

SCDCCLD0208

Support the care of babies and children



Overview

This standard identifies the requirements when supporting the direct care for the holistic development of babies and children. It includes observing babies and children, communicating effectively to understand and respond to their preferences and needs. It also includes providing safe care and a range of play activities that will support their holistic development.

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Performance criteria

Observe babies and children as part of your everyday work

You must be able to:

- P1 identify the purpose and value of observing the **baby** or **child**
- P2 ensuring that work setting requirements are followed
- P3 seek permission from **parents** to carry out formal observations of the baby or child
- P4 observe how the baby or child moves around and what they can do with their bodies
- P5 observe how the baby or child **communicates** with **others** and how they play together
- P6 observe how the baby or child expresses their feelings
- P7 observe the baby or child playing, noting how they play and what they most enjoy
- P8 share what you have observed with parents, carers and others, according to the work setting requirements
- P9 contribute to identifying areas of development that would benefit from support
- P10 record information about the baby or child's developmental progress, according to the **work setting** requirements

You must be able to:

Care for the physical and nutritional needs of babies and children for whom you are responsible

- P11 use **everyday activities** and routines to develop positive relationships with the baby or child, making sure they are enjoyable experiences and encourage **holistic development**
- P12 identify with parents and carers any specific requirements and feeding routines in relation to feeding the baby or child
- P13 prepare and store food and drink for the baby or child hygienically and according to any specific instructions
- P14 support in partnership with parents and carers the weaning process by encouraging the baby or child to feed themselves, according to age and developmental stage
- P15 recognise signs of illness in the baby or child and respond according to work setting requirements
- P16 create a comfortable and relaxed atmosphere whilst providing for the physical care of the baby or child
- P17 handle, wash, dress and change the baby or child's nappies in order to meet their physical, health and well-being needs
- P18 dispose of soiled nappies safely in line with work setting requirements
- P19 care for hair, skin and teeth according to procedures
- P20 make sure the baby or child is not left on their own and are kept safe from

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harm and secure at all times

- P21 comfort the baby or child when they are distressed, according to the needs of the child and work setting requirements

You must be able to:

Provide play activities to encourage learning and development

- P22 identify individual or group play **activities** that will support different aspects of learning and development for the baby or child that are enjoyable and encourage participation
- P23 ensure that the **environment** is safe, secure and free from harm
- P24 identify **risk** and **danger** in line with work setting requirements
- P25 select a range of play activities for the baby or child that are appropriate to their level of development and provide them with stimulation and fun
- P26 ensure that the activities are in line with the overall plans for the setting
- P27 ensure that group activities are **inclusive** and **value diversity**
- P28 encourage the **active participation** of the baby or child in selecting creative, imaginative learning activities that meet their identified preferences and needs
- P29 ensure that the activities are challenging but achievable for the baby or child
- P30 play with and alongside the baby or child encouraging learning and development through the activities
- P31 monitor and record the responses of the baby or child to different activities
- P32 inform parents, carers and others of the activities and developments undertaken by their baby or child

Communicate with babies and children, understand and respond to their preferences and needs

You must be able to:

- P33 P32 communicate with babies and children at a level and pace suited to their culture, development and understanding
- P34 P33 communicate with the baby or child in ways that support their holistic development
- P35 P34 respond positively to the baby or child by using praise and positive language
- P36 P35 use a variety of communication techniques, including songs, rhymes, stories, finger plays and hand movements, gesture and facial expression
- P37 P36 respond appropriately when babies and children are distressed, recognising that separating from parents and carers can be a source of anxiety
- P38 identify the needs of babies and children from their communication
- P39 use a range of different communication methods to respond to babies' and children's preferences and needs

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- P40 provide positive feedback to parents and carers about their baby or child's activities

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Knowledge and understanding

You need to know and understand:

Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role supporting rights, choices, wellbeing and active participation
- K3 your duty to report anything you notice people do, or anything they fail to do, that could obstruct children's rights
- K4 the actions to take if you have concerns about discrimination
- K5 the rights that key people and children have to make complaints and be supported to do so

You need to know and understand:

How you carry out your work

- 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

You need to know and understand:

Theory for practice

- 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

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*You need to know
and understand:*

Communication

- 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

*You need to know
and understand:*

Personal and professional development

- 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

*You need to know
and understand:*

Health and Safety

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

*You need to know
and understand:*

Safeguarding

- 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

*You need to know
and understand:*

Handling information

- 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
- K39 what confidentiality means
- K40 how to maintain confidentiality in your work
- K41 when and how to pass on information

*You need to know
and understand:*

Specific to this NOS

- K42 the **transitions** that children and young people may go through
- K43 an awareness of the importance of pre birth brain development

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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.

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.

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

Activities and experiences refers to play, learning and leisure activities that meet the preferences, needs and abilities of the child or young person with whom you work, such as playdough, skipping, football, reading and storytelling, ICT activities, arts and craft.

Babies are from birth to two years of age

Children are those with whom you are working, except where otherwise stated

To **communicate** may include using the child or young person's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

Danger is the possibility of harm and abuse happening

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

Everyday activities may include physical contact, actions, games, rhymes,

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books, stories and songs

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

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

Inclusion/inclusive A process of identifying, understanding and breaking down barriers to participation and belonging

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 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

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger, damage or destruction to the environment and goods; the possibility of injury and harm to people, self-harm, bullying, abuse, reckless behaviour

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences

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: 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

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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