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**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.

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## Care for babies

### Performance criteria

#### Care for the physical and nutritional needs of the baby

*You must be able to:*

- P1 access information and records that identify the physical and nutritional needs of the **baby**
- P2 work with **parents, carers** and **others** to identify who should be involved in the assessment of the baby's physical and nutritional needs
- P3 work with parents, carers and others to identify your responsibilities and the responsibilities of others in the care of the baby
- P4 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
- P5 work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided
- P6 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
- P7 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
- P8 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
- P9 create a comfortable and relaxed atmosphere whilst providing for the **physical care** of the baby
- P10 provide physical care in order to meet the baby's physical, health and well-being needs
- P11 encourage the baby to exercise, develop their mobility, explore their surroundings, crawl and walk
- P12 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

*You must be able to:*

- P13 work with others to assess what is necessary to create and maintain a safe and secure **environment** for the baby
- P14 work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby from **danger** and **harm**
- P15 work with others to access the resources to make the environment safe and secure for the baby
- P16 observe the behaviour of the baby, taking account of verbal and non-verbal cues, to identify environments, objects, situations and

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- P17 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
- P18 ensure that the baby is never left unattended
- P19 ensure that the baby is only held by or left with people who are capable of caring for them
- P20 ensure the baby is only placed in environments that are safe and secure, taking account of their age, size, developmental stage and physical abilities
- P21 ensure the baby is provided with toys and equipment that take account of their age, size, developmental stage and physical abilities
- P22 take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for the baby
- P23 dispose of soiled items hygienically and in ways that minimise the spread of infection
- P24 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**

##### *You must be able to:*

- P25 work with the baby, parents, carers and others to assess the specific stimulation and developmental needs of babies
- P26 work with parents, carers and others to agree how care of the baby should be shared to maximise the desired outcomes for the baby
- P27 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
- P28 interact with the baby in ways which stimulate, support and encourage their social, emotional, cognitive and linguistic development
- P29 use objects, games, equipment and play materials that stimulate and actively promote the baby's social, emotional, cognitive and linguistic development
- P30 provide daily routines, including appropriate indoor and outdoor activities, to stimulate and actively promote the baby's social, emotional, cognitive and linguistic development
- P31 use **everyday activities** to encourage the baby to respond, interact and communicate
- P32 use everyday activities to promote the linguistic development of the baby
- P33 use every day activities to extend the baby's listening skills and sound discrimination

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### **Assist in the observation and evaluation of the baby's growth and development**

*You must be able to:*

- P34 provide the baby with activities that will help you to assess whether they are growing and developing normally
- P35 monitor observations of the baby over time
- P36 take appropriate action when you notice anything that is abnormal in their growth, development, behaviour, condition or bodily functions
- P37 take appropriate action when you notice any changes in relation to normal development patterns for babies of a similar age
- P38 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
- P39 report on the baby's development, what has been achieved and areas where the baby might need additional support
- P40 complete records and reports on the baby according to confidentiality agreements and legal and work setting requirements

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### Knowledge and understanding

#### Rights

*You need to know and understand:*

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that children and young people have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your

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experience and expertise

### Theory

*You need to know and understand:*

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

### Communication

*You need to know and understand:*

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

### Personal and professional development

*You need to know and understand:*

- K26 principles of reflective practice and why it is important

### Health and Safety

*You need to know and understand:*

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

### Safeguarding

*You need to know and understand:*

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

### Handling information

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*You need to know and understand:*

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

*You need to know and understand:*

- K36 pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K37 the ways in which babies can be stimulated according to their age in order to enhance their development
- K38 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
- K39 role of relationships and support networks in promoting the well-being of the babies with whom you work
- K40 supports for disabled babies and parents
- K41 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
- K42 common food allergies and feeding difficulties and where to get advice about them
- K43 unusual conditions and symptoms of common ailments which may require to be reported
- K44 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
- K45 methods of encouraging attentive listening and sound discrimination in babies
- K46 types of activities that can stimulate sensory, social, cognitive and physical development
- K47 methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these
- K48 suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years
- K49 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

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### 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 well-being 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 well-being 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

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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

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## Care for babies

### 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

The candidate and assessor must only sign below when all Performance Criteria and Knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's Name:</b>	
<b>Candidate's Signature:</b>	
<b>Date submitted to assessor as complete:</b>	

<b>Assessor's Name:</b>	
<b>Assessor's Signature:</b>	
<b>Date assessed as complete:</b>	

**Internal Verification —**

to be completed in accordance with centre's IV strategy

<b>Evidence for this Unit was sampled on the following date/s:</b>	<b>IV's Signature</b>	<b>IV's Name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>IV's Signature</b>	<b>IV's Name</b>

**Unit completion confirmed**

<b>IV's Name:</b>	
<b>IV's Signature:</b>	
<b>Date complete:</b>	