

## **H5LX 04 (SCDCCLD0320) — Care for Children at Home**

### **Overview**

This standard identifies the requirements when caring for children in home based settings. This could mean either your own home or in the child's family home as, for example, a nanny.

The standard relates to providing positive environments for children in the home. It addresses contractual and everyday relationships with parents and their expectation for the care of their child. It also addresses agreement about external activities such as outings where you may be transporting children in a private vehicle and any learning that may be derived from such outings.

## 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.

**Differences** may include race, culture, gender, abilities and family experiences.

**Outings** are visits to places outside the home, such as friends, relatives, parks or recreation.

**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.

**Physical skills** may include, development of weight-bearing, crawling, walking, gripping a cup, cutlery, exercise.

**Preferences and needs** can include the child or baby's preferred routines, food, dietary requirements, medication requirements, games.

**Range and boundaries of your own responsibility.** These include clarity about what decisions you can and cannot make; working within the parents' wishes; and remembering that you are a service provider and not a friend.

**Regulatory requirements** may include conditions of registration and re-registration, minimum standards, insurance requirements.

**Routine activities outside the home** may include swimming lessons, music or learning activities.

**Type of service** refers to whether a service is full-time, part-time, after-school, leaving off at school, collecting from school.

## 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.

### **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.

### Agree the requirements of parents in line with current best practice

|    | Performance Criteria                                                                                                   | Evidence Number where this criteria has been met |
|----|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 1  | Clarify with parents the <b>type of service</b> they require.                                                          |                                                  |
| 2  | Establish a relationship with <b>parents</b> which reflects an understanding of each other's roles.                    |                                                  |
| 3  | Agree the <b>range and boundaries of your own responsibilities</b> .                                                   |                                                  |
| 4  | Clarify with parents about their responsibilities.                                                                     |                                                  |
| 5  | Agree with parents emergency contact arrangements relating to their child.                                             |                                                  |
| 6  | Ascertain from the parents information about the child's <b>preferences and needs</b> .                                |                                                  |
| 7  | Agree a plan for the child's physical care with parents in line with current best practice guidance.                   |                                                  |
| 8  | Discuss with parents what activities can be engaged outside the home spontaneously and which require their permission. |                                                  |
| 9  | Ensure that you are compliant with <b>regulatory requirements</b> for caring for a child in the home.                  |                                                  |
| 10 | Ensure written agreements are documented and signed by both parties.                                                   |                                                  |

## Create positive environments for children within the home setting

|    | Performance Criteria                                                                                                                                    | Evidence Number where this criteria has been met |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 11 | Communicate with the child, according to their developmental stage and abilities, in ways that promote trusting and secure relationships.               |                                                  |
| 12 | Design activities for the child which reflects developmental stages.                                                                                    |                                                  |
| 13 | Ensure that activities accommodate <b>differences</b> .                                                                                                 |                                                  |
| 14 | Involve the child in the planning of daily activities and routines that are appropriate to their developmental capabilities and level of understanding. |                                                  |
| 15 | Deliver developmentally appropriate activities.                                                                                                         |                                                  |
| 16 | Support the child to be independent and carry out self-care where they are able to do so.                                                               |                                                  |
| 17 | Assist the child with washing, dressing and toileting, respecting their dignity and privacy.                                                            |                                                  |
| 18 | Involve the child in preparing food and drink.                                                                                                          |                                                  |
| 19 | Provide healthy food and drink for the child as agreed with parents and in line with current best practice regarding diet and hygiene.                  |                                                  |
| 20 | Develop routines that allow opportunities for exercise and rest.                                                                                        |                                                  |
| 21 | Develop opportunities for safe indoor play.                                                                                                             |                                                  |
| 22 | Ensure that appropriate measures to supervise and keep the child safe at all times are in place.                                                        |                                                  |

## Care for children outside the home

|    | Performance Criteria                                                                                         | Evidence Number where this criteria has been met |
|----|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 23 | Offer the child opportunities for safe outdoor play and activities.                                          |                                                  |
| 24 | Take the child on <b>outings</b> or <b>routine activities outside the home</b> in agreement with parents.    |                                                  |
| 25 | Involve the child in choosing outings.                                                                       |                                                  |
| 26 | Agree transport arrangements with parents and ensure appropriate safety equipment is used.                   |                                                  |
| 27 | Ensure the child is appropriately dressed for outings, outdoor play and routine activities outside the home. |                                                  |
| 28 | Identify opportunities to enhance the child's learning and development during outings, play and activities.  |                                                  |
| 29 | Identify opportunities for children to practise <b>physical skills</b> .                                     |                                                  |
| 30 | Observe developmental indicators through outings, play and activities.                                       |                                                  |
| 31 | Identify opportunities for children to develop awareness of safety and danger.                               |                                                  |
| 32 | Supervise children and keep them safe at all times.                                                          |                                                  |

### Reflect on your skills and knowledge in caring for children at home

|    | <b>Performance Criteria</b>                                                      | <b>Evidence Number where this criteria has been met</b> |
|----|----------------------------------------------------------------------------------|---------------------------------------------------------|
| 33 | Evaluate your skills, knowledge and values in working with children at home.     |                                                         |
| 34 | Evaluate the ways that the home offers safety for children.                      |                                                         |
| 35 | Reflect on how your care has offered opportunities for learning and development. |                                                         |
| 36 | Develop additional opportunities for your learning and development.              |                                                         |
| 37 | Investigate opportunities for your own professional development.                 |                                                         |
| 38 | Engage with development opportunities.                                           |                                                         |

## 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 37 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><br><i>You need to know and understand:</i>                            | <b>Evidence Number</b><br><b>where this knowledge point has been met</b> |
|---|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 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

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>                                                                      | <b>Evidence Number</b><br><b>where this knowledge</b><br><b>point has been met</b> |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 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)

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>    | <b>Evidence Number</b><br><b>where this knowledge</b><br><b>point has been met</b> |
|----|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 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 <b>factors that may affect the health, wellbeing and development</b> 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. |  |
|----|------------------------------------------------------------|--|

## Health and Safety

|    | <b>Knowledge and Understanding</b><br><i>You need to know and understand:</i>                                                | <b>Evidence Number</b><br><b>where this knowledge</b><br><b>point has been met</b> |
|----|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| 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.                                              |  |

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>                |  |