

H5W6 04 (SCDCCLD 0412) — Evaluate the Environment for Children and Families

Overview

This standard identifies the requirements when you evaluate the environment for children and families and co-ordinate resources to meet their needs. It also includes leading a process of change and improvement within the environment.

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.

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

Activities may include physical contact, actions, games, rhymes, books, stories, songs and structured learning activities.

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

Creativity is the ability to make links and connections between one area of learning and another and therefore extend understanding.

Culture refers to and includes all factors that contribute to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions.

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

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

Harm. The effects of a child being physically or mentally injured or abused.

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

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 parents, family, friends, carers and others with whom the child has a supportive relationship.

Multi-agency is the range of organisations, services and professional groups who provide services to children and their families.

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 the people with legal parental responsibility.

Transition processes are changes that happen within the child's life as they move to different environments and different developmental stages. This includes entering the environment and progressing to school.

The **work setting** may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

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 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 26 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.

Evaluate the environment for children, parents and key people

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop systems and procedures to monitor the environment .	
2	Develop systems and procedures to evaluate the environment.	
3	Ensure equality of access to the environment for the child, parents and key people who wish to use it.	
4	Work with others to ensure that the child, parents and key people feel welcomed, respected and valued.	
5	Work with others to promote the active participation of the child, parents and key people in evaluating the environment.	
6	Ensure that the environment meets the health and wellbeing, care, learning and play needs of the child.	
7	Ensure that the environment is stimulating and promotes the holistic development of the child.	
8	Ensure the environment is sensitive to different cultures and ethnicities, values diversity and provides positive images of all children.	
9	Ensure that colleagues and the environment provide support to the child, parents and key people through transition processes .	

Co-ordinate resources to meet the needs of children and families

	Performance Criteria	Evidence Number where this criteria has been met
10	Ensure human and material resources are used effectively, according to health and safety and work setting requirements.	
11	Ensure activities and experiences available for the child are well planned, organised and adequately resourced.	
12	Monitor the care that is offered to the child and that their social, emotional, cognitive and linguistic needs are met.	
13	Implement balanced routines that support the needs of the child and extend their knowledge and understanding of other people and the wider world.	
14	Evaluate resources for safety, hygiene and fitness for purpose.	
15	Ensuring resources protect children from harm .	
16	Develop systems and procedures to monitor the use and quality of resources and identify any gaps.	
17	Ensure that a multi-agency approach is taken to safeguarding and protecting children.	

Lead a process of change and improvement for the environment for children and families

18	Identify issues for improvement in partnership with the child, parents, key people and others.	
19	Plan for continuous development in partnership with the child, parents, key people and others.	
20	Agree issues for development and improvement with the child, parents, key people and others.	

Lead a process of change and improvement for the environment for children and families (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Prepare others for change and development in ways that are positive, motivating and promote creativity .	
22	Encourage others to innovate and offer support for new ideas.	
23	Listen to the child, parents, key people and others as they go through the process of change.	
24	Work with others to deal with conflict constructively.	
25	Encourage others to reflect on, and evaluate their own and organisational practice.	
26	Create an environment that actively promotes continuing professional development and where practice is based on evidence.	

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 64 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.	
25	Theories about attachment and its impact on children and young people.	

Communication

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

Personal and professional development

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Principles of reflective practice and why it is important.	
29	Your role in developing the professional knowledge and practice of others.	
30	How to use and promote evidence based practice.	

Health and Safety

31	Legal and statutory requirements for health and safety.	
32	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
33	Practices for the prevention and control of infection.	

Safeguarding

34	Legislation and national policy relating to the safeguarding and protection of children and young people.	
35	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
36	Indicators of potential harm or abuse.	
37	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
38	What to do if you have reported concerns but no action is taken to address them.	
39	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
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where ICT can and should be used for communicating, recording and reporting.	

Multi-disciplinary working

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

Leading practice

47	Theories about leadership.	
48	Standards of practice, service standards and guidance relating to the work setting.	
49	National and local initiatives to promote the wellbeing of children and young people.	
50	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
51	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
52	How to contribute to the development of systems, practices, policies and procedures.	
53	Techniques for problem solving and innovative thinking.	

Risk management

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

Knowledge that is Specific to this NOS

56	The transitions that children and young people may go through.	
57	How to set up systems and procedures to monitor and evaluate the environment for children and families, the types of system that are most appropriate, and how to introduce these or to develop those that are already in place.	
58	Systems and practices for implementing change in the environment.	
59	The types of support needed by colleagues and others during a process of change.	
60	How to model and demonstrate good practice, leading by example and encouraging and influencing others.	
61	Have knowledge and understanding of continuous professional development frameworks.	
62	Theories of leadership.	
63	Understanding of the process of reflection and facilitating learning and 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
64	Understand evidence based and research informed practice.	

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	