

H5L7 04 (SCDCCLD0205) — Maintain Environments to Meet Children’s Needs

Overview

This standard identifies the requirements when supporting the care, learning and development of children through the maintenance of environments. This includes preparing and maintaining a physical safe environment which is stimulating and build’s the child’s confidence, as well as supporting routines for 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.

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.

Accessible All children and young people can use the environment and children are not prevented from benefiting because of a disability or particular need.

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

Child/young person centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Environmental factors are the external conditions or surroundings which may influence development or behaviour such as room temperature, ventilation, weather conditions.

Equipment and materials are physical objects which furnish the environment.

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 family, friends, carers and others with whom the child or young person has a supportive relationship.

Risk assessments are documents that identify actual and potential risks and specify actions to address these.

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

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.

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.

Prepare a safe physical environment

	Performance Criteria	Evidence Number where this criteria has been met
1	Use physical space effectively when providing activities for children.	
2	Set out equipment and materials so that activities are child centred and can be carried out safely.	
3	Make sure that access to, and exits from, the environment are not obstructed.	
4	Follow risk assessments and health and safety procedures while in the work setting .	
5	Follow health and safety procedures in accordance with legal and work setting requirements.	
6	Report any health and safety issues in accordance with legal and work setting requirements.	
7	Encourage the active participation of children when making decisions about their environment.	
8	Check that environmental factors within the work setting are appropriate for the child's preferences and needs.	
9	Check that the environment is accessible for all who use it.	

Prepare a stimulating environment

	Performance Criteria	Evidence Number where this criteria has been met
10	Support the active participation of children and key people in the preparation and maintenance of a stimulating environment.	
11	Make sure that the environment is appropriate for the needs and abilities of the child.	
12	Use sensory displays which provide experiences for children to investigate and explore.	
13	Use sensory displays to promote positive images of people in accordance with the values and principles of the sector.	
14	Use a range of sensory experiences to provide a stimulating and exciting environment which promotes open enquiry.	
15	Take into account the child's needs, interests and preferences when making changes to the environment.	

Maintain an environment that builds children's confidence and resilience

16	Provide an environment that acknowledges the achievements of each child.	
17	Provide active support to children to participate in activities.	
18	Help children and key people to recognise their achievements.	
19	Explain any changes to the child's environment clearly and honestly.	
20	Provide reassurance, explanations and comfort for any unforeseen changes.	

Maintain an environment that builds children's confidence and resilience (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Help children to develop a sense of worth in relation to themselves and others around them.	
22	Help children to make progress and achievements at a level appropriate to their age, needs and abilities.	
23	Provide an environment that encourages children to socialise with adults and other users.	

Support routines for children

24	Support the active participation of key people in settling the child into the work setting taking account of preferences and needs.	
25	Help children new to the setting to settle in, according to work setting procedures.	
26	Help implement consistent routines for children that provide a balance of levels of activity whilst using the environment effectively.	
27	Support children's personal care preferences and needs according to procedures.	
28	Provide food and drinks to children in keeping with procedures in the setting, making sure drinking water is available.	

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 60 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	Work setting requirements on equality, diversity, discrimination and rights.	
2	Your role supporting rights, choices, wellbeing and active participation.	
3	Your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights.	
4	The actions to take if you have concerns about discrimination.	
5	The rights that key people and children have to make complaints and be supported to do so.	

How you carry out your work

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard.	
7	The main items of legislation that relate to the content of this standard within your work role.	
8	How your own background, experiences and beliefs may affect the way you work.	
9	Your own roles and responsibilities with their limits and boundaries.	
10	Who you must report to at work.	
11	The roles and responsibilities of other people with whom you work.	
12	How to find out about procedures and agreed ways of working in your work setting.	
13	How to make sure you follow procedures and agreed ways of working.	
14	The meaning of child centred working and the importance of knowing and respecting all children and young people as individuals.	
15	The prime importance of the interests and wellbeing of children and young people.	
16	Children's' cultural and language context.	
17	How to work in ways that build trust with key people and children.	
18	How to work in ways that support the participation of children.	
19	How to work in ways that respect children's dignity, personal beliefs and preferences.	
20	How to work in partnership with people.	

How you carry out your work (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	What you should do when there are conflicts and dilemmas in your work.	
22	How and when you should seek support in situations beyond your experience and expertise.	

Theory for practice

23	The factors that may affect the health, wellbeing and development of children.	
24	How these affect children in different ways.	
25	Factors that promote the health, wellbeing and development of children.	
26	The main stages of child development and learning.	

Communication

27	The importance of effective communication in the work setting.	
28	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
29	Ways to support children and young people to express their needs, views and preferences.	

Personal and professional development

30	Why it is important to reflect on how you do your work.	
31	How to use your reflections to improve the way you work.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
32	Your work setting policies and practices for health, safety and security practices that help to prevent and control infection.	

Safe-guarding

33	The duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Signs and symptoms of harm or abuse of children.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	

Handling information

37	Legal requirements, policies and procedures for the security and confidentiality of information.	
38	Work setting requirements for recording information and producing reports including the use of electronic communication.	
39	What confidentiality means.	
40	How to maintain confidentiality in your work.	
41	When and how to pass on 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
42	The transitions that children and young people may go through.	
43	The ways to support children's development through the provision of sensory experiences.	
44	The effects of changes, such as new children settling in, and ways to help children manage them.	
45	The way children's needs change as they develop and how to make the environment appropriate to the ages and stages of development of the children.	
46	How to display objects in a stimulating and interesting way for children.	
47	How to maintain environmental factors for the comfort, safety and development of the child.	
48	How the values and principles of the sector can be reflected in the environment.	
49	The importance of consistent routines for children's development.	
50	The requirement and importance of physical play.	
51	How to help children physical play opportunities.	
52	The importance of quiet periods for children to rest without being over stimulated by constant activity.	
53	Basic information about safe food handling.	
54	Basic nutritional needs of children and the principles of healthy eating according to government guidance as well as individual preferences and needs.	

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
55	The importance of regular physical activity and exercise to physical and mental health.	
56	Different food groups and the importance of supporting children's food preferences, nutritional requirements and cultural preferences and needs.	
57	Different types of food allergies and the importance of following setting procedures to ensure children are protected.	
58	The care of children's skin and hair, toiletries used, sun safety.	
59	How children's teeth develop, the effects of poor diet, everyday care of teeth.	
60	The physical care preferences and needs of the child.	

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	