

Introduction**What is this unit about?**

This unit is concerned with providing care for babies and children in partnership with their parents.

Who is this unit for?

This unit is for you if you work unsupervised or have supervisory responsibility for the care of babies and children under 3 in settings or services whose main purpose is the care, learning and development of children.

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. Provide a safe and secure environment for babies and children under 3 years
2. Provide for the nutritional needs of babies and children under 3
3. Supervise and use physical care routines to promote development
4. Provide an emotionally secure and consistent environment
5. Recognise and respond to illness in babies and children under 3 years

Place in the NVQ/SVQ framework

This unit is a group 2 option unit in 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: 3.2, 3.3	Communication: Intermediate 2
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 1
Application of Number: 2.1, 2.2, 2.4	Application of Number: Intermediate 1

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

Attachment	A warm, affectionate and supportive bond between child and carer that enables the child to develop secure relationships
Bottle feeding	Giving formula or breast milk to babies from a bottle
Communication	Speaking, listening, including non-verbal signs, gestures and symbols; reading and writing

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Formula feed	Breast milk substitute; re-constituted modified milk product from plant or animal sources
Nutritional needs	The food and drink needed by an individual baby or child to ensure the best possible health
Parents	Those (mothers and fathers) who have formally and legally acknowledged parental responsibility for the continuous care and well-being of the child in question, whether biologically related or not
Weaning	The gradual process of changing the infant diet from milk to adult food, which takes place from about 5 to 6 months of age

The National Standard**Element CCLD 314.1 Provide a safe and secure environment for babies and children under 3 years****Performance criteria**

This is the national standard which you must meet:

1. Check that the environment is free from hazards and follows best safety practice for babies and children under 3 years, according to their age, needs and abilities
2. Ensure that necessary safety equipment is installed and securely placed to ensure babies and children under 3 years are safe and secure without unnecessary restrictions to their freedom of movement
3. Use toys and equipment that are safe and hygienic and provide protective clothing for children when they are engaged in activities where they could soil their clothing
4. Ensure that babies and children under 3 years are not left unsupervised at any time
5. Use systems of disposal of waste that meet regulatory requirements and best practice to prevent cross infection
6. Take necessary precautions to safeguard and protect babies and children under 3 years from harm
7. Follow setting procedures for handing babies and children under 3 years back to their parents or approved carers, making sure the family members concerned are capable of caring for them

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Provide physical care that promotes the health and development of babies and children under 3 years

The National Standard

Element CCLD 314.2 **Provide for the nutritional needs of babies and children under 3 years, in line with current best practice and in partnership with their parents**

Performance criteria

This is the national standard which you must meet:

1. Ensure that the setting's policies on nutrition are in line with current best practice and government guidelines on infant feeding
2. Provide support for breast feeding mothers in line with current best practice, parents' wishes and organisational policy
3. Prepare formula feeds for babies who are not breast-fed, ensuring equipment is sterilised, and formula is made according to manufacturer's instructions
4. Bottle-feed babies at regular intervals, in line with current best practice, parents' wishes and babies' requirements
5. Agree and confirm any special dietary requirements and the reasons for these with parents and health professionals as necessary
6. Document all information regarding special dietary requirements and share this with all those in contact with the child
7. Agree weaning diets and schedules with parents, introducing foods in line with current best practice, making mealtimes positive social experiences
8. Provide a varied diet for babies and children under 3 years that encourages healthy eating practices and meets nutritional needs
9. Discuss and resolve any differences where the wishes of parents are inconsistent with current best practice; providing information or directing parents to other sources of assistance

The National Standard**Element CCLD 314.3 Supervise and use physical care routines to promote development****Performance criteria**

This is the national standard which you must meet:

1. Allow sufficient time for unhurried routines that can be carried out at a comfortable pace suited to the needs of the individual baby or child and can be used as enjoyable learning experiences
2. Use affectionate and respectful touch, speech and gesture with babies and children under 3 years when carrying out personal care routines
3. Change babies' nappies and care for the skin in line with current best practice and organisational procedures for protecting children and staff
4. Encourage independence and self-care by respecting and following children's wishes, regarding the level and type of assistance they require
5. Supervise children carrying out self-care and show them how to wash, dress and clean their teeth, encouraging them to care for their environment as part of the routines
6. Support parents in helping children gain control of bladder and bowel function
7. Provide opportunities for sensory exploration during care routines for babies and children under 3 years
8. Identify learning and development opportunities within daily routines for children under 3 years, ensuring that all can contribute to and benefit from such opportunities
9. Have high expectations of what babies and children can achieve, whilst ensuring they are appropriately supported
10. Use space effectively, encourage babies and young children to exercise, develop mobility, and explore their surroundings in safety
11. Talk to and communicate with parents to update them on their child's development, progress and achievements

The National Standard

Element CCLD 314.4 **Provide an emotionally secure and consistent environment in partnership with parents**

Performance criteria

This is the national standard which you must meet:

1. Promote routines that recognise and respect the value of attachments to the emotional security of babies and children under 3 years
2. Recognise and respond promptly to signs of emotional distress in babies and children under 3 years
3. Use different techniques to calm, reassure and distract individual babies and children who are distressed, appropriate to their age, needs and level of understanding
4. Acknowledge and communicate respect for the feelings of babies and young children as valid and important
5. Praise and reward appropriately babies' and young children's efforts and achievements
6. Clearly and calmly communicate the boundaries and limits of acceptable behaviour to children under 3 years
7. Encourage children to express their feelings in ways that help them manage their emotions
8. Demonstrate the value and importance of respectful and appropriate physical contact to the emotional security of babies and children under 3 years
9. Encourage parents to share information that may affect children's emotional security and well-being
10. Reassure parents of the confidentiality of any personal information they share, within the boundaries of legislative and organisational policy and practice

The National StandardElement CCLD 314.5 Recognise and respond to illness in babies and children under 3 years**Performance criteria**

This is the national standard which you must meet:

1. Recognise physical signs of illness in babies
2. Recognise changes in the behaviour of individual babies that may be due to illness
3. Recognise physical signs of illness in children under 3 years
4. Recognise changes in the behaviour of individual children under 3 years that may be due to illness
5. Understand and can apply the policy of the setting in relation to the care and treatment of babies and children who are ill
6. Manage the symptoms of illness in babies and children under 3 years calmly and effectively whilst they are in your care
7. Inform parents of their child's illness sensitively and at the earliest opportunity, giving details of any care or treatment in line with organisational policy and practice
8. Seek medical assistance when necessary for babies and children under 3 years who become acutely ill whilst in your care

What you must know and understand

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

K3H276	Regulations for food handling and storage, including babies milk and expressed breast milk.
K3H297	Special dietary requirements and food preparation related to culture, ethnicity or religious beliefs
K3H413	Safety and security requirements of the setting and the relationship between these and regulatory and legislative requirements
K3H414	Organisational issues to ensure health and safety of babies and children under 3 years, such as room arrangement, staffing levels, supervision, assessment of hazards and risks
K3D415	The importance of having responsive, reflective and knowledgeable adults caring for babies and children under 3 years. The key features of responsive care giving and how these can be implemented in everyday practice
K3H416	The government's guidelines on infant feeding and why it is important that these are followed by childcare practitioners
K3H417	How you can support mothers who wish to continue breast-feeding e.g. by discussing needs and providing facilities
K3H418	The different nutritional needs of babies and children, according to age, height, weight and preferences
K3H419	What are appropriate foods to give babies and children under 3 years, and what foods are unsuitable and why
K3H421	Why it is important that all dietary information is documented and shared with others e.g. food allergies

K3H422	Special dietary requirements related to health needs and why it is important that these are agreed and confirmed with parents and health professionals
K3H423	How you can encourage healthy eating practices in babies and children under 3 years
K3C424	How differences between current best practice and parental wishes can be resolved amicably and in the best interests of the child
K3H425	How to prepare formula feeds for babies following manufacturers' instructions, including preparation and sterilisation of equipment using different methods
K3D426	Why it is important that care routines are not hurried
K3D427	How to establish what help a child under 3 years needs with self-care in ways that do not undermine the child's confidence in their own ability
K3H428	How to care for children's skin, hair and teeth, appropriate toiletries, sun awareness
K3H429	Procedures and processes for nappy changing, washing, dressing and toileting that protect children and the adults who care for them
K3D430	How to recognise when children are ready to start toilet training, how to approach this and why it is important to plan this with parents
K3D431	What learning opportunities are available within routines for eating and drinking, personal hygiene, washing and dressing; understanding how these contribute to different areas of learning and development
K3D432	Why sensory exploration is important to babies and how you provide opportunities for this
K3D433	Why it is important for babies and young children to form attachments to key individuals and how this can be achieved
K3D434	The different ways in which babies and young children may express emotional distress; techniques for calming and comforting
K3D435	How you show children that their feelings are important; ways in which they can express their feelings appropriately and the language young children use to describe their emotions
K3D436	Why behavioural boundaries are important and how these can be implemented with babies and young children
K3M437	Why it is important for parents to share information that might affect their children's emotional well-being, how you can encourage this and the importance of confidentiality
K3D438	Activities that can be used to promote physical development (gross and fine motor skills), hand/eye co-ordination, intellectual and thinking skills (cognitive and problem-solving), social and emotional skills, language development
K3D439	How activities for babies and children under 3 years can be themed and linked to extend skills, knowledge and understanding
K3H294	How to carry out risk assessment that takes all reasonable precautions without restricting opportunities for development; how organisational policy can support this
K3H441	Signs and symptoms of common illnesses e.g. respiratory infections, gastro-enteritis, chicken pox, measles
K3H442	Organisational policy concerning babies and children who are ill, why it is important to follow this and the implications of not doing so

K3H443	How children may describe feeling unwell
K3H444	Normal temperature of babies and young children; when and how take, read and record this accurately
K3H445	When and in what circumstances medical advice or attention should be sought for babies and children under 3 years
K3H446	How to manage symptoms of illness e.g. fever, gastro-enteritis
K3H447	Hygiene and cross infection requirements to keep babies and children safe
K3H448	Information about effective practice (e.g. sleeping position, temperature) and risk factors in respect of sudden infant death syndrome