

## **H5WH 04 (SCDCCLD 0433) — Prepare the Childcare Setting for Regulatory Inspections**

### **Overview**

This standard is about meeting regulatory requirements within a childcare setting, according to the requirements of your home country. It covers planning for inspections, evidence gathering, identification of gaps and taking appropriate actions to meet requirements. The inspections may be in relation to education provision or social care.

## 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.

**A location** can be a known and established place within the setting for storing paper copies of policies and procedures. Alternatively they can be stored electronically on the setting's website in a space for which all staff have access to.

**Regulatory standards** are those against which you are regulated and inspected for your specific setting within your home country.

**Routinely** can include team meetings, quarterly, etc. Critically, it means that inspection should not be the catalyst for ensuring that the setting is compliant. Best practice should be a daily concern.

**Systems** may include premises and equipment; policies; the provision of food and drink, including the guidelines for healthy eating; health and safety, including those for first aid and fire safety; colleagues' numbers/ratios, suitability and qualifications; management of information systems and records, including those of confidentiality; curriculum requirements for babies and pre-school children; supervision records; personal development plans for staff.

**Written Plans** can be child care plans, curriculum development plans, children's learning plans, lesson plans, etc.

## **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.

**All knowledge statements must be applied in the context of this standard.**

**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.

## **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.

### Identify regulatory requirements

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Reflect on the purpose and expectations of an inspection.	
2	Explore with staff the <b>regulatory standards</b> to which the setting is expected to adhere.	
3	Audit the <b>systems</b> within the setting <b>routinely</b> to ensure that they are meeting regulatory standards.	
4	Communicate with your staff the purpose and benefits of the regulatory requirements and inspections.	
5	Clarify with staff the scope of what the inspection will cover.	

### Plan for inspection in consultation with colleagues

6	Ensure that your staff are made aware of the policies and procedures employed in the setting that are in line with regulatory requirements and current best practice.	
7	Make information and guidance on inspections available to colleagues.	
8	Work with your staff to ensure they are confident in their knowledge of policies and procedures in carrying out their work as part of the culture of the setting.	
9	Ensure that all policies are kept up to date and in a <b>location</b> known to all staff.	

### Plan for inspection in consultation with colleagues (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
10	Offer your staff the opportunity to understand examples of best practice as part of their professional development.	
11	Ensure that colleagues understand their individual responsibilities in relation to inspection.	
12	Support staff to feel confident in the language used in inspections to describe roles and responsibilities of those caring for the children.	
13	Clarify with staff how to comply with the conditions of registration and inspection.	
14	Identify with staff where there are potential weaknesses.	
15	Offer staff the opportunity to consult previous inspection reports, where appropriate, and use them to raise standards in the workplace, in readiness for future inspections.	
16	Work with staff to prepare an inspection plan.	
17	Ensure that curriculum and care plans meet regulatory requirements and children's needs.	
18	Prepare and complete any forms associated with the inspection.	
19	Inform families that an inspection is due and that they will be consulted and their views sought by inspectors or regulators.	

### Take appropriate action to meet requirements

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
20	Carry out an audit of the premises and make arrangements for any necessary adjustments to be completed prior to the inspection.	
21	Liaise with staff to ensure that personal details are correct and up-to-date.	
22	Ensure that records of children's development are based on observations and are complete and up-to-date.	
23	Carry out an audit of equipment and resources provided for children to ensure they meet health and safety requirements and are fit for purpose.	
24	Review <b>written plans</b> and amend where necessary to ensure they meet child and setting objectives.	
25	Ensure records of children's attendance, sickness and absence and their contact details and significant information are up-to-date, checking with parents and families where necessary.	
26	Keep accurate records of meetings and discussions.	

### Collect required evidence

27	Review the different sources of evidence that could be put forward to demonstrate compliance with regulatory requirements.	
28	Enlist the support of others in identifying evidence which has been overlooked and which meets standards.	
29	Ensure that written plans are available for inspection or regulation.	
30	Ensure that policies in relation to the care and protection of children are available for inspection.	

### Collect required evidence (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
31	Provide documentary evidence of compliance with health and safety, environmental health and fire regulations.	
32	Ensure that information relating to staff, their qualifications, health status and levels of responsibility is made available for inspection.	
33	Ensure that records of children's care and developmental progress are available for inspection.	
34	Ensure that management systems are in place.	

### Review the recommendations from inspections

35	Evaluate the recommendations from the inspection.	
36	Compare the recommendations with the assessment you had made prior to inspection regarding compliance and gaps.	
37	Encourage staff in areas of good practice within the setting.	
38	Agree with staff a plan to meet recommendations.	

## 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 59 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> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	



## Your practice

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

### Your practice (cont)

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

### Theory for practice

22	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.	
23	Theories underpinning our understanding of child development and factors that affect it.	
24	Theories about attachment and its impact on children and young people.	

### Personal and professional development

25	Principles of reflective practice and why it is important.	
26	Your role in developing the professional knowledge and practice of others.	
27	How to promote evidence based practice.	

### Communication

28	Factors that can affect communication and language skills and their development in children and young people.	
29	Methods to promote effective communication and enable children and young people to communicate their needs, views and preferences.	

## Health and Safety

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

## Safeguarding

33	Legislation and national policy relating to the safeguarding and protection of children and young people.	
34	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
35	Indicators of potential harm or abuse.	
36	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
37	What to do if you have reported concerns but no action is taken to address them.	
38	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Multi-disciplinary working

39	The purpose of working with other professionals and agencies.	
40	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
41	Legal requirements, policies and procedures for the security and confidentiality of information.	
42	Legal and work setting requirements for recording information and producing reports.	
43	Principles of confidentiality and when to pass on otherwise confidential information.	
44	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
45	How and where ICT can and should be used for communicating, recording and reporting.	

## Leading practice

46	Theories about leadership.	
47	Standards of practice, service standards and guidance relating to the work setting.	
48	National and local initiatives to promote the wellbeing of children and young people.	
49	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
50	Methods of supporting others to work with and support children and young people, key people and others.	
51	How to contribute to the development of systems, practices, policies and procedures.	
52	Techniques for problem solving and innovative thinking.	

## Risk management

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
53	Principles of risk assessment and risk management.	
54	Principles of positive risk-taking.	

## Knowledge that is Specific to this NOS

55	Why it is important to plan in advance for inspections, and how to involve your staff in the planning process.	
56	Regulatory and employment requirements for regulation.	
57	The different policies, procedures, records and documents that will provide evidence against regulatory requirements.	
58	Why it is important to inform parents of an impending inspection.	
59	Where to obtain information about the requirements for inspections.	

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>	