <ul style="list-style-type: none"> • children • parents/carers • the early years setting • the local community 	
<p>2 Be able to lead the team in a community based early years setting</p>	<p>2.1 Demonstrate leadership skills in own practice</p>	<p>Leadership skills may include:</p> <ul style="list-style-type: none"> • effective communication • negotiation and empathy • consistency and fairness • leading change and modeling good practice • effective conflict management

	<p>2.2 Implement activities with the setting's staff team to share and promote their understanding of good practice</p> <p>2.3 Implement strategies to create and maintain a team culture among all of the staff and parents in a community based early years setting</p> <p>2.4 Examine the effectiveness of own practice in implementing the principles of community based early years provision</p>	<ul style="list-style-type: none"> coaching and facilitation skills
<p>3 Be able to engage parents as partners in the community based early years setting</p>	<p>3.1 Establish and maintain a relationship of partners with the parents of an early years setting</p> <p>3.2 Exchange information with parents about the progress of their child's learning and development</p> <p>3.3 Involve parents in decisions about plans and activities to progress their child's learning and development</p> <p>3.4 Involve parents in the activities of the early years setting</p>	<p>Involving parents in activities may include:</p> <ul style="list-style-type: none"> providing the parent with an overview of the planning for activities giving guidance to the parent on which activities in which to participate explaining the purposes of the activities in which the parent participates working with a parent to enable them to share a specific interest or skill with the early years setting's children

		<ul style="list-style-type: none"> • creating opportunities for parents to contribute to the play materials provided for the children by the early years setting • supporting parents to participate in the early years setting's curriculum provision for its children
4 Be able to engage parents in the management/decision making processes of an early years setting	<p>4.1 Explain the role of the parent management committee/support group in a community based early years setting</p> <p>4.2 Demonstrate support to parents' involvement in the parent management committee/support group of a community based early years setting</p>	
5 Be able to provide learning opportunities to support parents' participation in a community based early years setting	<p>5.1 Utilise the informal learning opportunities arising from parents' participation in activities to promote the learning and development of their own child and the setting's children</p> <p>5.2 Give a detailed account of a learning activity provided by the setting for its parents to develop their understanding of its early years curriculum, to include</p> <ul style="list-style-type: none"> • why the activity was appropriate for the setting's parents • how the setting encouraged parents to participate in the activity <p>5.3 Provide parents with information about resources to enable them to develop the knowledge and skills to participate effectively in the parent management committee/support group of the setting</p>	

<p>6 Be able to manage the resource, regulatory and financial requirements for a community based early years setting</p>	<p>6.1 Explain the regulatory requirements of the work setting and the lines of responsibility and reporting</p> <p>6.2 Explain how human resources are managed within the setting</p> <p>6.3 Demonstrate how systems of resource management operate in the work setting</p> <p>6.4 Demonstrate how financial systems in the setting are operated and accountability maintained according to appropriate standards</p>	
--	--	--

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 311: Provide leadership for your team

- CCLD 317: Work with families to enhance children’s learning and development
- CCLD 324: Support the delivery of community based services to children and families
- CCLD 329: Work with a management committee
- CCLD 338: Develop productive working relationships with colleagues

Additional information

For further information regarding administration for this qualification, please refer to the OCR document ‘*Administrative Guide for Vocational Qualifications*’ (A850).

The *OCR Children and Young People’s Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People’s Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR’s website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.