

SCDCCLD0433

Prepare the childcare setting for regulatory inspections



Overview

This standard is about meeting regulatory requirements within a childcare setting, according to the requirements of your home country. It covers planning for inspections, evidence gathering, identification of gaps and taking appropriate actions to meet requirements. The inspections may be in relation to education provision or social care.

Performance criteria

Identify regulatory requirements

You must be able to:

- P1 reflect on the purpose and expectations of an inspection
- P2 explore with staff the **regulatory standards** to which the setting is expected to adhere
- P3 audit the **systems** within the setting **routinely** to ensure that they are meeting regulatory standards
- P4 communicate with your staff the purpose and benefits of the regulatory requirements and inspections
- P5 clarify with staff the scope of what the inspection will cover

Plan for inspection in consultation with colleagues

You must be able to:

- P6 ensure that your staff are made aware of the policies and procedures employed in the setting that are in line with regulatory requirements and current best practice
- P7 make information and guidance on inspections available to colleagues
- P8 work with your staff to ensure they are confident in their knowledge of policies and procedures in carrying out their work as part of the culture of the setting
- P9 ensure that all policies are kept up to date and in a **location** known to all staff
- P10 offer your staff the opportunity to understand examples of best practice as part of their professional development
- P11 ensure that colleagues understand their individual responsibilities in relation to inspection
- P12 support staff to feel confident in the language used in inspections to describe roles and responsibilities of those caring for the children
- P13 clarify with staff how to comply with the conditions of registration and inspection
- P14 identify with staff where there are potential weaknesses
- P15 offer staff the opportunity to consult previous inspection reports, where appropriate, and use them to raise standards in the workplace, in readiness for future inspections
- P16 work with staff to prepare an inspection plan
- P17 ensure that curriculum and care plans meet regulatory requirements and children's needs
- P18 prepare and complete any forms associated with the inspection
- P19 inform families that an inspection is due and that they will be consulted and their views sought by inspectors or regulators

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Take appropriate action to meet requirements

You must be able to:

- P20 carry out an audit of the premises and make arrangements for any necessary adjustments to be completed prior to the inspection
- P21 liaise with staff to ensure that personal details are correct and up-to-date
- P22 ensure that records of children's development are based on observations and are complete and up-to-date
- P23 carry out an audit of equipment and resources provided for children to ensure they meet health and safety requirements and are fit for purpose
- P24 review **written plans** and amend where necessary to ensure they meet child and setting objectives
- P25 ensure records of children's attendance, sickness and absence and their contact details and significant information are up-to-date, checking with parents and families where necessary
- P26 keep accurate records of meetings and discussions

Collect required evidence

You must be able to:

- P27 review the different sources of evidence that could be put forward to demonstrate compliance with regulatory requirements
- P28 enlist the support of others in identifying evidence which has been overlooked and which meets standards
- P29 ensure that written plans are available for inspection or regulation
- P30 ensure that policies in relation to the care and protection of children are available for inspection
- P31 provide documentary evidence of compliance with health and safety, environmental health and fire regulations
- P32 ensure that information relating to staff, their qualifications, health status and levels of responsibility is made available for inspection
- P33 ensure that records of children's care and developmental progress are available for inspection
- P34 ensure that management systems are in place

Review the recommendations from inspections

You must be able to:

- P35 evaluate the recommendations from the inspection
- P36 compare the recommendations with the assessment you had made prior to inspection regarding compliance and gaps
- P37 encourage staff in areas of good practice within the setting
- P38 agree with staff a plan to meet recommendations

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 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 how to address them

Your practice

You need to know and understand:

- 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 or young person as an individual
- K13 the prime importance of the interests and well-being of children and young people
- K14 the child or young person's cultural and language context
- K15 how to build trust and rapport in a relationship
- 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

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- K20 how to challenge poor practice
- K21 how and when to seek support in situations beyond your experience and expertise

Theory for practice

You need to know and understand:

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

Personal and professional development

You need to know and understand:

- K25 principles of reflective practice and why it is important
- K26 your role in developing the professional knowledge and practice of others
- K27 how to promote evidence based practice

Communication

You need to know and understand:

- K28 factors that can affect communication and language skills and their development in children and young people
- K29 methods to promote effective communication and enable children and young people to communicate their needs, views and preferences

Health and Safety

You need to know and understand:

- 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

Safeguarding

You need to know and understand:

- 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
- 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

You need to know and understand:

Multi-disciplinary working

- K39 the purpose of working with other professionals and agencies
- K40 the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work

Handling information

You need to know and understand:

- K41 legal requirements, policies and procedures for the security and confidentiality of information
- K42 legal and work setting requirements for recording information and producing reports
- K43 principles of confidentiality and when to pass on otherwise confidential information
- K44 how to record written information with accuracy, clarity, relevance and an appropriate level of detail
- K45 how and where ICT can and should be used for communicating, recording and reporting

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

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You need to know and understand:

Risk management

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

You need to know and understand:

Specific to this NOS

- K55 why it is important to plan in advance for inspections, and how to involve your staff in the planning process
- K56 regulatory and employment requirements for regulation
- K57 the different policies, procedures, records and documents that will provide evidence against regulatory requirements
- K58 why it is important to inform parents of an impending inspection
- K59 where to obtain information about the requirements for inspections

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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.

A **location** can be a known and established place within the setting for storing paper copies of policies and procedures. Alternatively they can be stored electronically on the setting's website in a space for which all staff have access to

Regulatory standards are those against which you are regulated and inspected for your specific setting within your home country

Routinely can include team meetings, quarterly etc. Critically, it means that inspection should not be the catalyst for ensuring that the setting is compliant. Best practice should be a daily concern

Systems may include premises and equipment; policies; the provision of food and drink, including the guidelines for healthy eating; health and safety, including those for first aid and fire safety; colleagues' numbers/ratios, suitability and qualifications; management of information systems and records, including those of confidentiality; curriculum requirements for babies and pre-school children; supervision records; personal development plans for staff

Written Plans can be child care plans, curriculum development plans, children's learning plans, lesson plans, etc

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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.

All knowledge statements must be applied in the context of this standard.

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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