

SCDHSC0321

Support parents and guardians to care for babies during the first year of life



Overview

This standard identifies the requirements when you support and encourage parents (including guardians) to care for their babies in the first year of the baby's life. This includes supporting parents to provide physical care and protection for their baby and to look after their baby's health needs. It also includes supporting parents to promote the development of their baby.

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Performance criteria

Support parents to provide physical care and protection for their babies

You must be able to:

- P1 support **parents** to assess their own support needs regarding the needs, rights and protection of their **baby**
- P2 support parents' **active participation** in addressing issues about their baby's safety, protection and security and their own responsibilities about this
- P3 support parents to understand the need to avoid over-protection while maintaining their baby's safety
- P4 observe parents as they care for their baby, adjusting the support you give in the light of your observations
- P5 encourage parents to ensure that their baby is never left unattended
- P6 encourage parents only to hand their baby to people who are capable of caring for babies, including occasions where the baby is to be left with them
- P7 support parents to take the necessary safety measures when feeding and handling their baby
- P8 support parents to understand the ways to dispose of their baby's nappy and other waste safely and hygienically
- P9 support parents to keep their baby safe, reinforcing the advice given on safety measures by **others**
- P10 acquire additional help and advice where parents are experiencing difficulties that are outside your competence to deal with
- P11 encourage **key people** in the parents' lives to be actively involved in caring for the baby's safety, protection and security if the parents wish

Support parents to look after the health needs of their babies

You must be able to:

- P12 encourage parents to prepare themselves, the environment and the equipment prior to bathing their baby, assisting where necessary
- P13 observe parents while handling, washing, nappy changing and dressing their baby
- P14 support parents to handle their baby correctly in order to maintain their baby's comfort, health and well-being
- P15 encourage parents to monitor their baby's condition and the content of their nappy in order to recognise anything that is abnormal
- P16 encourage parents to seek advice and support on any aspect of the care and health of their baby that concerns them
- P17 support parents to dress their baby appropriately for the environmental conditions
- P18 work with parents to recognise and address **risks** and signs and

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- P19 symptoms of discomfort and distress in their baby
report anything unusual about the condition of the baby and concerns regarding the parent's handling of the baby without delay, within confidentiality agreements and according to legal and work setting requirements

Support parents to promote their babies' development

You must be able to:

- P20 support parents to understand key points about the physical, cognitive and emotional development of babies and the importance of them bonding with their baby
- P21 support parents to understand how and why they need to handle and interact with their baby
- P22 support parents to bond with their baby
- P23 encourage parents to interact with their baby prior to, during and after feeding and while they are bathing and handling them
- P24 support parents to play with their baby interactively, selecting and using play materials that are appropriate to the baby's age and abilities
- P25 encourage parents to positively reinforce the actions that advance their baby's development and motor skills
- P26 support parents to cope with their baby when the baby cries persistently
- P27 complete records and reports on the parents' progress and any extra help they may require that is outside your experience, expertise and responsibility, within confidentiality agreements and according to legal and work setting requirements

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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 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 your own background, experiences and beliefs that 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 each child or young person as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 the child or young person'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

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- K20 how and when to seek support in situations beyond your experience and expertise

Theory

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 theories underpinning our understanding of child development and factors that affect it
- K23 theories about attachment and its impact on children and young people

Communication

You need to know and understand:

- K24 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K25 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K26 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K27 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K28 practices for the prevention and control of infection in the context of this standard

Safeguarding

You need to know and understand:

- K29 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K30 indicators of potential or actual harm or abuse
- K31 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K32 what to do if you have reported concerns but no action is taken to address them

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Handling information

You need to know and understand:

- K33 legal requirements, policies and procedures for the security and confidentiality of information
- K34 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K35 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

You need to know and understand:

- K36 how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
- K37 how and where to access information and support that can inform your practice about working with babies and parents
- K38 theories relevant to the babies with whom you work, about pre-speech and verbal and non-verbal behaviour and cues
- K39 theories about pre-birth development and growth and external influences which can affect foetal growth and a baby's brain development
- K40 theories about the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
- K41 the role of relationships and support networks in promoting the well-being of the babies and parents with whom you work
- K42 factors that cause risks and those that ensure safe and effective care for babies
- K43 types of support available for disabled children, young people and parents
- K44 the reasons for confirming the level of assistance with the parent and following this up with observation and support
- K45 why parents should be encouraged to identify any person to whom they are asked to hand their baby to and not to leave the baby unattended
- K46 normal and abnormal patterns of handling, positioning, caring, washing, changing, feeding and dressing a baby
- K47 the normal patterns of progress and the baby's normal condition, in order to report anything unusual
- K48 why parents should be encouraged to engage in active parenting and the long term effects which this may have for the parents and the baby
- K49 aspects of feeding and weaning and the parents' responsibilities to review the babies' feeding needs and adapt their actions

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- accordingly
- K50 the differing varieties of feed and the relationship of feeding to personal beliefs and preferences
- K51 methods of ensuring the safety of babies from birth to 1 year
- K52 how to maintain cleanliness, keep babies warm and keep records on babies' progress
- K53 dangers in the environment and how they can be overcome
- K54 how to advise parents to recognise, understand and take action on problems and concerns

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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 an individual 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 or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Throughout this standard the term 'baby' is used, but you may be supporting more than one baby in the event of multiple births. Also the term 'parents' is used, but you may be supporting only one parent.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

A **baby** in this standard is a child within the first year of life

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Others are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role.

Parents in this standard may include guardians

A **risk** takes account of the likelihood of a hazard occurring and may include the possibility of danger and the possibility of injury and harm to the baby

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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.

All knowledge statements must be applied in the context of this standard.

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

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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