|  |  |
| --- | --- |
| Overview | This standard identifies the requirements when caring for children in home based settings. This could mean either your own home or in the child's family home as, for example, a nanny.The standard relates to providing positive environments for children in the home. It addresses contractual and everyday relationships with parents and their expectation for the care of their child. It also addresses agreement about external activities such as outings where you may be transporting children in a private vehicle and any learning that may be derived from such outings.  |

|  |  |
| --- | --- |
| **Performance criteria**You must be able to:You must be able to:You must be able to:You must be able to: | Agree the requirements of parents in line with current best practice1. clarify with parents the type of service they require
2. establish a relationship with parents which reflects an understanding of each other’s roles
3. agree the range and boundaries of your own responsibilities
4. clarify with parents about their responsibilities
5. agree with parents emergency contact arrangements relating to their child
6. ascertain from the parents information about the child’s preferences and needs
7. agree a plan for the child’s physical care with parents in line with current best practice guidance
8. discuss with parents what activities can be engaged outside the home spontaneously and which require their permission
9. ensure that you are compliant with regulatory requirements for caring for a child in the home
10. ensure written agreements are documented and signed by both parties

Create positive environments for children within the home setting1. communicate with the child, according to their developmental stage and abilities, in ways that promote trusting and secure relationships
2. design activities for the child which reflects developmental stages
3. ensure that activities accommodate differences
4. involve the child in the planning of daily activities and routines that are appropriate to their developmental capabilities and level of understanding
5. Deliver developmentally appropriate activities
6. support the child to be independent and carry out self-care where they are able to do so
7. assist the child with washing, dressing and toileting, respecting their dignity and privacy
8. involve the child in preparing food and drink
9. provide healthy food and drink for the child as agreed with parents and in line with current best practice regarding diet and hygiene
10. develop routines that allow opportunities for exercise and rest
11. develop opportunities for safe indoor play
12. ensure that appropriate measures to supervise and keep the child safe at all times are in place

Care for children outside the home1. offer the child opportunities for safe outdoor play and activities
2. take the child on outings or routine activities outside the home in agreement with parents
3. involve the child in choosing outings
4. agree transport arrangements with parents and ensure appropriate safety equipment is used
5. ensure the child is appropriately dressed for outings, outdoor play and routine activities outside the home
6. identify opportunities to enhance the child’s learning and development during outings, play and activities
7. identify opportunities for children to practise physical skills
8. observe developmental indicators through outings, play and activities
9. Identify opportunities for children to develop awareness of safety and danger
10. supervise children and keep them safe at all times

Reflect on your skills and knowledge in caring for children at home1. evaluate your skills , knowledge and values in working with children at home
2. evaluate the ways that the home offers safety for children
3. Reflect on how your care has offered opportunities for learning and development
4. Develop additional opportunities for your learning and development
5. Investigate opportunities for your own professional development
6. Engage with development opportunities
 |

|  |  |
| --- | --- |
| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**1. legal and work setting requirements on equality, diversity, discrimination and rights
2. your role in promoting children and young people’s rights, choices, wellbeing and active participation
3. your duty to report any acts or omissions that could infringe the rights of children and young people
4. how to deal with and challenge discrimination
5. the rights that key people, children and young people have to make complaints and be supported to do so

**Your practice**1. legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
2. how your own background, experiences and beliefs may have an impact on your practice
3. your own roles, responsibilities and accountabilities with their limits and boundaries
4. the roles, responsibilities and accountabilities of others with whom you work
5. how to access and work to procedures and agreed ways of working
6. the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
7. the prime importance of the interests and well-being of children and young people
8. children and young people’s cultural and language context
9. how to build trust and rapport in a relationship
10. how your power and influence as a worker can impact on relationships
11. how to work in ways that promote active participation and maintain children and young people’s dignity, respect, personal beliefs and preferences
12. how to work in partnership with children, young people, key people and others
13. how to manage ethical conflicts and dilemmas in your work
14. how to challenge poor practice
15. how and when to seek support in situations beyond your experience and expertise

**Theory for practice**1. the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
2. factors that promote positive health and wellbeing of children and young people
3. theories underpinning our understanding of child development and learning, and factors that affect it
4. theories about attachment and impact on children and young people

**Communication**1. the importance of effective communication in the work setting
2. factors that can have a positive or negative effect on communication and language skills and their development in children and young people
3. methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

**Personal and professional development**1. principles of reflective practice and why it is important

**Health and Safety**1. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
2. practices for the prevention and control of infection

**Safeguarding**1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. indicators of potential or actual harm or abuse
3. how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
4. what to do if you have reported concerns but no action is taken to address them

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. legal and work setting requirements for recording information and producing reports including the use of electronic communication
3. principles of confidentiality and when to pass on otherwise confidential information
 |

**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.**Differences** may include race, culture, gender, abilities and family experiences**Outings** are visits to places outside the home, such as friends, relatives, parks or recreation **Parents** are those who have the legally acknowledged responsibilities for the continuous care, well-being and decision-making relating to the children or young people in question**Physical skills** may include, development of weight- bearing, crawling, walking, gripping a cup, cutlery, exercise**Preferences and needs** can include the child or baby’s preferred routines, food, dietary requirements, medication requirements, games**Range and boundaries of your own responsibility** These include clarity about what decisions you can and cannot make; working within the parents’ wishes; and remembering that you are a service provider and not a friend**Regulatory requirements** may include conditions of registration and re-registration, minimum standards, insurance requirements**Routine activities outside the** **home** may includeswimming lessons, music or learning activities**Type of service** refers to whether a service is full-time, part-time, after-school, leaving off at school, collecting from school. |

|  |  |
| --- | --- |
| Scope/range related 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 |

|  |  |
| --- | --- |
| 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 individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets their needs, takes account of their choices and also protects themTo communicate using their preferred methods of communication and languageTo 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 320 |
| 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 | care, children, environments |