

SCDCCLD0205

Maintain environments to meet children's needs



Overview

This standard identifies the requirements when supporting the care, learning and development of children through the maintenance of environments. This includes preparing and maintaining a physical safe environment which is stimulating and build's the child's confidence, as well as supporting routines for children.

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Performance criteria

You must be able to:

Prepare a safe physical environment

- P1 use physical space effectively when providing activities for children
- P2 set out **equipment and materials** so that activities are **child centred** and can be carried out safely
- P3 make sure that access to, and exits from, the environment are not obstructed
- P4 follow **risk assessments** and health and safety procedures while in the **work setting**
- P5 follow health and safety procedures in accordance with legal and work setting requirements
- P6 report any health and safety issues in accordance with legal and work setting requirements
- P7 encourage the **active participation** of children when making decisions about their environment
- P8 check that **environmental factors** within the work setting are appropriate for the child's preferences and needs
- P9 check that the environment is **accessible** for all who use it

Prepare a stimulating environment

You must be able to:

- P10 support the active participation of children and **key people** in the preparation and maintenance of a stimulating environment
- P11 make sure that the environment is appropriate for the needs and abilities of the child
- P12 use sensory displays which provide experiences for children to investigate and explore
- P13 use sensory displays to promote positive images of people in accordance with the values and principles of the sector
- P14 use a range of sensory experiences to provide a stimulating and exciting environment which promotes open enquiry
- P15 take into account the child's needs, interests and preferences when making changes to the environment

Maintain an environment that builds children's confidence and resilience

You must be able to:

- P16 provide an environment that acknowledges the achievements of each child
- P17 provide active support to children to participate in activities
- P18 help children and key people to recognise their achievements
- P19 explain any changes to the child's environment clearly and honestly
- P20 provide reassurance, explanations and comfort for any unforeseen changes
- P21 help children to develop a sense of worth in relation to themselves

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and others around them

- P22 help children to make progress and achievements at a level appropriate to their age, needs and abilities
- P23 provide an environment that encourages children to socialise with adults and other users

Support routines for children

You must be able to:

- P24 support the active participation of key people in settling the child into the work setting taking account of preferences and needs
- P25 help children new to the setting to settle in, according to work setting procedures
- P26 help implement consistent routines for children that provide a balance of levels of activity whilst using the environment effectively
- P27 support children's personal care preferences and needs according to procedures
- P28 provide food and drinks to children in keeping with procedures in the setting, making sure drinking water is available

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

How you carry out your work

You need to know and understand:

- K6 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K7 the main items of legislation that relate to the content of this standard within your work role
- K8 how your own background, experiences and beliefs may affect the way you work
- K9 your own roles and responsibilities with their limits and boundaries
- K10 who you must report to at work
- K11 the roles and responsibilities of other people with whom you work
- K12 how to find out about procedures and agreed ways of working in your work setting
- K13 how to make sure you follow procedures and agreed ways of working
- K14 the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals
- K15 the prime importance of the interests and well-being of children and young people
- K16 children's' cultural and language context
- K17 how to work in ways that build trust with key people and children
- K18 how to work in ways that support the participation of children
- K19 how to work in ways that respect children's dignity, personal beliefs and preferences
- K20 how to work in partnership with people
- K21 what you should do when there are conflicts and dilemmas in your work
- K22 how and when you should seek support in situations beyond your experience and expertise

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Theory for practice

You need to know and understand:

- K23 the **factors that may affect the health, wellbeing and development** of children
- K24 how these affect children in different ways
- K25 factors that promote the health, wellbeing and development of children
- K26 the main stages of child development and learning

Communication

You need to know and understand:

- K27 the importance of effective communication in the work setting
- K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K30 why it is important to reflect on how you do your work
- K31 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

- K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

You need to know and understand:

- K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K34 signs and symptoms of harm or abuse of children
- K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K36 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

- K37 legal requirements, policies and procedures for the security and confidentiality of information
- K38 work setting requirements for recording information and producing reports including the use of electronic communication

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- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

Specific to this NOS

You need to know and understand:

- K42 the **transitions** that children and young people may go through
- K43 the ways to support children's development through the provision of sensory experiences
- K44 the effects of changes, such as new children settling in, and ways to help children manage them
- K45 the way children's needs change as they develop and how to make the environment appropriate to the ages and stages of development of the children
- K46 how to display objects in a stimulating and interesting way for children
- K47 how to maintain the appropriate environmental factors for the comfort, safety and development of the child
- K48 how the values and principles of the sector can be reflected in the environment
- K49 the importance of consistent routines for children's development
- K50 the requirement and importance of physical play
- K51 how to help children physical play opportunities
- K52 the importance of quiet periods for children to rest without being over stimulated by constant activity
- K53 basic information about safe food handling
- K54 basic nutritional needs of children and the principles of healthy eating according to government guidance as well as individual preferences and needs
- K55 the importance of regular physical activity and exercise to physical and mental health
- K56 different food groups and the importance of supporting children's food preferences, nutritional requirements and cultural preferences and needs
- K57 different types of food allergies and the importance of following setting procedures to ensure children are protected
- K58 the care of children's skin and hair, toiletries used, sun safety
- K59 how children's teeth develop, the effects of poor diet, everyday care of teeth
- K60 the physical care preferences and needs of the child

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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 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.

Accessible All children and young people can use the environment and children are not prevented from benefiting because of a disability or particular need

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

Child/young person centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Environmental factors are the external conditions or surroundings which may influence development or behaviour such as room temperature, ventilation, weather conditions

Equipment and materials are physical objects which furnish the environment

Key people are those who are important to a child or young person and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the child or young person has a supportive relationship.

Risk assessments are documents that identify actual and potential risks and specify actions to address these

The work setting may be in someone's home, within an organisation's

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premises, in the premises of another organisation, out in the community

Scope/range relating 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

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

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Suite Children's Care Learning and Development

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