

SCDCCLD0412

Evaluate the environment for children and families



Overview

This standard identifies the requirements when you evaluate the environment for children and families and co-ordinate resources to meet their needs. It also includes leading a process of change and improvement within the environment.

Performance criteria

You must be able to:

Evaluate the environment for children, parents and key people

- P1 develop systems and procedures to monitor the **environment**
- P2 develop systems and procedures to evaluate the environment
- P3 ensure equality of access to the environment for the **child, parents** and **key people** who wish to use it
- P4 work with **others** to ensure that the child, parents and key people feel welcomed, respected and valued
- P5 work with others to promote the **active participation** of the child, parents and key people in evaluating the environment
- P6 ensure that the environment meets the health and well-being, care, learning and play needs of the child
- P7 ensure that the environment is stimulating and promotes the **holistic development** of the child
- P8 ensure the environment is sensitive to different **cultures** and **ethnicities, values diversity** and provides positive images of all children
- P9 ensure that colleagues and the environment provide support to the child, parents and key people through **transition processes**

You must be able to:

Co-ordinate resources to meet the needs of children and families

- P10 ensure human and material resources are used effectively, according to health and safety and **work setting** requirements
- P11 ensure **activities** and experiences available for the child are well planned, organised and adequately resourced
- P12 monitor the care that is offered to the child and that their social, emotional, cognitive and linguistic needs are met
- P13 implement balanced routines that support the needs of the child and extend their knowledge and understanding of other people and the wider world
- P14 evaluate resources for safety, hygiene and fitness for purpose
- P15 ensuring resources protect children from **harm**
- P16 develop systems and procedures to monitor the use and quality of resources and identify any gaps
- P17 ensure that a **multi-agency** approach is taken to safeguarding and protecting children

You must be able to:

Lead a process of change and improvement for the environment for children and families

- P18 identify issues for improvement in partnership with the child,

- parents, key people and others
- P19 plan for continuous development in partnership with the child, parents, key people and others
- P20 agree issues for development and improvement with the child, parents, key people and others
- P21 prepare others for change and development in ways that are positive, motivating and promote **creativity**
- P22 encourage others to innovate and offer support for new ideas
- P23 listen to the child, parents, key people and others as they go through the process of change
- P24 work with others to deal with conflict constructively
- P25 encourage others to reflect on, and evaluate their own and organisational practice
- P26 create an environment that actively promotes continuing professional development and where practice is based on evidence

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

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

K25 theories about attachment and its impact on children and young people

You need to know and understand:

Communication

K26 factors that can affect communication and language skills and their development in children and young people

K27 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

K28 principles of reflective practice and why it is important

K29 your role in developing the professional knowledge and practice of others

K30 how to use and promote evidence based practice

You need to know and understand:

Health and Safety

K31 legal and statutory requirements for health and safety

K32 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

K33 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

K34 legislation and national policy relating to the safe-guarding and protection of children and young people

K35 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K36 indicators of potential harm or abuse

- K37 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K38 what to do if you have reported concerns but no action is taken to address them
- K39 local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse

You need to know and understand:

Handling information

- K40 legal requirements, policies and procedures for the security and confidentiality of information
- K41 legal and work setting requirements for recording information and producing reports
- K42 principles of confidentiality and when to pass on otherwise confidential information
- K43 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K44 how and where ICT can and should be used for communicating, recording and reporting

You need to know and understand:

Multi-disciplinary working

- K45 the purpose of working with other professionals and agencies
- K46 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

You need to know and understand:

Leading practice

- K47 theories about leadership
- K48 standards of practice, service standards and guidance relating to the work setting
- K49 national and local initiatives to promote the well-being of children and young people
- K50 lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
- K51 methods of supporting others to work with and support children and young people, key people and others
- K52 how to contribute to the development of systems, practices, policies and procedures
- K53 techniques for problem solving and innovative thinking

You need to know and understand:

Risk management

- K54 principles of risk assessment and risk management
- K55 principles of positive risk-taking

You need to know and understand:

Specific to this NOS

- K56 the **transitions** that children and young people may go through
- K57 how to set up systems and procedures to monitor and evaluate the environment for children and families, the types of system that are most appropriate, and how to introduce these or to develop those that are already in place
- K58 systems and practices for implementing change in the environment
- K59 the types of support needed by colleagues and others during a process of change
- K60 how to model and demonstrate good practice, leading by example and encouraging and influencing others
- K61 have knowledge and understanding of continuous professional development frameworks
- K62 theories of leadership
- K63 understanding of the process of reflection and facilitating learning and development
- K64 understand evidence based and research informed practice

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

Activities may include physical contact, actions, games, rhymes, books, stories, songs and structured learning activities

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

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.

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

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

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

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

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 parents, family, friends, carers and others with whom the child has a supportive relationship.

Multi-agency is the range of organisations, services and professional groups who provide services to children and their families

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

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****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

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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