

H5MJ 04 (SCDCCLD0340) — Promote Quality Systems and Procedures for the Delivery of Childcare Services

Overview

This standard identifies the requirements for promoting quality systems and procedures for the delivery of childcare services. It relates to quality systems and procedures linked to externally validated quality assurance schemes. You must be able to establish, maintain and evaluate quality systems that are in place in a childcare setting.

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.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

Quality systems/criteria. Formal schemes for quality of provision, based on best practice (in addition to minimum standards).

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 22 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.

Establish quality systems for the delivery of childcare services

	Performance Criteria	Evidence Number where this criteria has been met
1	Assess requirements for quality systems in childcare.	
2	Access information and compare different quality systems.	
3	Evaluate quality systems against requirements.	
4	Identify appropriate quality systems to meet the requirements of the setting.	
5	Identify roles and responsibilities in relation to developing quality systems and procedures.	
6	Obtain resources necessary to develop quality systems and procedures.	
7	Discuss with others how the quality criteria relate to regulatory requirements for children's care and education.	
8	Negotiate a timed plan with others for developing quality systems.	
9	Develop policies, practices and procedures to ensure a quality service.	
10	Develop documentation to provide evidence of service quality, as required by the quality system.	

Maintain quality systems

	Performance Criteria	Evidence Number where this criteria has been met
11	Ensure staff and others are aware of quality system to be implemented and the implications for practice.	
12	Emphasise to staff the importance of documenting policies and practices and following the quality procedures.	
13	Ensure that evidence relating to the quality system is appropriate and fit for purpose.	
14	Promote the advantages of quality to staff and service users.	
15	Maintain documentation to provide evidence of service quality, as required by the quality system.	

Evaluate quality systems

16	Assess the setting's procedures and systems against given quality criteria.	
17	Identify areas of non-compliance and evaluate the reasons for this.	
18	Discuss the implications of non-compliance with others.	
19	Identify changes needed to policies, practices or procedures in order to maintain compliance.	
20	Negotiate a plan for implementing changes with staff and others.	
21	Identify a timescale for review of the plan.	
22	Support colleagues to identify how changes will improve the quality of service that is delivered to children and their families.	

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 45 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 role of quality assurance systems for childcare services.	
39	The range of quality assurance systems available and the differences between them.	
40	Key roles and responsibilities in relation to delivering quality assurance systems and resources that may be necessary to implement such a system.	
41	Key policies, practices and procedures which will ensure a quality childcare service and meet the requirements of quality assurance systems.	
42	How you will ensure that staff and others understand and are aware of the implications of quality assurance systems for their practice.	
43	What documentation is required to provide evidence of service quality and why documentation is needed.	
44	Likely sources of evidence that the service meets the requirements of the quality assurance system.	
45	Why it is important to have a timed plan for reviewing quality assurance and implementing any changes.	

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	