

H5LJ 04 (SCDCCLD0307) — Promote the Health and Physical Development of Children

Overview

This standard identifies the requirements when promoting the health and physical development of children. In order to achieve this standard, you must plan and implement physical activities and routines for children to meet their physical development needs as well as planning and providing food and drink to meet the nutritional needs of children.

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.

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.

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

Routines are the regular structure of the day, incorporating care routines, play and learning activities that are carried out at similar times of day in sequence.

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 25 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 physical activities and routines for children to meet their physical development needs

	Performance Criteria	Evidence Number where this criteria has been met
1	Plan indoor and outdoor activities and experiences that provide opportunities for children to practise physical skills and develop competence.	
2	Make sure children involved in physical activities are wearing appropriate clothing for their safety and given 'warm up' and 'wind down' opportunities.	
3	Ensure that the activities provided are in line with the overall plan for the setting.	
4	Adequately assess risk, in line with organisational policy, without limiting opportunities to extend and challenge children's skills and experience.	
5	Ensure that planned activities are inclusive and available to all children, adapting plans as necessary to meet individual needs.	
6	Plan routines that allow children to rest and recover from physical exercise.	

Implement physical activities and routines for children to meet their physical development needs

	Performance Criteria	Evidence Number where this criteria has been met
7	Provide indoor and outdoor activities that develop balance, skill and co-ordination of large muscles.	
8	Provide activities to support fine motor skills development.	
9	Provide indoor and outdoor activities that develop hand/eye co-ordination.	
10	Provide activities that encourage co-operation, sharing and turn taking among children.	
11	Encourage children to extend their range and level of skills and reward their efforts and achievements.	
12	Implement routines that allow children to rest and recover from physical exercise.	

Plan food and drink to meet the nutritional needs of children

13	Plan menus, snacks and drinks that meet the dietary and nutritional needs of children in your care.	
14	Involve children in the planning and preparation of food or snacks, according to their capabilities.	
15	Encourage children to make healthy choices about food and help them understand the link between food and health.	

Provide food and drink to meet the nutritional needs of children

	Performance Criteria	Evidence Number where this criteria has been met
16	Ensure the food and drink provided is in line with government guidelines, current best practice on healthy eating and is prepared according to dietary and cultural requirements.	
17	Provide food, snacks and drinks that are interesting and will stimulate children's awareness of the variety of different food and drinks.	
18	Provide food and drink for children with special dietary requirements that meets their nutritional needs.	
19	Document information regarding special dietary requirements and share this with all those in contact with the individual.	
20	Ensure that high standards of hygiene are maintained when storing and preparing food and drink, in line with government guidelines and legal and work setting requirements.	
21	Encourage children's independence in feeding routines, according to family requirements and practice.	

Promote children's healthy physical development

22	Provide opportunities for children to learn about how their bodies work and their health needs.	
23	Provide opportunities for discussion about healthy physical development, according to the child's age, needs and abilities.	
24	Support children in making positive health decisions and choices and provide information according to government guidelines and legal and work setting requirements.	
25	Ensure children who have chronic illnesses or physical difficulties can participate positively in discussions and 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 40 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	The type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination.	
40	How to provide opportunities for children to rest and recover from physical activity and why this is important.	

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	