SCDCCLD0205
Maintain environments to meet children’s needs

Overview
This standard identifies the requirements when supporting the care, learning and development of children through the maintenance of environments. This includes preparing and maintaining a physical safe environment which is stimulating and builds the child’s confidence, as well as supporting routines for children.
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### Performance criteria

#### Prepare a safe physical environment

**You must be able to:**

- **P1** use physical space effectively when providing activities for children
- **P2** set out **equipment and materials** so that activities are **child centred** and can be carried out safely
- **P3** make sure that access to, and exits from, the environment are not obstructed
- **P4** follow **risk assessments** and health and safety procedures while in the **work setting**
- **P5** follow health and safety procedures in accordance with legal and work setting requirements
- **P6** report any health and safety issues in accordance with legal and work setting requirements
- **P7** encourage the **active participation** of children when making decisions about their environment
- **P8** check that **environmental factors** within the work setting are appropriate for the child’s preferences and needs
- **P9** check that the environment is **accessible** for all who use it

#### Prepare a stimulating environment

**You must be able to:**

- **P10** support the active participation of children and **key people** in the preparation and maintenance of a stimulating environment
- **P11** make sure that the environment is appropriate for the needs and abilities of the child
- **P12** use sensory displays which provide experiences for children to investigate and explore
- **P13** use sensory displays to promote positive images of people in accordance with the values and principles of the sector
- **P14** use a range of sensory experiences to provide a stimulating and exciting environment which promotes open enquiry
- **P15** take into account the child’s needs, interests and preferences when making changes to the environment

#### Maintain an environment that builds children’s confidence and resilience

**You must be able to:**

- **P16** provide an environment that acknowledges the achievements of each child
- **P17** provide active support to children to participate in activities
- **P18** help children and key people to recognise their achievements
- **P19** explain any changes to the child’s environment clearly and honestly
- **P20** provide reassurance, explanations and comfort for any unforeseen changes
- **P21** help children to develop a sense of worth in relation to themselves
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and others around them
P22 help children to make progress and achievements at a level appropriate to their age, needs and abilities
P23 provide an environment that encourages children to socialise with adults and other users

Support routines for children

You must be able to:

P24 support the active participation of key people in settling the child into the work setting taking account of preferences and needs
P25 help children new to the setting to settle in, according to work setting procedures
P26 help implement consistent routines for children that provide a balance of levels of activity whilst using the environment effectively
P27 support children's personal care preferences and needs according to procedures
P28 provide food and drinks to children in keeping with procedures in the setting, making sure drinking water is available
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Knowledge and understanding

You need to know and understand:

<table>
<thead>
<tr>
<th>Rights</th>
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<tbody>
<tr>
<td>K1</td>
<td>work setting requirements on equality, diversity, discrimination and rights</td>
</tr>
<tr>
<td>K2</td>
<td>your role supporting rights, choices, wellbeing and active participation</td>
</tr>
<tr>
<td>K3</td>
<td>your duty to report anything you notice people do, or anything they fail to do, that could obstruct children’s rights</td>
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<tr>
<td>K4</td>
<td>the actions to take if you have concerns about discrimination</td>
</tr>
<tr>
<td>K5</td>
<td>the rights that key people and children have to make complaints and be supported to do so</td>
</tr>
</tbody>
</table>

How you carry out your work

You need to know and understand:

| K6     | codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard |
| K7     | the main items of legislation that relate to the content of this standard within your work role |
| K8     | how your own background, experiences and beliefs may affect the way you work |
| K9     | your own roles and responsibilities with their limits and boundaries |
| K10    | who you must report to at work |
| K11    | the roles and responsibilities of other people with whom you work |
| K12    | how to find out about procedures and agreed ways of working in your work setting |
| K13    | how to make sure you follow procedures and agreed ways of working |
| K14    | the meaning of child centred working and the importance of knowing and respecting all children and young people as individuals |
| K15    | the prime importance of the interests and well-being of children and young people |
| K16    | children’s cultural and language context |
| K17    | how to work in ways that build trust with key people and children |
| K18    | how to work in ways that support the participation of children |
| K19    | how to work in ways that respect children’s dignity, personal beliefs and preferences |
| K20    | how to work in partnership with people |
| K21    | what you should do when there are conflicts and dilemmas in your work |
| K22    | how and when you should seek support in situations beyond your experience and expertise |
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Theory for practice

You need to know and understand:

K23 the factors that may affect the health, wellbeing and development of children
K24 how these affect children in different ways
K25 factors that promote the health, wellbeing and development of children
K26 the main stages of child development and learning

Communication

You need to know and understand:

K27 the importance of effective communication in the work setting
K28 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
K29 ways to support children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

K30 why it is important to reflect on how you do your work
K31 how to use your reflections to improve the way you work

Health and Safety

You need to know and understand:

K32 your work setting policies and practices for health, safety and security practices that help to prevent and control infection

Safeguarding

You need to know and understand:

K33 the duty that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
K34 signs and symptoms of harm or abuse of children
K35 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
K36 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and understand:

K37 legal requirements, policies and procedures for the security and confidentiality of information
K38 work setting requirements for recording information and producing reports including the use of electronic communication
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K39 what confidentiality means
K40 how to maintain confidentiality in your work
K41 when and how to pass on information

Specific to this NOS

You need to know and understand:

K42 the transitions that children and young people may go through
K43 the ways to support children's development through the provision of sensory experiences
K44 the effects of changes, such as new children settling in, and ways to help children manage them
K45 the way children's needs change as they develop and how to make the environment appropriate to the ages and stages of development of the children
K46 how to display objects in a stimulating and interesting way for children
K47 how to maintain the appropriate environmental factors for the comfort, safety and development of the child
K48 how the values and principles of the sector can be reflected in the environment
K49 the importance of consistent routines for children's development
K50 the requirement and importance of physical play
K51 how to help children physical play opportunities
K52 the importance of quiet periods for children to rest without being over stimulated by constant activity
K53 basic information about safe food handling
K54 basic nutritional needs of children and the principles of healthy eating according to government guidance as well as individual preferences and needs
K55 the importance of regular physical activity and exercise to physical and mental health
K56 different food groups and the importance of supporting children's food preferences, nutritional requirements and cultural preferences and needs
K57 different types of food allergies and the importance of following setting procedures to ensure children are protected
K58 the care of children's skin and hair, toiletries used, sun safety
K59 how children's teeth develop, the effects of poor diet, everyday care of teeth
K60 the physical care preferences and needs of the child
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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.

**Accessible** All children and young people can use the environment and children are not prevented from benefiting because of a disability or particular need.

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

**Child/young person centred approaches** are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

**Environmental factors** are the external conditions or surroundings which may influence development or behaviour such as room temperature, ventilation, weather conditions.

**Equipment and materials** are physical objects which furnish the environment.

**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 family, friends, carers and others with whom the child or young person has a supportive relationship.

**Risk assessments** are documents that identify actual and potential risks and specify actions to address these.

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

**Scope/range relating 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

**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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</tr>
<tr>
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<td>December 2014</td>
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