

H5MN 04 (SCDHSC0037) — Care for Babies

Overview

This standard identifies the requirement when you provide direct care for the holistic development of babies. This includes caring for their physical and nutritional needs. It also includes providing a safe, secure and stimulating environment in which babies can grow and in which their social, emotional, cognitive and linguistic development can be promoted. The standard also covers assisting in the observation and evaluation of babies' growth and development.

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 or others who are able 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.

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

A **baby** is from birth to two years of age.

A **carer** is any person who cares for the physical, social and emotional wellbeing of the baby.

A **care or support plan** is a formal plan that must be developed and agreed with the individual and/or those who are able to represent the individual's best interests. It addresses the holistic needs of the individual and contains information on all aspects of that person's care requirements. The care or support plan must underpin the individual's care and support within any health or social care setting.

To **communicate** may include using the individual's preferred spoken language, the use of signs, the use of symbols or pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

Correctly for the baby will be according to any specific plans for the baby and in accordance with the baby's age, needs and any medical conditions.

Danger is the possibility of harm or abuse happening.

The **environment** is the place where the baby is being cared for; it may include a foster care home or a residential setting.

Everyday activities may include daily routines, physical contact, actions, games, rhymes, books, stories and songs.

Harm is the effect of a baby being physically or mentally injured or abused.

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

Parents are those with legal parental responsibility.

Physical care may include handling, washing, dressing the baby and changing the baby's nappy.

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby.

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 40 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 the baby

	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 .	
2	Work with parents, carers and others to identify who should be involved in the assessment of the baby'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.	
4	Work with parents, carers and others to identify any specific issues that need to be taken account of when caring for the physical and nutritional needs of the baby.	
5	Work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided.	
6	Prepare food and drink for the baby hygienically, according to any specific instructions, correctly for the baby and according to legal and work setting requirements.	
7	Store food and drink for the baby hygienically, according to any specific instructions, correctly for the baby and according to legal and work setting requirements.	

Care for the physical and nutritional needs of the baby (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Promote active participation during the baby's weaning process by supporting and encouraging the baby to feed themselves, according to their age and developmental stage.	
9	Create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby.	
10	Provide physical care in order to meet the baby's physical, health and wellbeing needs.	
11	Encourage the baby to exercise, develop their mobility, explore their surroundings, crawl and walk.	
12	Use positive reinforcement to praise the baby's physical movement and the development of their physical skills.	

Provide a safe and secure environment in which the baby can grow and develop

13	Work with others to assess what is necessary to create and maintain a safe and secure environment for the baby.	
14	Work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby from danger and harm .	
15	Work with others to access the resources to make the environment safe and secure for the baby.	
16	Observe the behaviour of the baby, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are interested in and stimulated by.	
17	Observe the actions and behaviour of the baby, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are fearful of.	

Provide a safe and secure environment in which the baby can grow and develop (cont)

	Performance Criteria	Evidence Number where this criteria has been met
18	Ensure that the baby is never left unattended.	
19	Ensure that the baby is only held by or left with people who are capable of caring for them.	
20	Ensure the baby is only placed in environments that are safe and secure, taking account of their age, size, developmental stage and physical abilities.	
21	Ensure the baby is provided with toys and equipment that take account of their age, size, developmental stage and physical abilities.	
22	Take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for the baby.	
23	Dispose of soiled items hygienically and in ways that minimise the spread of infection.	
24	Take necessary precautions to ensure that the baby is protected from the risk of danger, harm and abuse, seeking specialist advice and intervention where appropriate.	

Provide a stimulating environment in which to promote the baby's social, emotional, cognitive and linguistic development

25	Work with the baby, parents, carers and others to assess the specific stimulation and developmental needs of babies.	
26	Work with parents, carers and others to agree how care of the baby should be shared to maximise the desired outcomes for the baby.	
27	Work with parents, carers and others to develop and implement a care or support plan to address the baby's social, emotional, cognitive and linguistic developmental needs.	

Provide a stimulating environment in which to promote the baby’s social, emotional, cognitive and linguistic development (cont)

	Performance Criteria	Evidence Number where this criteria has been met
28	Interact with the baby in ways which stimulate, support and encourage their social, emotional, cognitive and linguistic development.	
29	Use objects, games, equipment and play materials that stimulate and actively promote the baby’s social, emotional, cognitive and linguistic development.	
30	Provide daily routines, including appropriate indoor and outdoor activities, to stimulate and actively promote the baby’s social, emotional, cognitive and linguistic development.	
31	Use everyday activities to encourage the baby to respond, interact and communicate.	
32	Use everyday activities to promote the linguistic development of the baby.	
33	Use every day activities to extend the baby’s listening skills and sound discrimination.	

Assist in the observation and evaluation of the baby’s growth and development

34	Provide the baby with activities that will help you to assess whether they are growing and developing normally.	
35	Monitor observations of the baby over time.	
36	Take appropriate action when you notice anything that is abnormal in their growth, development, behaviour, condition or bodily functions.	
37	Take appropriate action when you notice any changes in relation to normal development patterns for babies of a similar age.	

Assist in the observation and evaluation of the baby's growth and development (cont)

	Performance Criteria	Evidence Number where this criteria has been met
38	Work with parents and others, including those with specialist expertise, to monitor and review the progress of the baby and to respond to changes in their needs and life circumstances.	
39	Report on the baby's development, what has been achieved and areas where the baby might need additional support.	
40	Complete records and reports on the baby according to confidentiality agreements and legal and work setting requirements.	

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 49 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 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	Your own background, experiences and beliefs that 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 each child or young person as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	The child or young person'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

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

Communication

24	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
25	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

26	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
27	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
28	Practices for the prevention and control of infection in the context of this standard.	

Safeguarding

29	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
30	Indicators of potential or actual harm or abuse.	
31	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
32	What to do if you have reported concerns but no action is taken to address them.	

Handling information

33	Legal requirements, policies and procedures for the security and confidentiality of information.	
34	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
35	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
36	Pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development.	
37	The ways in which babies can be stimulated according to their age in order to enhance their development.	
38	The development of linguistic and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults.	
39	Role of relationships and support networks in promoting the wellbeing of the babies with whom you work.	
40	Supports for disabled babies and parents.	
41	The nutritional requirements and the types and consistency of food that is appropriate to babies up to two years old, including factors that influence weaning.	
42	Common food allergies and feeding difficulties and where to get advice about them.	
43	Unusual conditions and symptoms of common ailments which may require to be reported.	
44	The variation in sleep patterns in babies, the importance of rest/sleep or quiet periods as part of the daily routine, of matching the routines of the home and child care setting.	
45	Methods of encouraging attentive listening and sound discrimination in babies.	
46	Types of activities that can stimulate sensory, social, cognitive and physical development.	

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
47	Methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these.	
48	Suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years.	
49	Awareness of the effect of changes in temperature and babies' sensitivity to changes in temperature and the need to adapt the environment and clothing accordingly.	

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	