

## **H5LA 04 (SCDCCLD0208) — Support the Care of Babies and Children**

### **Overview**

This standard identifies the requirements when supporting the direct care for the holistic development of babies and children. It includes observing babies and children, communicating effectively to understand and respond to their preferences and needs. It also includes providing safe care and a range of play activities that will support their holistic development.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Active participation** is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child and young person's right to participate in the activities and relationships of everyday life as independently as possible.

**Activities and experiences** refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

**Babies** are from birth to two years of age.

**Children** are those with whom you are working, except where otherwise stated.

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

**Danger** is the possibility of harm and abuse happening.

The **environment** is the place where the baby or child is living, it could include a foster parents home or a residential setting.

**Everyday activities** may include physical contact, actions, games, rhymes, books, stories and songs.

**Harm** The effects of a baby or child being physically or mentally injured or abused.

**Holistic development** refers to babies or children gaining skills and competence to develop their social, emotional, cognitive and linguistic skills.

**Inclusion/inclusive** A process of identifying, understanding and breaking down barriers to participation and belonging.

**Others** are your colleagues and other professionals whose work contributes to the child's wellbeing and who enable you to carry out your role.

**Parents** are those who have the legally acknowledged responsibilities for the continuous care, wellbeing and decision-making relating to the children or young people in question.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

## Scope/range related to Knowledge and Understanding

**All knowledge statements must be applied in the context of this standard.**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**Factors that may affect the health, wellbeing and development** may include: family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

**Transitions** may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 40 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Observe babies and children as part of your everyday work

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify the purpose and value of observing the <b>baby</b> or <b>child</b> .	
2	Ensuring that work setting requirements are followed.	
3	Seek permission from <b>parents</b> to carry out formal observations of the baby or child.	
4	Observe how the baby or child moves around and what they can do with their bodies.	
5	Observe how the baby or child <b>communicates</b> with <b>others</b> and how they play together.	
6	Observe how the baby or child expresses their feelings.	
7	Observe the baby or child playing, noting how they play and what they most enjoy.	
8	Share what you have observed with parents, carers and others, according to the work setting requirements.	
9	Contribute to identifying areas of development that would benefit from support.	
10	Record information about the baby or child's developmental progress, according to the <b>work setting</b> requirements.	

**Care for the physical and nutritional needs of babies and children for whom you are responsible**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Use <b>everyday activities</b> and routines to develop positive relationships with the baby or child, making sure they are enjoyable experiences and encourage <b>holistic development</b> .	
12	Identify with parents and carers any specific requirements and feeding routines in relation to feeding the baby or child.	
13	Prepare and store food and drink for the baby or child hygienically and according to any specific instructions.	
14	Support in partnership with parents and carers the weaning process by encouraging the baby or child to feed themselves, according to age and developmental stage.	
15	Recognise signs of illness in the baby or child and respond according to work setting requirements.	
16	Create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child.	
17	Handle, wash, dress and change the baby or child's nappies in order to meet their physical, health and wellbeing needs.	
18	Dispose of soiled nappies safely in line with work setting requirements.	
19	Care for hair, skin and teeth according to procedures.	
20	Make sure the baby or child is not left on their own and are kept safe from <b>harm</b> and are secure at all times.	
21	Comfort the baby or child when they are distressed, according to the needs of the child and work setting requirements.	

## Provide play activities to encourage learning and development

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
22	Identify individual or group play <b>activities</b> that will support different aspects of learning and development for the baby or child that are enjoyable and encourage participation.	
23	Ensure that the <b>environment</b> is safe, secure and free from harm.	
24	Identify <b>risk</b> and <b>danger</b> in line with work setting requirements.	
25	Select a range of play activities for the baby or child that are appropriate to their level of development and provide them with stimulation and fun.	
26	Ensure that the activities are in line with the overall plans for the setting.	
27	Ensure that group activities are <b>inclusive</b> and <b>value diversity</b> .	
28	Encourage the <b>active participation</b> of the baby or child in selecting creative, imaginative learning activities that meet their identified preferences and needs.	
29	Ensure that the activities are challenging but achievable for the baby or child.	
30	Play with and alongside the baby or child encouraging learning and development through the activities.	
31	Monitor and record the responses of the baby or child to different activities.	
32	Inform parents, carers and others of the activities and developments undertaken by their baby or child or child.	

**Communicate with babies and children, understand and respond to their preferences and needs**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
33	Communicate with babies and children at a level and pace suited to their culture, development and understanding.	
34	Communicate with the baby or child in ways that support their holistic development.	
35	Respond positively to the baby or child by using praise and positive language.	
36	Use a variety of communication techniques, including songs, rhymes, stories, finger plays and hand movements, gesture and facial expression.	
37	Respond appropriately when babies and children are distressed, recognising that separating from parents and carers can be a source of anxiety.	
38	Identify the needs of babies and children from their communication.	
39	Use a range of different communication methods to respond to babies' and children's preferences and needs.	
40	Provide positive feedback to parents and carers about their baby or child's activities.	



## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 43 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

## How you carry out your work

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	

### How you carry out your work (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

### Theory for practice

23	The <b>factors that may affect the health, wellbeing and development</b> of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

### Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

### Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

## Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on information.	

### Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
42	The <b>transitions</b> that children and young people may go through.	
43	An awareness of the importance of pre-birth brain development.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

### Unit assessed as being complete

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

### Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

### Unit completion confirmed

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	