

Overview

This standard identifies the requirements when caring for children in home based settings. This could mean either your own home or in the child's family home as, for example, a nanny.

The standard relates to providing positive environments for children in the home. It addresses contractual and everyday relationships with parents and their expectation for the care of their child. It also addresses agreement about external activities such as outings where you may be transporting children in a private vehicle and any learning that may be derived from such outings.

SCDCCLD0320

Care for children at home

Performance criteria

You must be able to:

Agree the requirements of parents in line with current best practice

- P1 clarify with parents the **type of service** they require
- P2 establish a relationship with **parents** which reflects an understanding of each other's roles
- P3 agree the **range and boundaries of your own responsibilities**
- P4 clarify with parents about their responsibilities
- P5 agree with parents emergency contact arrangements relating to their child
- P6 ascertain from the parents information about the child's **preferences and needs**
- P7 agree a plan for the child's physical care with parents in line with current best practice guidance
- P8 discuss with parents what activities can be engaged outside the home spontaneously and which require their permission
- P9 ensure that you are compliant with **regulatory requirements** for caring for a child in the home
- P10 ensure written agreements are documented and signed by both parties

Create positive environments for children within the home setting

You must be able to:

- P11 communicate with the child, according to their developmental stage and abilities, in ways that promote trusting and secure relationships
- P12 design activities for the child which reflects developmental stages
- P13 ensure that activities accommodate **differences**
- P14 involve the child in the planning of daily activities and routines that are appropriate to their developmental capabilities and level of understanding
- P15 Deliver developmentally appropriate activities
- P16 support the child to be independent and carry out self-care where they are able to do so
- P17 assist the child with washing, dressing and toileting, respecting their dignity and privacy
- P18 involve the child in preparing food and drink
- P19 provide healthy food and drink for the child as agreed with parents and in line with current best practice regarding diet and hygiene
- P20 develop routines that allow opportunities for exercise and rest
- P21 develop opportunities for safe indoor play
- P22 ensure that appropriate measures to supervise and keep the child safe at all times are in place

SCDCCLD0320

Care for children at home

Care for children outside the home

You must be able to:

- P23 offer the child opportunities for safe outdoor play and activities
- P24 take the child on **outings** or **routine activities outside the home** in agreement with parents
- P25 involve the child in choosing outings
- P26 agree transport arrangements with parents and ensure appropriate safety equipment is used
- P27 ensure the child is appropriately dressed for outings, outdoor play and routine activities outside the home
- P28 identify opportunities to enhance the child's learning and development during outings, play and activities
- P29 identify opportunities for children to practise **physical skills**
- P30 observe developmental indicators through outings, play and activities
- P31 Identify opportunities for children to develop awareness of safety and danger
- P32 supervise children and keep them safe at all times

Reflect on your skills and knowledge in caring for children at home

You must be able to:

- P33 evaluate your skills , knowledge and values in working with children at home
- P34 evaluate the ways that the home offers safety for children
- P35 Reflect on how your care has offered opportunities for learning and development
- P36 Develop additional opportunities for your learning and development
- P37 Investigate opportunities for your own professional development
- P38 Engage with development opportunities

SCDCCLD0320

Care for children at home

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

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

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

- 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

SCDCCLD0320

Care for children at home

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

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.

Differences may include race, culture, gender, abilities and family experiences

Outings are visits to places outside the home, such as friends, relatives, parks or recreation

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

Physical skills may include, development of weight-bearing, crawling, walking, gripping a cup, cutlery, exercise

Preferences and needs can include the child or baby's preferred routines, food, dietary requirements, medication requirements, games

Range and boundaries of your own responsibility These include clarity about what decisions you can and cannot make; working within the parents' wishes; and remembering that you are a service provider and not a friend

Regulatory requirements may include conditions of registration and re-registration, minimum standards, insurance requirements

Routine activities outside the home may include swimming lessons, music or learning activities

Type of service refers to whether a service is full-time, part-time, after-school, leaving off at school, collecting from school.

SCDCCLD0320

Care for children at home

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

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

SCDCCLD0320

Care for children at home

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 320

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 care, children, environments
