

SCDCCLD0314

Promote the care of babies and children



Overview

This standard identifies the requirements when promoting direct care for the holistic development of babies and children. This includes caring for their physical and nutritional needs. It also includes providing a safe, secure and consistent environment in which babies and children can grow and in which their social, emotional, cognitive and linguistic development can be promoted. It requires you to be able to recognise and respond to illness in babies and children.

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Performance criteria

Care for the physical and nutritional needs of babies and children for whom you are responsible

You must be able to:

- P1 access information and records that identify the physical and nutritional needs of the **baby or child**
- P2 work with **parents**, carers and **others** to identify who should be involved in the assessment of the baby or child'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 or child
- P4 work with parents, carers and others to identify any specific issues that need to be taken account of within the care plan for the physical and nutritional needs of the baby or child
- P5 work with parents, carers and others to identify any specialist expertise that may be required and how this will be provided
- P6 ensure that any particular requirements are documented and shared with those involved in the baby's or child's care
- P7 advise parents, carers and others of sources of advice and information to assist them to make informed choices and decisions about the care and well-being of their baby or child
- P8 resolve any issues arising when parents' preferences are not in line with current best practice
- P9 prepare and store food and drink for the baby or child according to the needs and any medical conditions of the baby or child and according to legal and **work setting** requirements
- P10 change the baby's nappy in order to meet their physical, health and well-being needs and work setting requirements
- P11 actively encourage the baby or child, along with parents and carers, in their toilet training
- P12 dispose of soiled items in ways that minimise the spread of infection and according to work setting requirements
- P13 promote participation during the baby's weaning process by supporting and encouraging the baby to feed themselves, according to their ability and developmental stage
- P14 encourage the baby or child to carry out self-care in a manner suitable for their ability and level of development, including caring for their **environment** as part of the routines
- P15 create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child
- P16 ensure that there is sufficient time for unhurried routines within **everyday activities** that can be carried out at a comfortable pace suited to the needs of the baby or child and can be used as

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enjoyable learning experiences

- P17 actively encourage the baby or child to exercise, in order to develop their mobility, explore their surroundings
- P18 positively reinforce the baby or child's physical movement and the development of their social, emotional, cognitive and linguistic skills

You must be able to:

Provide a safe and secure environment in which babies and children can grow and develop

- P19 work with others to assess what is necessary to create and maintain a safe and secure environment for the baby or child for whom you are responsible
- P20 work with others to ensure the necessary safety equipment is installed and securely placed to protect the baby or child from **danger** and **harm**
- P21 work with others to access the resources to make the environment safe and secure for the baby or child for whom you are responsible
- P22 observe the behaviour and actions of the baby or child, taking account of verbal and non-verbal cues, to identify environments, objects, situations and people they are interested in and stimulated by, like and dislike
- P23 ensure that the baby or child is never left unattended
- P24 ensure that the baby or child is only held by or left with people who are capable of caring for them
- P25 ensure the baby or child is only placed in environments that are safe and secure, taking account of their developmental stage and physical abilities
- P26 encourage independence and self care by respecting and following the child's wishes regarding the level of assistance they require
- P27 identify learning and developmental opportunities within daily routines for babies and children ensuring that they can contribute to and benefit from such opportunities
- P28 ensure the baby or child is provided with toys and equipment that take account of their developmental stage and physical abilities
- P29 have high expectations of what the baby or child can achieve, whilst ensuring that they are appropriately supported
- P30 take the necessary safety and hygiene measures when feeding the baby or child
- P31 take the necessary safety and hygiene measures when providing toys and equipment for the baby or child
- P32 take necessary precautions to ensure that the baby or child is protected from the **risk** of danger, harm and **abuse**, seeking specialist advice and intervention where appropriate

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You must be able to:

Provide an emotionally secure and consistent environment for babies and children

- P33 promote routines that recognise and respect the value of attachments to the emotional security of the baby or child
- P34 recognise and respond promptly to signs of emotional distress in the baby or child
- P35 use different techniques to reassure the baby or child who is distressed, appropriate to their ability, needs and level of understanding
- P36 **communicate** respect for the feelings of the baby or child as valid and important
- P37 praise babies' and young children's efforts and achievements, taking account of their age and developmental stage
- P38 communicate clearly and calmly the boundaries and limits of acceptable behaviour to the baby or child
- P39 encourage the baby or child to express their feelings in ways that help them manage their emotions
- P40 use respectful physical contact to promote the emotional security of the baby or child
- P41 encourage parents to share information that may affect the baby or child's emotional security and well-being
- P42 reassure parents of the confidentiality of any personal information they share, within the boundaries of legislative and work setting requirements
- P43 ensure that parents and carers receive up to date information regularly about their baby or child's activities and developmental progress.

You must be able to:

Recognise and respond to illness in babies and children

- P44 recognise physical signs of illness in the baby or child
- P45 report physical signs of illness in the baby or child
- P46 recognise changes in the behaviour of the baby or child that may be due to illness
- P47 report changes in the behaviour of the baby or child that may be due to illness
- P48 respond to the care and treatment of the baby or child who is ill, according to work setting requirements
- P49 manage the symptoms of illness in the baby or child calmly and effectively whilst they are in your care
- P50 inform parents of their baby or child's illness sensitively and at the earliest opportunity, giving details of any care or treatment,

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- according to work setting requirements
- P51 seek medical assistance when necessary for the baby or child who becomes acutely ill whilst in your care

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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

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 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

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Theory for practice

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 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

Communication

You need to know and understand:

- 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

Health and Safety

You need to know and understand:

- 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

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

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You need to know and understand:

Handling information

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

You need to know and understand:

Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 frameworks and guidance relating to illness
- K40 theories relevant to the babies and children with whom you work, about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K41 the signs and symptoms of ill health and behaviour changes that may be due to ill health
- K42 management of the symptoms of ill health
- K43 understanding of the concept of resilience

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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.

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.

Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm

Babies are from birth to two years of age

The **child** is the person 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

Danger is the possibility of harm and abuse happening

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

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs

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

Others are your colleagues and other professionals whose work contributes to

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the child's well-being and who enable you to carry out your role

Parents are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question

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

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

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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: 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

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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