

H5LN 04 (SCDCCLD0312) — Implement Positive Environments for Babies and Children

Overview

This standard identifies the requirements when implementing positive environments that will enhance the social, emotional, cognitive and linguistic development for babies and children. This includes communicating effectively with babies and children and observing, assessing and recording their developmental progress.

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.

Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm.

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

Babies are from birth to two years of age.

Care plan. A care plan may be known by other names such as support plan or individual plan. It is the document where day to day requirements and preferences for the care and support of the baby or child are detailed.

Children with whom you are working, except otherwise stated.

Communication using the baby or child's preferred spoken linguistic; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication.

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

Danger is the possibility of harm and abuse happening.

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.

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

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: 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 38 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.

Communicate with babies and children to develop positive relationships

	Performance Criteria	Evidence Number where this criteria has been met
1	Use a warm and respectful approach when initiating relationships with babies and children .	
2	Encourage the baby or child to initiate and engage in communication at their own pace.	
3	Engage the interest and attention of the baby or child by using methods according to their preferences, needs and developmental level.	
4	Use a range of methods of communication in order to develop supportive relationships with babies and children and promote their development.	
5	Interact responsively with the baby or child, using praise and positive language.	
6	Interact with the baby or child in ways which stimulate, support and encourage their social and emotional development.	
7	Use techniques to interact with the baby or child which stimulate and encourage the development of their cognitive and linguistic skills.	
8	Recognise and respect when the baby or child does not wish to communicate, or wishes to disengage from communication.	
9	Model behaviour with the baby or child which demonstrates respectful interactions with others.	

Communicate with babies and children to develop positive relationships (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Communicate clearly and effectively with the baby or child at a level and pace suited to their culture, development and understanding, and respecting the children's chosen method.	
11	Use a range of communication methods, including singing, talking, stories, sounds, rhymes, games, imaginative play and language activities.	

Provide a stimulating and safe environment in which to promote babies' or children's social, emotional, cognitive and linguistic development

12	Work with the baby or child, parents, key people and others to assess the specific stimulation and developmental needs of the baby or child.	
13	Work with parents, key people and others to agree how care of the baby or child should be shared to maximise the desired outcomes for the baby or child.	
14	Promote the active participation with parents, key people and others to develop and implement a care plan to address the baby or child's social, emotional, cognitive and linguistic developmental needs.	
15	Identify with parents, key people and others the preferences and needs of the baby or child.	
16	Use a variety of creative and imaginative everyday activities that stimulate and actively promote the baby or child's social, emotional, cognitive and linguistic development.	
17	Ensure that resources are available to support activities.	
18	Provide daily routines, including appropriate indoor and outdoor activities, to stimulate and actively promote the baby or child's social, emotional, cognitive and linguistic development.	

Provide a stimulating and safe environment in which to promote babies' or children's social, emotional, cognitive and linguistic development (cont)

	Performance Criteria	Evidence Number where this criteria has been met
19	Use everyday activities to encourage the baby or child to respond, interact and communicate.	
20	Link activities in a way that stimulates curiosity and the desire to explore.	
21	Reward appropriately the baby or child's efforts and achievements.	
22	Promote effective use of space to enable the baby or child to develop their physical skills and to exercise their whole bodies.	
23	Assess risk , in line with legislation and work setting requirements, without limiting opportunities to promote the baby or child's social, emotional, cognitive and linguistic development.	
24	Protect the baby or child from harm, abuse and danger , in line with legislation and work setting requirements.	
25	Plan activities with reference to curriculum frameworks for babies and children in line with current best practice.	

Observe developmental progress

26	Identify the purpose and objectives for undertaking observations of the baby or child, ensuring that work setting requirements are followed.	
27	Use appropriate techniques of observation to accurately and unobtrusively observe different aspects of development, interaction and behaviour of the baby or child undertaking specific tasks or activities.	
28	Monitor observations of the baby or child over time.	

Observe developmental progress (cont)

	Performance Criteria	Evidence Number where this criteria has been met
29	Take appropriate action when you notice anything of concern in their growth, development, behaviour, condition or bodily functions.	
30	Ensure that observations are informed by theories of development.	

Assess developmental progress

31	Provide the baby or child with activities that will help you to assess whether they are growing and developing normally.	
32	Assess the evidence from observations against baseline information and other identified criteria.	
33	Evaluate developmental progress based on relevant and significant evidence from observations.	
34	Work with parents, key people and others, including those with specialist expertise, to monitor and review the progress of the baby or child and to respond to changes in their needs and life circumstances.	

Record developmental progress

35	Obtain baseline information about the baby or child's development from parents, key people and others to inform observations.	
36	Report on the baby or child's development, what has been achieved and areas where additional support may be needed.	
37	Record the results of observations clearly and legibly, using agreed formats and appropriate language, and including any factors that could affect the reliability, validity or outcome of observations.	

Record developmental progress (cont)

	Performance Criteria	Evidence Number where this criteria has been met
38	Complete records and reports on the baby or child, according to confidentiality agreements and legal and work setting requirements.	

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 42 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	Social, emotional, cognitive and linguistic development.	
40	Curriculum frameworks as relevant to the work setting.	
41	The importance of early intervention as being central to working with parents, key people and others to enhance the social, emotional, cognitive and linguistic development of babies and children.	
42	Pre-birth development and growth and external influences which can affect foetal growth and a baby's 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

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	