

SCDCCLD0306

Plan and organise environments for children and families



Overview

This standard identifies the requirements when planning and organising environments for children and families. This includes planning and providing a safe physical environment and personal care that is caring, nurturing and responsive to children's needs. It also includes organising space and resources to provide a stimulating environment and meet children's needs.

SCDCCLD0306

Plan and organise environments for children and families

Performance criteria

Plan and provide a positive and safe physical environment in which to promote children's social, emotional, cognitive and linguistic development

You must be able to:

- P1 work with **others** to assess what is necessary to create and maintain a safe and secure **environment**
- P2 ensure the physical environment meets regulatory and health and safety requirements and protects the **child** from **danger** and **harm**
- P3 develop and maintain systems and procedures for **risk** assessment and health and safety, according to **work setting** requirements
- P4 adapt the environment to meets the child's, **parents** and **key people's** preferences and needs, according to their developmental stage
- P5 ensure that the environment promotes inclusion and **active participation** of the child, parents and key people
- P6 promote and **value diversity** within the environment and range of **activities** provided
- P7 ensure the physical environment supports **curriculum frameworks** and planning for the child's play and **holistic development**
- P8 organise both visual and tactile displays to stimulate the child's curiosity and cognitive development
- P9 display the child's work in ways that build **creativity** and self-esteem
- P10 ensure the environment provides opportunity for exercise and physical play
- P11 organise and structure the physical environment to maximise sensory experiences and play and learning opportunities of different types

Organise space and resources to meet children's needs

You must be able to:

- P12 plan and organise the safe use of physical space to provide a comfortable and stimulating environment for the child
- P13 organise furniture and equipment so that activities can be carried out safely and allow the child to move freely
- P14 encourage the child, parents and key people to be actively involved in decisions about their environment
- P15 organise resources so they are accessible to the child, parents and key people and enable choice and independence
- P16 promote the use ICT to support play and learning
- P17 adapt the environment to ensure it is equally accessible to all children

SCDCCLD0306

Plan and organise environments for children and families

- P18 ensure there are comfortable areas where the child can go for quiet and privacy

Provide a caring, nurturing and responsive environment

You must be able to:

- P19 demonstrate that you value the child, parents and key people and respect their **culture, ethnicity**, faith, language and background
- P20 encourage the child to be positive about their own cultural backgrounds
- P21 praise and acknowledge the child's efforts and achievements
- P22 be responsive to the child's emotions and experiences
- P23 provide support for the child, parents and key people through **transition processes**
- P24 implement flexible and sensitive arrangements for the new child who is settling in
- P25 provide consistent care and a stable environment for the child, according to their developmental stage, preferences and needs
- P26 **communicate** clearly and calmly to the child the boundaries and limitations of acceptable behaviour
- P27 ensure that you are consistent and fair in the way you deal with the child's behaviour
- P28 promote flexible routines to support the child's well-being
- P29 encourage the child to take responsibility for themselves and others and become more independent, according to their stage of development and needs
- P30 explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes
- P31 be available to the child, parents and key people when they wish to communicate with you
- P32 be flexible and responsive to the child's changing needs and circumstances
- P33 deal positively with conflict that may arise between the child, parents, key people and others within the setting
- P34 ensure that parents and key people receive up to date information regularly about their child's activities and developmental progress

Facilitate children's personal care

You must be able to:

- P35 work with the child, parents, key people and others to identify any specific care needs of the child
- P36 encourage the child to care for themselves, according to their preferences, developmental stage and needs
- P37 ensure personal care routines support the child's protection and that of the adults who care for them

SCDCCLD0306

Plan and organise environments for children and families

- P38 meet the child's physical care needs in ways that reflect the preferences and needs of the child, parents and key people, and according to cultural and religious practices, so long as this does not compromise the well-being of the child
- P39 meet the child's nutritional needs during the time they are present, according to their preferences and needs, the wishes of their parents and key people and work setting requirements
- P40 take the necessary safety and hygiene measures when handling and storing food, according to work setting requirements
- P41 set up systems to deal safely with waste, according to work setting requirements
- P42 deal with the child's medicines or other specific medical requirements, according to work setting requirements
- P43 ensure that any particular requirements are documented and shared with those involved in the child's care

SCDCCLD0306

Plan and organise environments for children and families

Knowledge and understanding

You need to know and understand:

Rights

- 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 key people, children and young people have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs 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 all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people'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 experience and expertise

SCDCCLD0306

Plan and organise environments for children and families

You need to know and understand:

Theory for practice

- 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 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

You need to know and understand:

Communication

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

You need to know and understand:

Personal and professional development

- K28 principles of reflective practice and why it is important

You need to know and understand:

Health and Safety

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential or actual harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- K32 legal requirements, policies and procedures for the security and

SCDCCLD0306

Plan and organise environments for children and families

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

You need to know and understand:

Specific to this NOS

- K35 the **transitions** that children and young people may go through
- K36 materials and equipment, including ICT, that can be used to promote play and development
- K37 the importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour
- K38 knowledge of child development and resilience

SCDCCLD0306

Plan and organise environments for children and families

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 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

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Children are those with whom you are working, except where otherwise stated

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

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

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people

Danger is the possibility of harm and abuse happening

Environment is the place where the child is cared for, it could include a day care or residential setting

Ethnicity refers to a person's identification with a group that shares some or

SCDCCLD0306

Plan and organise environments for children and families

all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

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

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

Key people are those who are important to a child 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 has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the child's well-being and who enable you to carry out your role

Parents are the people with legal parental responsibility

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour

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

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

SCDCCLD0306

Plan and organise environments for children and families

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

SCDCCLD0306

Plan and organise environments for children and families

Developed by Skills for Care & Development

Version number 1

Date approved March 2012

Indicative review date December 2014

Validity Current

Status Original

Originating organisation Skills for Care & Development

Original URN CCLD 306

Relevant occupations Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children

Suite Children's Care Learning and Development

Key words plan, organise, environments