

SCDCCLD0405

Lead provision for babies and children in partnership with parents and carers



Overview

This standard identifies the requirements when leading provision of services for babies and children in partnership with parents and carers. This includes providing information on services and resources and supporting parents to access the services. It also includes developing provision and encouraging best practice in work with babies and children.

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Performance criteria

You must be able to:

Provide information on services and provision for parents

- P1 encourage the **active participation** of **parents** and **carers** in identifying their preferences and needs in relation to services for their **baby** or **child**
- P2 assess and evaluate provision against the baby's and child's, and parents' and carers' requirements and current best practice guidelines
- P3 identify in partnership with parents and carers additional support services for their baby or child in your local area
- P4 actively support parents and carers to access additional support services and resources
- P5 identify in partnership with parents and carers costs relating to provision, including available funding support and average costs to parents and carers of different types of services
- P6 provide detailed and accessible information to parents about provision
- P7 implement effective methods of communication and information exchange with parents

Develop provision

You must be able to:

- P8 plan to develop provision in line with legislation, policy, government guidelines, regulatory requirements and current best practice
- P9 co-ordinate resources needed to provide services for babies and children and their parents and carers, and identify additional resources as required
- P10 identify sources of funding to support provision with external **stakeholders**
- P11 consider options for the development and improvement of services for babies and children, promoting the active participation of parents and carers in identifying needs, requirements and available resources
- P12 lead the planning for the further development and improvement of services for babies and children in the light of available options and current best practice
- P13 work in partnership with parents, carers and others to support the transition of babies and children to new **environments**

Encourage best practice in work with babies and children

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You must be able to:

- P14 ensure **work setting** arrangements support best practice with babies and children
- P15 provide environments that safeguard babies and children, support their well-being and holistic development
- P16 ensure colleagues are reflective and responsive care-givers for this age group
- P17 identify curriculum or other relevant and current frameworks that support best practice in work with babies and children
- P18 work in partnership with colleagues to identify their development needs and access learning opportunities in relation to best practice for babies and children
- P19 identify opportunities and share information about continuous professional development for colleagues working with babies and children
- P20 seek ways of maximising resources to enable the development and implementation of best practice
- P21 arrange regular opportunities for exchanging information about best practice between colleagues at times which are convenient for them
- P22 actively support colleagues to keep up-to-date with issues relating to the health, safeguarding and well-being, care and **holistic development** of babies and children

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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
- K6 conflicts and dilemmas that may arise in relation to rights and responsibilities and how to address them

You need to know and understand:

Your practice

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

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- K19 how to manage ethical conflicts and dilemmas in your work
- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

You need to know and understand:

Theory for practice

- K22 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
 - K23 factors that promote positive health and wellbeing of children and young people
 - K24 theories underpinning our understanding of child development and learning, and factors that affect it
- theories about attachment and its impact on children and young people

You need to know and understand:

Communication

- K25 factors that can affect communication and language skills and their development in children and young people
- K26 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

You need to know and understand:

Personal and professional development

- K27 principles of reflective practice and why it is important
- K28 your role in developing the professional knowledge and practice of others
- K29 how to use and promote evidence based practice

You need to know and understand:

Health and Safety

- K30 legal and statutory requirements for health and safety
- K31 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K32 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

- K33 legislation and national policy relating to the safe-guarding and protection of children and young people
- K34 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

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- K35 indicators of potential harm or abuse
- K36 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K37 what to do if you have reported concerns but no action is taken to address them
- K38 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

Handling information

You need to know and understand:

- K39 legal requirements, policies and procedures for the security and confidentiality of information
- K40 legal and work setting requirements for recording information and producing reports
- K41 principles of confidentiality and when to pass on otherwise confidential information
- K42 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K43 how and where ICT can and should be used for communicating, recording and reporting

Multi-disciplinary working

You need to know and understand:

- K44 the purpose of working with other professionals and agencies
- K45 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Leading practice

You need to know and understand:

- K46 theories about leadership
- K47 standards of practice, service standards and guidance relating to the work setting
- K48 national and local initiatives to promote the well-being of children and young people
- K49 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K50 methods of supporting others to work with and support children and young people, key people and others
- K51 how to contribute to the development of systems, practices, policies and procedures
- K52 techniques for problem solving and innovative thinking

Risk management

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You need to know and understand:

- K53 principles of risk assessment and risk management
- K54 **principles of positive risk-taking**

Specific to this NOS

You need to know and understand:

- K55 the importance of multi-agency working in protecting babies and children
- K56 understanding of the impact of transitions on babies and children and how to support them through transitions

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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.

Active participation is a way of working that regards children as active partners in their own care or support rather than passive recipients. Active participation recognises each child's right to participate in the activities and relationships of everyday life as independently as possible

Babies are from birth to two years of age

Carer Any person who cares for the physical, social and emotional well-being of the baby or child

The **child** is the person with whom you are working, except where otherwise stated

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

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

Parents People with legal parental responsibility

Stakeholders are individuals or organisations with an interest in childcare services provided for babies and children. Stakeholder interests may or may not be financial

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 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

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