

H5LH 04 (SCDCCLD0306) — Plan and Organise Environments for Children and Families

Overview

This standard identifies the requirements when planning and organising environments for children and families. This includes planning and providing a safe physical environment and personal care that is caring, nurturing and responsive to children's needs. It also includes organising space and resources to provide a stimulating environment and meet children's needs.

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.

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.

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.

Creativity is the ability to make links and connections between one area of learning and another and therefore extend understanding.

Culture refers to and includes all factors that contribute to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions.

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people.

Danger is the possibility of harm and abuse happening.

Environment is the place where the child is cared for, it could include a day care or residential setting.

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

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 physical, social, emotional, cognitive and linguistic skills.

Key people are those who are important to a child and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the child has a supportive relationship.

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 the people with legal parental responsibility.

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.

Transition processes are changes that happen within the child's life as they move to different environments and different developmental stages. This includes entering the environment and progressing to school.

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

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

Scope/range related to Knowledge and Understanding

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:

adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; 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 43 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.

Plan and provide a positive and safe physical environment in which to promote children's social, emotional, cognitive and linguistic development

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with others to assess what is necessary to create and maintain a safe and secure environment .	
2	Ensure the physical environment meets regulatory and health and safety requirements and protects the child from danger and harm .	
3	Develop and maintain systems and procedures for risk assessment and health and safety, according to work setting requirements.	
4	Adapt the environment to meets the child's, parents and key people's preferences and needs, according to their developmental stage.	
5	Ensure that the environment promotes inclusion and active participation of the child, parents and key people.	
6	Promote and value diversity within the environment and range of activities provided.	
7	Ensure the physical environment supports curriculum frameworks and planning for the child's play and holistic development .	
8	Organise both visual and tactile displays to stimulate the child's curiosity and cognitive development.	

Plan and provide a positive and safe physical environment in which to promote children's social, emotional, cognitive and linguistic development (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Display the child's work in ways that build creativity and self-esteem.	
10	Ensure the environment provides opportunity for exercise and physical play.	
11	Organise and structure the physical environment to maximise sensory experiences and play and learning opportunities of different types.	

Organise space and resources to meet children's needs

12	Plan and organise the safe use of physical space to provide a comfortable and stimulating environment for the child.	
13	Organise furniture and equipment so that activities can be carried out safely and allow the child to move freely.	
14	Encourage the child, parents and key people to be actively involved in decisions about their environment.	
15	Organise resources so they are accessible to the child, parents and key people and enable choice and independence.	
16	Promote the use ICT to support play and learning.	
17	Adapt the environment to ensure it is equally accessible to all children.	
18	Ensure there are comfortable areas where the child can go for quiet and privacy.	

Provide a caring, nurturing and responsive environment

	Performance Criteria	Evidence Number where this criteria has been met
19	Demonstrate that you value the child, parents and key people and respect their culture, ethnicity , faith, language and background.	
20	Encourage the child to be positive about their own cultural backgrounds.	
21	Praise and acknowledge the child's efforts and achievements.	
22	Be responsive to the child's emotions and experiences.	
23	Provide support for the child, parents and key people through transition processes .	
24	Implement flexible and sensitive arrangements for the new child who is settling in.	
25	Provide consistent care and a stable environment for the child, according to their developmental stage, preferences and needs.	
26	Communicate clearly and calmly to the child the boundaries and limitations of acceptable behaviour.	
27	Ensure that you are consistent and fair in the way you deal with the child's behaviour.	
28	Promote flexible routines to support the child's wellbeing.	
29	Encourage the child to take responsibility for themselves and others and become more independent, according to their stage of development and needs.	
30	Explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes.	

Provide a caring, nurturing and responsive environment (cont)

	Performance Criteria	Evidence Number where this criteria has been met
31	Be available to the child, parents and key people when they wish to communicate with you.	
32	Be flexible and responsive to the child's changing needs and circumstances.	
33	Deal positively with conflict that may arise between the child, parents, key people and others within the setting.	
34	Ensure that parents and key people receive up to date information regularly about their child's activities and developmental progress.	

Facilitate children's personal care

35	Work with the child, parents, key people and others to identify any specific care needs of the child.	
36	Encourage the child to care for themselves, according to their preferences, developmental stage and needs.	
37	Ensure personal care routines support the child's protection and that of the adults who care for them.	
38	Meet the child's physical care needs in ways that reflect the preferences and needs of the child, parents and key people, and according to cultural and religious practices, so long as this does not compromise the wellbeing of the child.	
39	Meet the child's nutritional needs during the time they are present, according to their preferences and needs, the wishes of their parents and key people and work setting requirements.	
40	Take the necessary safety and hygiene measures when handling and storing food, according to work setting requirements.	

Facilitate children's personal care (cont)

	Performance Criteria	Evidence Number where this criteria has been met
41	Set up systems to deal safely with waste, according to work setting requirements.	
42	Deal with the child's medicines or other specific medical requirements, according to work setting requirements.	
43	Ensure that any particular requirements are documented and shared with those involved in the child's care.	

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 41 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
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Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	Materials and equipment, including ICT, that can be used to promote play and development.	
40	The importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour.	
41	Knowledge of child development and resilience.	

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

Unit assessed as being complete

Candidate's name			
Candidate's signature			
Date submitted to Assessor as complete			

Assessor's name			
Assessor's signature			
Date assessed complete			

Internal Verification

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

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

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

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	