

SCDCCLD0203

Support the development of children and young people



Overview

This standard identifies the requirements when supporting the holistic development of children and young people. This includes supporting their physical, emotional, social, linguistic, communication and cognitive development. This also includes contributing to planning for the developmental needs of children and/or young people, ensuring a child and/or young person centred approach.

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Performance criteria

You must be able to:

Support the physical development of children and young people

- P1 observe how the child or young person moves around the setting and co-ordinates their movements
- P2 observe how the child or young person makes use of space and large equipment
- P3 observe how the child or young person manipulates and uses small equipment
- P4 record and share your findings accurately and in confidence, based on **work setting** requirements
- P5 make available **activities and experiences** to support the physical development of the child or young person that involve the use of their large muscles, taking into account their preferences, needs and **abilities**
- P6 provide access to activities to support the physical development of the child or young person that involves the use of their small, fine movement muscles, taking into account their preferences, needs and abilities
- P7 provide access to activities and experiences to support the physical development of the child or young person that involve the use of their hand/eye co-ordination, taking into account their preferences, needs and abilities
- P8 give the child or young person time and opportunity to practice physical skills, taking into account their preferences, needs and abilities

You must be able to:

Support the emotional and social development of children and young people

- P9 observe how the child or young person expresses their feelings and emotions
- P10 observe how the child or young person relates to other children and

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- adults
- P11 encourage child or young person's social development in play and **everyday activities**
 - P12 support the child or young person's positive behaviour, according to work setting requirements, giving praise and encouragement as appropriate, according to the child or young person's preferences and needs
 - P13 observe how confidently the child or young person participates and makes use of available opportunities to encourage their confidence and self-esteem
 - P14 encourage **active participation** in supporting the child or young person to make choices and take decisions for themselves
 - P15 provide a positive and encouraging environment for the child or young person taking into consideration their preferences and needs
 - P16 record and share your findings accurately and in confidence, based on work setting requirements

You must be able to:

Support the linguistic and communication and cognitive development of children and young people

- P17 observe how the child or young person concentrates during activities or experiences
- P18 observe how the child or young person pays attention to what is around them
- P19 observe how the child or young person learns and gains new information
- P20 observe how the child or young person uses their imagination and creativity
- P21 provide access to activities and experiences to support the child or young person's cognitive development, taking into account their preferences, needs and abilities
- P22 observe how the child or young person **communicates** with adults and with other children or young people
- P23 observe how the child or young person uses **language**
- P24 observe how the child or young person responds and participates in activities or experiences which involve language
- P25 provide access to activities and experiences to support the child or young person's communication taking into account their preferences, needs and abilities
- P26 record and share your findings accurately and in confidence, based on work setting requirements

You must be able to:

Contribute to planning for the developmental needs of children and young people.

- P27 consider carefully what you have found out about the child or young person through your observations of them
- P28 consider how your findings can help with assessment and planning

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for the child or young person, ensuring a **child/young person centred approach**

P29 work with the child or young person and **others** to input in the assessment of the child or young person's development

P30 work with the child and young person and others to contribute ideas and suggestions to support planning for the child or young person

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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

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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

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

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You need to know and understand:

Specific to this NOS

- K42 the **transitions** that children and young people may go through
- K43 pre-birth development and **growth** and external influences which can affect foetal growth and a baby's brain development
- K44 a basic outline of the expected pattern of children and young people's development, from conception to 21 years of age including physical, emotional, social, cognitive, linguistic and communication development
- K45 how to provide a warm, safe, secure and encouraging environment for children or young people in partnership with families
- K46 how to make sure all the children or young people you work with can take part equally, including those with additional support needs
- K47 how to develop a consistent, caring and nurturing relationship with the children or young people
- K48 how to help the children or young people you work with to cope with their feelings whilst positively encouraging emotional well-being, confidence and resilience
- K49 how to be supportive, realistic and consistent in your responses to children or young people's behaviour, following the procedures and agreed ways of working of your work setting
- K50 how to give meaningful praise and encouragement to the children or young people you work with
- K51 how to be a listening ear for the children or young people you work with when needed
- K52 how to support opportunities for children or young people to assess and take risks and face challenges, according to their preferences and needs
- K53 how to use everyday care routines to support the development of the children or young people; such as feeding, washing and toilet training
- K54 how to support children or young people to identify activities, equipment and experiences to meet their preferences and needs
- K55 how activities, equipment and experiences can be used to best support the learning and development of the children or young people you work with
- K56 how to support children or young people's interest in numeracy; such as numbers, counting, sorting, matching, mathematics and economics
- K57 how to encourage children or young people's creativity
- K58 how to provide access to hands-on activities and experiences which allow children or young people to explore materials and their surroundings
- K59 the importance of intervening in a child or young person's activity only when requested by the child or young person
- K60 how to make sure children or young people have access to quiet periods and times to rest

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- K61 how to support children or young people's communication through the use of a variety of different communication methods
- K62 how to support children or young people's communication in bilingual or multilingual settings
- K63 how to support children or young people's interest in literacy; such as mark making, writing, reading and literature
- K64 how to contribute to an environment that supports children or young people's physical skills and confidence in movement
- K65 how to support an encouraging and safe environment that recognises the significant **developmental changes** of children or young people
- K66 how to recognise children or young people's individual preferences and needs as they go through developmental changes in their lives
- K67 how to support children or young people through transitions in their lives, such as starting day care or school, moving into residential child care, the death of a loved one, divorce; according to their preferences and needs
- K68 how to provide information for children or young people, when requested, about things that concern them
- K69 the importance of promoting active participation of the children or young people in the planning cycle

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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.

Abilities This is what the baby, child or young person is able to achieve or accomplish. This may or may not be in line with developmental norms for babies, children or young people of the same or a similar age.

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.

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 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

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

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Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs

Language can include the use of verbal and non verbal methods of communication such as speaking, listening, reading, writing and using sign language such as BSL or Makaton

Others are your colleagues and other professionals whose work contributes to the child or young person's well-being and who enable you to carry out your role

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 relating 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.

Developmental changes can include milestones such as learning to crawl, walk, toilet training, going through puberty and the initial stages of adulthood.

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

Growth refers to an increase in height and weight

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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Suite Children's Care Learning and Development

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