

H5M9 04 (SCDCCLD0332) — Support Families to Engage in Groups Within the Childcare Setting

Overview

This standard identifies the requirements when you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This includes providing information and establishing relationships with families. It also includes being able to monitor provision and evaluate the involvement of families. It requires you to encourage families to attend and participate in groups.

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.

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.

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

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

Participants are all those involved within a group, including both parents, children and other family members.

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

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 28 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.

Provide information and establish relationships with families

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify families who are likely to benefit most from the provision offered.	
2	Provide publicity information in a way that is accessible to all and clearly identifies the purpose of the provision.	
3	Demonstrate a non-judgmental attitude that values diversity and recognises cultural , religious and ethnic differences.	
4	Communicate with families using an open and welcoming approach that is likely to promote inclusion.	
5	Respond to enquiries promptly, giving accurate and clear information to families.	
6	Ensure that facilities are available if communication difficulties are likely to be experienced.	
7	Discuss confidentiality with families in a way which ensures discretion, whilst making boundaries, limits and responsibilities clear.	

Encourage families to attend and participate in the group

	Performance Criteria	Evidence Number where this criteria has been met
8	Provide information to individual families who could benefit from participating in groups.	
9	Identify a suitable and accessible venue.	
10	Help family members settle into the group.	
11	Establish the aims, objectives and outcomes of the group sessions with families.	
12	Agree ground rules that will apply during group sessions with participants.	
13	Ensure that events and activities provided are inclusive, stimulating and of interest to all participants .	
14	Encourage families to share their experiences, skills and views with other participants.	
15	Ensure that everyone in the group has an opportunity to contribute.	
16	Demonstrate empathy and sensitivity when encouraging families to discuss issues that are important to them.	
17	Provide group support that enhances members' self-confidence.	
18	Manage and minimise disagreements within the group.	
19	Involve families in the running of group sessions.	

Monitor provision and evaluate the involvement of families in groups

	Performance Criteria	Evidence Number where this criteria has been met
20	Evaluate the benefits of group participation with family members.	
21	Provide opportunities for individual discussions with participants.	
22	Evaluate each session with participants and record the outcome and any issues arising.	
23	Use the information to amend and adapt group sessions to meet participants' identified needs.	
24	Identify successful and less successful strategies and activities within the group sessions.	
25	Agree future activities with participants.	
26	Monitor the use of the provision by families.	
27	Identify the reasons for reluctance of families to participate in the group sessions.	
28	Make changes to group sessions to encourage participation.	

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 51 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	How you can use different methods to provide information to local communities.	
40	How to present information that is inclusive and appropriate to the families involved.	
41	Barriers to participation for families in the setting and how to manage reluctance to attend.	
42	How you communicate with families in ways that are non-judgmental and value difference and diversity and the importance of this to successful relationships.	
43	What to consider when identifying a venue for families and why compromises might need to be made to the programme.	
44	Resources that might be available in your local area to facilitate communication where there are likely to be difficulties.	
45	The importance of ground rules and confidentiality in group work and how you control this.	
46	Activities and events that could be provided to meet different needs.	
47	How you encourage group members to share information and experiences and why this is important to group work.	
48	Why it is important to ensure everyone in a parent/family group can have opportunities to be heard.	
49	How family members can be involved in the running of the group and why this is beneficial.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
50	Why you need to evaluate different methods of involving families.	
51	Successful models of engaging with families.	

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	