

Introduction**What is this unit about?**

This unit is about the planning and organisation of environments for children and families.

Who is this unit for?

This unit is for you if 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. The unit is suitable if you have supervisory responsibilities or if you work unsupervised.

Principles and values

You must work within the principles and values of the sector in order to achieve this unit.

Content of unit

The elements are:

1. Plan and provide an enabling physical environment for children
2. Organise space and resources to meet children's needs
3. Provide a caring, nurturing and responsive environment
4. Facilitate children's personal care

Place in the NVQ/SVQ framework

This unit is a group 1 option unit within the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

Links to Key and Core Skills

This unit may provide evidence for the following:

Key Skills	Core Skills
Communication: 1.1, 2.2	Communication: Intermediate 1
Working with Others: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Problem Solving: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2
Application of Number: 2.1, 2.2, 2.3	Application of Number: Access 3
Information and Communication Technology: 1.1, 1.2, 1.3	Information Technology: Access 3

What we mean by some of the words used in this unit

Children	The children with whom you are working, except where otherwise stated
Creativity	The ability to make links and connections between one area of learning and another and therefore extend understanding

Culture	Everyone has a culture, which may change over time, 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. No culture is 'better' than another
Equally accessible	Barriers to access have been removed
Environment	Includes the physical environment, the 'emotional' environment, organisational and procedural aspects of the environment
Ethnicities	Refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history. Everyone has an ethnicity
Families	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may or may not have legal responsibility

The National Standard

Element CCLD 306.1 **Plan and provide an enabling physical environment for children**

Performance criteria

This is the national standard which you must meet:

1. Ensure the physical environment meets regulatory and health and safety requirements
2. Develop and maintain systems and procedures for risk assessment and health and safety
3. Adapt the environment to meets children's needs, according to their age, abilities and additional requirements
4. Ensure barriers to participation are addressed
5. Organise both visual and tactile displays to stimulate children's curiosity and involvement
6. Display children's work in ways that build creativity and self-esteem, focusing on the creative process not the end product
7. Ensure the physical environment supports the curriculum and planning for children's play and learning
8. Ensure the environment gives opportunity for exercise and physical play
9. Carefully organise and structure the physical environment to maximise sensory experiences and play and learning opportunities of different types

The National Standard**Element CCLD 306.2 Organise space and resources to meet children's needs****Performance criteria**

This is the national standard which you must meet:

1. Plan and organise the safe use of physical space to provide a comfortable and stimulating environment for children
2. Organise furniture and equipment so that activities can be carried out safely and allow children to move freely
3. Encourage children to be actively involved in decisions about their environment
4. Organise resources so they are accessible to children and enable choice and independence
5. Use ICT to support play and learning
6. Adapt the environment to ensure it is equally accessible to all children
7. Ensure there are comfortable areas where children can go for quiet and privacy

The National Standard**Element CCLD 306.3 Provide a caring, nurturing and responsive environment****Performance criteria**

This is the national standard which you must meet:

1. Show that you value children and families and respect their culture, ethnicity, faith, language and background
2. Help children to be positive about their own cultural backgrounds
3. Praise and acknowledge children's efforts and achievements
4. Make sure you are consistent and fair in the way you deal with children's behaviour
5. Provide consistent care and a stable environment for children that is suitable for their age, needs and abilities, including meeting attachment needs by the provision of key workers where this is necessary
6. Provide flexible routines to support children's well-being
7. Allow flexibility and implement sensitive arrangements for new children who are settling in
8. Explain any foreseeable changes to the child's environment clearly and honestly, providing reassurance, explanations and comfort for any unforeseen changes
9. Be available to children and families who wish to communicate with you
10. Be flexible and responsive to children's changing needs and circumstances
11. Deal positively with conflict that may arise between children or families or colleagues within the setting
12. Allow children to take responsibility for themselves and others and become more independent, according to their age needs and abilities

<u>The National Standard</u>	
<u>Element CCLD 306.4</u>	<u>Facilitate children's personal care</u>
Performance criteria	
This is the national standard which you must meet:	
<ol style="list-style-type: none"> 1. Encourage children to care for themselves, according to their age, needs and abilities 2. Ensure personal care routines support children's protection and that of the adults who work with them 3. Meet children's physical care needs in ways that reflect the requirements of individual children, and according to cultural and religious practices, so long as this does not compromise the welfare of children 4. Provide drinking water throughout the time the children are present, if required by the setting 5. Meet the children's nutritional needs during the time they are present, if required by the setting 6. Handle and store food safely, according to the requirements of the setting 7. Set up systems to deal with waste, according to the procedures of the setting and regulatory requirements 8. Deal with children's medicines or other specific medical requirements, according to setting requirements and procedures 	

What you must know and understand**To be competent in this unit, you must know and understand the following:**

K3D255	Legislation and regulations covering the provision of an environment for children
K3H256	Legal and regulatory arrangements covering health and safety for the children, colleagues, families and visitors in your setting or service. Setting's safety, safeguarding and protection, and emergency procedures and policies, how these can be implemented and remain current, including controls on substances harmful to health and other key aspects of health and safety
K3H257	Safety factors and recognised standards of equipment and materials for children. Importance of using equipment that is appropriate for the age, needs and abilities of the child. The importance of following manufacturers' guidelines
K3H258	Safe layout and organisation of rooms, equipment, materials and outdoor spaces, adapting the environment to ensure safety for children, according to their age, needs and abilities
K3D259	How to adapt the environment to meet the diverse needs of children for whom you are responsible, according to their age, gender, individual needs and abilities
K3H260	Routine safety checking and maintenance of equipment. Safe storage of hazardous materials
K3D261	Legislation and regulation covering equality and equality of access, including children who are disabled or have special educational needs
K3H262	Safe and effective practice underpinning the organisation, layout and planning of the environment for children both indoor and outdoor
K3H263	When and how to use safety equipment such as safety gates, socket covers, window and drawer catches, cooker guards, safety harnesses. Safety in respect of animals, plants, sand pits and outdoor spaces
K3D264	Materials and equipment, including ICT, that can be used to promote play and development

K3D265	The range of different activities that should be available to maximise learning and development opportunities and support a planned curriculum where this is appropriate
K3D266	How the development of children is facilitated by a positive and enabling environment and consistent routines
K3D267	Ways of supporting children who are new to the a setting and their families
K3D268	The needs of children for quiet periods and privacy as well as opportunities for social interaction with adults and other children
K3D269	The implications of children's attachment needs for allocation of human resources, continuity of care and stability and consistency within the environment
K3D270	How to support positive behaviour
K3C271	How to deal positively with conflict and support a resolution
K3D272	The importance of respecting children's background and culture and of encouraging families to participate within the setting or service
K3S273	The importance of protecting children during care routines and ensuring they are not subject to abuse or exploitation at any time they are present in the setting
K3P274	The importance of ensuring adults who work with children are suitable according to regulatory requirements
K3S275	The importance of protecting adults who work with children and who may become vulnerable to accusations of improper behaviour
K3H277	The nutritional needs of children and what constitutes nutritionally balanced meals and snacks
K3H278	The requirements of special diets according to the needs of children and families.
K3H279	The importance of acting upon information from families in cases where children have food allergies
K3H280	The government's guidelines on healthy eating and nutrition for children and why it is important that these are followed by childcare practitioners
K3D281	The importance of physical exercise and activity for positive mental and physical health
K3H282	Appropriate skin and hair care and the need for sensitivity to the diverse needs of children with a range of skin colours or types or texture of hair, being aware of the damage that can be done to children's skin by exposure to the sun, appropriate toiletries
K3H283	The need for good oral hygiene and how and why this can be encouraged
K3H284	How to deal with medicines, inhalers or drugs for long-term conditions
K3D285	The importance of sensitivity in supporting toilet training, not rushing or expecting children to have control before they are ready
K3H286	Good hygiene practice: including principles of cross infection, appropriate systems to dispose of different types of waste, food handling, handling body fluids. Issues concerning spread of HIV and AIDS virus and hepatitis