

SCDCCLD0307

Promote the health and physical development of children



Overview

This standard identifies the requirements when promoting the health and physical development of children. In order to achieve this standard, you must plan and implement physical activities and routines for children to meet their physical development needs as well as planning and providing food and drink to meet the nutritional needs of children.

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Performance criteria

Plan physical activities and routines for children to meet their physical development needs

You must be able to:

- P1 plan indoor and outdoor **activities and experiences** that provide opportunities for **children** to practise physical skills and develop competence
- P2 make sure children involved in physical activities are wearing appropriate clothing for their safety and given 'warm up' and 'wind down' opportunities
- P3 ensure that the activities provided are in line with the overall plan for the setting
- P4 adequately assess risk, in line with organisational policy, without limiting opportunities to extend and challenge children's skills and experience
- P5 ensure that planned activities are **inclusive** and available to all children, adapting plans as necessary to meet individual needs
- P6 plan **routines** that allow children to rest and recover from physical exercise

You must be able to:

Implement physical activities and routines for children to meet their physical development needs

- P7 provide indoor and outdoor activities that develop balance, skill and co-ordination of large muscles
- P8 provide activities to support fine motor skills development
- P9 provide indoor and outdoor activities that develop hand/eye co-ordination
- P10 provide activities that encourage co-operation, sharing and turn taking among children
- P11 encourage children to extend their range and level of skills and reward their efforts and achievements
- P12 implement routines that allow children to rest and recover from physical exercise

You must be able to:

Plan food and drink to meet the nutritional needs of children

- P13 plan menus, snacks and drinks that meet the dietary and nutritional needs of children in your care
- P14 involve children in the planning and preparation of food or snacks, according to their capabilities
- P15 encourage children to make healthy choices about food and help them understand the link between food and health

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You must be able to:

Provide food and drink to meet the nutritional needs of children

- P16 ensure the food and drink provided is in line with government guidelines, current best practice on healthy eating and is prepared according to dietary and cultural requirements
- P17 provide food, snacks and drinks that are interesting and will stimulate children's awareness of the variety of different food and drinks
- P18 provide food and drink for children with special dietary requirements that meets their nutritional needs
- P19 document information regarding special dietary requirements and share this with all those in contact with the individual
- P20 ensure that high standards of hygiene are maintained when storing and preparing food and drink, in line with government guidelines and legal and work setting requirements
- P21 encourage children's independence in feeding routines, according to family requirements and practice

You must be able to:

Promote children's healthy physical development

- P22 provide opportunities for children to learn about how their bodies work and their health needs
- P23 provide opportunities for discussion about healthy physical development, according to the child's age, needs and abilities
- P24 support children in making positive health decisions and choices and provide information according to government guidelines and legal and work setting requirements
- P25 ensure children who have chronic illnesses or physical difficulties can participate positively in discussions and activities

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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 key people, children and young people have to make complaints and be supported to do so

Your practice

You need to know and 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

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Theory for practice

You need to know and 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 understand

Communication

- 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 understand

Personal and professional development

- K28 principles of reflective practice and why it is important

You need to know and understand

Health and Safety

- 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

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

You need to know and understand

Handling information

- K35 legal requirements, policies and procedures for the security and

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confidentiality of information

- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand

- K38 the **transitions** that children and young people may go through
- K39 the type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination
- K40 how to provide opportunities for children to rest and recover from physical activity and why this is important

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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.

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

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

Routines are the regular structure of the day, incorporating care routines, play and learning activities that are carried out at similar times of day in sequence

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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.

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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