

H5W0 04 (SCDCCLD 0405) — Lead Provision for Babies and Children in Partnership with Parents and Carers

Overview

This standard identifies the requirements when leading provision of services for babies and children in partnership with parents and carers. This includes providing information on services and resources and supporting parents to access the services. It also includes developing provision and encouraging best practice in work with 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.

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.

Babies are from birth to two years of age.

Carer. Any person who cares for the physical, social and emotional wellbeing of the baby or child.

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

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

Holistic development refers to babies or children gaining skills and competence to develop their social, emotional, cognitive and linguistic skills.

Parents. People with legal parental responsibility

Stakeholders are individuals or organisations with an interest in childcare services provided for babies and children. Stakeholder interests may or may not be financial.

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 Performance Criteria

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.

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.

Provide information on services and provision for parents

	Performance Criteria	Evidence Number where this criteria has been met
1	Encourage the active participation of parents and carers in identifying their preferences and needs in relation to services for their baby or child .	
2	Assess and evaluate provision against the baby's and child's, and parents' and carers' requirements and current best practice guidelines.	
3	Identify in partnership with parents and carers additional support services for their baby or child in your local area.	
4	Actively support parents and carers to access additional support services and resources.	
5	Identify in partnership with parents and carers costs relating to provision, including available funding support and average costs to parents and carers of different types of services.	
6	Provide detailed and accessible information to parents about provision.	
7	Implement effective methods of communication and information exchange with parents.	

Develop provision

	Performance Criteria	Evidence Number where this criteria has been met
8	Plan to develop provision in line with legislation, policy, government guidelines, regulatory requirements and current best practice.	
9	Co-ordinate resources needed to provide services for babies and children and their parents and carers, and identify additional resources as required.	
10	Identify sources of funding to support provision with external stakeholders .	
11	Consider options for the development and improvement of services for babies and children, promoting the active participation of parents and carers in identifying needs, requirements and available resources.	
12	Lead the planning for the further development and improvement of services for babies and children in the light of available options and current best practice.	
13	Work in partnership with parents, carers and others to support the transition of babies and children to new environments .	

Encourage best practice in work with babies and children

14	Ensure work setting arrangements support best practice with babies and children.	
15	Provide environments that safeguard babies and children, support their wellbeing and holistic development.	
16	Ensure colleagues are reflective and responsive care-givers for this age group.	

Encourage best practice in work with babies and children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
17	Identify curriculum or other relevant and current frameworks that support best practice in work with babies and children.	
18	Work in partnership with colleagues to identify their development needs and access learning opportunities in relation to best practice for babies and children.	
19	Identify opportunities and share information about continuous professional development for colleagues working with babies and children.	
20	Seek ways of maximising resources to enable the development and implementation of best practice.	
21	Arrange regular opportunities for exchanging information about best practice between colleagues at times which are convenient for them.	
22	Actively support colleagues to keep up-to-date with issues relating to the health, safeguarding and wellbeing, care and holistic development of babies and children.	

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 56 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.	
6	Conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 factors that may affect the health, wellbeing and development of children and young people you care for or support.	
23	Factors that promote positive health and wellbeing of children and young people.	
24	Theories underpinning our understanding of child development and learning, and factors that affect it. theories about attachment and its impact on children and young people	

Communication

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

Personal and professional development

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

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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	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.	

Handling information

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

Multi-disciplinary working

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

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.	

Leading practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
51	How to contribute to the development of systems, practices, policies and procedures.	
52	Techniques for problem solving and innovative thinking.	

Risk management

53	Principles of risk assessment and risk management.	
54	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

55	The importance of multi-agency working in protecting babies and children.	
56	Understanding of the impact of transitions on babies and children and how to support them through transitions.	

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	