SCDCCLD0306 Plan and organise environments for children and families



Overview

This standard identifies the requirements when planning and organising environments for children and families. This includes planning and providing a safe physical environment and personal care that is caring, nurturing and responsive to children's needs. It also includes organising space and resources to provide a stimulating environment and meet children's needs.

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Performance criteria Plan and provide a positive and safe physical environment in which to promote children's social, emotional, cognitive and linguistic development You must be able to: P1 work with others to assess what is necessary to create and maintain a safe and secure environment P2 ensure the physical environment meets regulatory and health and safety requirements and protects the child from danger and harm P3 develop and maintain systems and procedures for risk assessment and health and safety, according to work setting requirements P4 adapt the environment to meets the child's, parents and key people's preferences and needs, according to their developmental stage P5 ensure that the environment promotes inclusion and active participation of the child, parents and key people P6 promote and value diversity within the environment and range of activities provided Ρ7 ensure the physical environment supports curriculum frameworks and planning for the child's play and holistic development P8 organise both visual and tactile displays to stimulate the child's curiosity and cognitive development P9 display the child's work in ways that build creativity and selfesteem P10 ensure the environment provides opportunity for exercise and physical play P11 organise and structure the physical environment to maximise sensory experiences and play and learning opportunities of different types Organise space and resources to meet children's needs P12 plan and organise the safe use of physical space to provide a You must be able to: comfortable and stimulating environment for the child P13 organise furniture and equipment so that activities can be carried out safely and allow the child to move freely P14 encourage the child, parents and key people to be actively involved in decisions about their environment P15 organise resources so they are accessible to the child, parents and key people and enable choice and independence P16 promote the use ICT to support play and learning P17 adapt the environment to ensure it is equally accessible to all children

	P18	ensure there are comfortable areas where the child can go for quiet and privacy		
Provide a caring, nurturing and responsive environment				
You must be able to:	P19	demonstrate that you value the child, parents and key people and respect their culture , ethnicity , faith, language and background		
	P20	encourage the child to be positive about their own cultural backgrounds		
	P21	praise and acknowledge the child's efforts and achievements		
	P22	be responsive to the child's emotions and experiences		
	P23	provide support for the child, parents and key people through transition processes		
	P24	implement flexible and sensitive arrangements for the new child who is settling in		
	P25	provide consistent care and a stable environment for the child, according to their developmental stage, preferences and needs		
	P26	communicate clearly and calmly to the child the boundaries and limitations of acceptable behaviour		
	P27	ensure that you are consistent and fair in the way you deal with the child's behaviour		
	P28	promote flexible routines to support the child's well-being		
	P29	encourage the child to take responsibility for themselves and others and become more independent, according to their stage of development and needs		
	P30	explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes		
	P31	be available to the child, parents and key people when they wish to communicate with you		
	P32	be flexible and responsive to the child's changing needs and circumstances		
	P33	deal positively with conflict that may arise between the child, parents, key people and others within the setting		
	P34	ensure that parents and key people receive up to date information regularly about their child's activities and developmental progress		
	Facilitate	children's personal care		
You must be able to:	P35	work with the child, parents, key people and others to identify any specific care needs of the child		
	P36	encourage the child to care for themselves, according to their preferences, developmental stage and needs		
	P37	ensure personal care routines support the child's protection and that of the adults who care for them		

- P38 meet the child's physical care needs in ways that reflect the preferences and needs of the child, parents and key people, and according to cultural and religious practices, so long as this does not compromise the well-being of the child
- P39 meet the child's nutritional needs during the time they are present, according to their preferences and needs, the wishes of their parents and key people and work setting requirements
- P40 take the necessary safety and hygiene measures when handling and storing food, according to work setting requirements
- P41 set up systems to deal safely with waste, according to work setting requirements
- P42 deal with the child's medicines or other specific medical requirements, according to work setting requirements
- P43 ensure that any particular requirements are documented and shared with those involved in the child's care

Knowledge and understanding	Rights	
You need to know and understand:	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
You need to know and	Your pra	ctice
understand:	K6	legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
	K7	how your own background, experiences and beliefs may have an impact on your practice
	K8	your own roles, responsibilities and accountabilities with their limits and boundaries
	K9	the roles, responsibilities and accountabilities of others with whom you work
	K10	how to access and work to procedures and agreed ways of working
	K11	the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
	K12	the prime importance of the interests and well-being of children and young people
	K13	children and young people's cultural and language context
	K14	how to build trust and rapport in a relationship
	K15	how your power and influence as a worker can impact on relationships
	K16	how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
	K17	how to work in partnership with children, young people, key people and others
	K18	how to manage ethical conflicts and dilemmas in your work
	K19	how to challenge poor practice
	K20	how and when to seek support in situations beyond your experience and expertise

You need to know and	Theory for practice			
understand:	K21	the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support		
	K22	factors that promote positive health and wellbeing of children and young people		
	K23	theories underpinning our understanding of child development and learning, and factors that affect it		
	K24	theories about attachment and impact on children and young people		
You need to know and	Communication			
understand:	K25	the importance of effective communication in the work setting		
	K26	factors that can have a positive or negative effect on communication and language skills and their development in children and young people		
	K27	methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences		
You need to know and	Personal and professional development			
understand:	K28	principles of reflective practice and why it is important		
You need to know and	Health ar	nd Safety		
understand:	K29	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment		
	K30	practices for the prevention and control of infection		
You need to know and understand:	Safeguarding			
	K28	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices		
	K29	indicators of potential or actual harm or abuse		
	K30	how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties		
	K31	what to do if you have reported concerns but no action is taken to address them		
You need to know and understand:	Handling	information		
	K32	legal requirements, policies and procedures for the security and		

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confidentiality of information

- K33 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K34 principles of confidentiality and when to pass on otherwise confidential information

You need to know and Specific to this NOS understand:

K35 the transitions that children and young people may go through

- K36 materials and equipment, including ICT, that can be used to promote play and development
- K37 the importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour
- K38 knowledge of child development and resilience

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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.

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.

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

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

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people

Danger is the possibility of harm and abuse happening

Environment is the place where the child is cared for, it could include a day care or residential setting

Ethnicity refers to a person's identification with a group that shares some or

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all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

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 physical, social, emotional, cognitive and linguistic skills

Key people are those who are important to a child 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 has a supportive relationship.

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

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

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

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

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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

Developed by	Skills for Care & Development		
Version number	1		
Date approved	March 2012		
Indicative review date	December 2014		
Validity	Current		
Status	Original		
Originating organisation	Skills for Care & Development		
Original URN	CCLD 306		
Relevant occupations	Childcare and Related Personal Services; Child Development and Well Being; Direct learning support; Education and training; Education Workers; Health, Public Services and Care; Public Service and Other Associate Professionals; Teachers; Working with Young Children		
Suite	Children's Care Learning and Development		
Key words	plan, organise, environments		