

H5LR 04 (SCDCCLD0314) — Promote the Care of Babies and Children

Overview

This standard identifies the requirements when promoting direct care for the holistic development of babies and children. This includes caring for their physical and nutritional needs. It also includes providing a safe, secure and consistent environment in which babies and children can grow and in which their social, emotional, cognitive and linguistic development can be promoted. It requires you to be able to recognise and respond to illness in babies and 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.

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.

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

Babies are from birth to two years of age.

The **child** is the person with whom you are working, except where otherwise stated.

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.

Danger is the possibility of harm and abuse happening.

The **environment** is the place where the baby or child is living, it could include a foster parents home or a residential setting.

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.

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 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.

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:

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 51 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.

Care for the physical and nutritional needs of babies and children for whom you are responsible

	Performance Criteria	Evidence Number where this criteria has been met
1	Access information and records that identify the physical and nutritional needs of the baby or child .	
2	Work with parents , carers and others to identify who should be involved in the assessment of the baby or child's physical and nutritional needs.	
3	Work with parents, carers and others to identify your responsibilities and the responsibilities of others in the care of the baby or child.	
4	Work with parents, carers and others to identify any specific issues that need to be taken account of within the care plan for the physical and nutritional needs of the baby or child.	
5	Work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided.	
6	Ensure that any particular requirements are documented and shared with those involved in the baby's or child's care.	
7	Advise parents, carers and others of sources of advice and information to assist them to make informed choices and decisions about the care and wellbeing of their baby or child.	
8	Resolve any issues arising when parents' preferences are not in line with current best practice.	

Care for the physical and nutritional needs of babies and children for whom you are responsible (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Prepare and store food and drink for the baby or child according to the needs and any medical conditions of the baby or child and according to legal and work setting requirements.	
10	Change the baby's nappy in order to meet their physical, health and wellbeing needs and work setting requirements.	
11	Actively encourage the baby or child, along with parents and carers, in their toilet training.	
12	Dispose of soiled items in ways that minimise the spread of infection and according to work setting requirements.	
13	Promote participation during the baby's weaning process by supporting and encouraging the baby to feed themselves, according to their ability and developmental stage.	
14	Encourage the baby or child to carry out self-care in a manner suitable for their ability and level of development, including caring for their environment as part of the routines.	
15	Create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child.	
16	Ensure that there is sufficient time for unhurried routines within everyday activities that can be carried out at a comfortable pace suited to the needs of the baby or child and can be used as enjoyable learning experiences.	
17	Actively encourage the baby or child to exercise, in order to develop their mobility, explore their surroundings.	

Care for the physical and nutritional needs of babies and children for whom you are responsible (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Positively reinforce the baby or child's physical movement and the development of their social, emotional, cognitive and linguistic skills.	

Provide a safe and secure environment in which babies and children can grow and develop

19	Work with others to assess what is necessary to create and maintain a safe and secure environment for the baby or child for whom you are responsible	
20	Work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby or child from danger and harm .	
21	Work with others to access the resources to make the environment safe and secure for the baby or child for whom you are responsible.	
22	Observe the behaviour and actions of the baby or child, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are interested in and stimulated by, like and dislike.	
23	Ensure that the baby or child is never left unattended.	
24	Ensure that the baby or child is only held by or left with people who are capable of caring for them.	
25	Ensure the baby or child is only placed in environments that are safe and secure, taking account of their developmental stage and physical abilities.	
26	Encourage independence and self-care by respecting and following the child's wishes regarding the level of assistance they require.	

Provide a safe and secure environment in which babies and children can grow and develop (cont)

	Performance Criteria	Evidence Number where this criteria has been met
27	Identify learning and developmental opportunities within daily routines for babies and children ensuring that they can contribute to and benefit from such opportunities.	
28	Ensure the baby or child is provided with toys and equipment that take account of their developmental stage and physical abilities.	
29	Have high expectations of what the baby or child can achieve, whilst ensuring that they are appropriately supported.	
30	Take the necessary safety and hygiene measures when feeding the baby or child.	
31	Take the necessary safety and hygiene measures when providing toys and equipment for the baby or child.	
32	Take necessary precautions to ensure that the baby or child is protected from the risk of danger, harm and abuse , seeking specialist advice and intervention where appropriate.	

Provide an emotionally secure and consistent environment for babies and children

33	Promote routines that recognise and respect the value of attachments to the emotional security of the baby or child.	
34	Recognise and respond promptly to signs of emotional distress in the baby or child.	
35	Use different techniques to reassure the baby or child who is distressed, appropriate to their ability, needs and level of understanding.	
36	Communicate respect for the feelings of the baby or child as valid and important.	

Provide an emotionally secure and consistent environment for babies and children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
37	Praise babies' and young children's efforts and achievements, taking account of their age and developmental stage.	
38	Communicate clearly and calmly the boundaries and limits of acceptable behaviour to the baby or child.	
39	Encourage the baby or child to express their feelings in ways that help them manage their emotions.	
40	Use respectful physical contact to promote the emotional security of the baby or child.	
41	Encourage parents to share information that may affect the baby or child's emotional security and wellbeing.	
42	Reassure parents of the confidentiality of any personal information they share, within the boundaries of legislative and work setting requirements.	
43	Ensure that parents and carers receive up to date information regularly about their baby or child's activities and developmental progress.	

Recognise and respond to illness in babies and children

44	Recognise physical signs of illness in the baby or child.	
45	Report physical signs of illness in the baby or child.	
46	Recognise changes in the behaviour of the baby or child that may be due to illness.	
47	Report changes in the behaviour of the baby or child that may be due to illness.	

Recognise and respond to illness in babies and children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
48	Respond to the care and treatment of the baby or child who is ill, according to work setting requirements.	
49	Manage the symptoms of illness in the baby or child calmly and effectively whilst they are in your care.	
50	Inform parents of their baby or child's illness sensitively and at the earliest opportunity, giving details of any care or treatment, according to work setting requirements.	
51	Seek medical assistance when necessary for the baby or child who becomes acutely ill whilst in your care.	

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 43 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	Frameworks and guidance relating to illness.	
40	Theories relevant to the babies and children with whom you work, about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
41	The signs and symptoms of ill health and behaviour changes that may be due to ill health.	
42	Management of the symptoms of ill health.	
43	Understanding of the concept of resilience.	

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	