

## SCDCCLD0332

### Support families to engage in groups within the childcare setting



#### Overview

This standard identifies the requirements when you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. This includes providing information and establishing relationships with families. It also includes being able to monitor provision and evaluate the involvement of families. It requires you to encourage families to attend and participate in groups.

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### Performance criteria

#### Provide information and establish relationships with families

*You must be able to:*

- P1 identify **families** who are likely to benefit most from the provision offered
- P2 provide publicity information in a way that is accessible to all and clearly identifies the purpose of the provision
- P3 demonstrate a non-judgmental attitude that **values diversity** and recognises **cultural**, religious and ethnic differences
- P4 **communicate** with families using an open and welcoming approach that is likely to promote inclusion
- P5 respond to enquiries promptly, giving accurate and clear information to families
- P6 ensure that facilities are available if communication difficulties are likely to be experienced
- P7 discuss confidentiality with families in a way which ensures discretion, whilst making boundaries, limits and responsibilities clear

*You must be able to:*

#### Encourage families to attend and participate in the group

- P8 provide information to individual families who could benefit from participating in groups
- P9 identify a suitable and accessible venue
- P10 help family members settle into the group
- P11 establish the aims, objectives and outcomes of the group sessions with families
- P12 agree ground rules that will apply during group sessions with participants
- P13 ensure that events and activities provided are inclusive, stimulating and of interest to all **participants**
- P14 encourage families to share their experiences, skills and views with other participants
- P15 ensure that everyone in the group has an opportunity to contribute
- P16 demonstrate empathy and sensitivity when encouraging families to discuss issues that are important to them
- P17 provide group support that enhances members' self-confidence
- P18 manage and minimise disagreements within the group
- P19 involve families in the running of group sessions

*You must be able to:*

#### Monitor provision and evaluate the involvement of families in groups

- P20 evaluate the benefits of group participation with family members
- P21 provide opportunities for individual discussions with participants

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- P22 evaluate each session with participants and record the outcome and any issues arising
- P23 use the information to amend and adapt group sessions to meet participants' identified needs
- P24 identify successful and less successful strategies and activities within the group sessions
- P25 agree future activities with participants
- P26 monitor the use of the provision by families
- P27 identify the reasons for reluctance of families to participate in the group sessions
- P28 make changes to group sessions to encourage participation

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## Support families to engage in groups within the childcare setting

### 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

*You need to know and understand:*

#### Your practice

- 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

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and expertise

*You need to know and understand:*

### **Theory for practice**

- 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

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*You need to know and understand:*

#### **Handling information**

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

*You need to know and understand:*

#### **Specific to this NOS**

- K38 the **transitions** that children and young people may go through
- K39 how you can use different methods to provide information to local communities
- K40 how to present information that is inclusive and appropriate to the families involved
- K41 barriers to participation for families in the setting and how to manage reluctance to attend
- K42 how you communicate with families in ways that are non-judgmental and value difference and diversity and the importance of this to successful relationships
- K43 what to consider when identifying a venue for families and why compromises might need to be made to the programme
- K44 resources that might be available in your local area to facilitate communication where there are likely to be difficulties
- K45 the importance of ground rules and confidentiality in group work and how you control this
- K46 activities and events that could be provided to meet different needs
- K47 how you encourage group members to share information and experiences and why this is important to group work
- K48 why it is important to ensure everyone in a parent/family group can have opportunities to be heard
- K49 how family members can be involved in the running of the group and why this is beneficial
- K50 why you need to evaluate different methods of involving families
- K51 successful models of engaging with families

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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.

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

**Culture** refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions

**Families** includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of babies, children or young people and who may or may not have legal responsibility

**Participants** are all those involved within a group, including both parents, children and other family members

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

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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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