

**Introduction****What is this unit about?**

This unit is concerned with promoting the health and physical development of children.

**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. This unit is suitable for those with supervisory responsibilities or for those who 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 implement physical activities and routines for children to meet their physical development needs
2. Plan and provide food and drink to meet the nutritional needs of children
3. Promote children's healthy physical development

**Place in the NVQ/SVQ framework**

This is a group 1 option unit within the Level 3 NVQ/SVQ for 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

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

<b>Activities</b>	Purposeful conduct engaged in by the child to satisfy curiosity or achieve an objective. Activities can include planned or unplanned, structured or unstructured play, with or without equipment, as well as interactions with others
<b>Children</b>	The children with whom you are working, except where otherwise stated
<b>Development</b>	Children gaining skills and competence

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<b>Ethnicities</b>	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
<b>Inclusion</b>	A process of identifying, understanding and breaking down barriers to participation and belonging
<b>Learning</b>	Children obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience
<b>Routines</b>	The regular structure of the day, incorporating care routines, play and learning activities that are carried out at similar times of day in sequence

**The National Standard****Element CCLD 307.1 Plan and implement physical activities and routines for children to meet their physical development needs****Performance criteria**

This is the national standard which you must meet:

1. Plan indoor and outdoor activities that provide opportunities for children to practise physical skills and develop competence
2. Make sure children involved in physical activity are wearing appropriate clothing for their safety and given 'warm up' and 'wind down' opportunities
3. Ensure that the activities provided are in line with the overall plan for the setting
4. Adequately assess risk, in line with organisational policy, without limiting opportunities to extend and challenge children's skills and experience
5. Ensure that planned activities are inclusive and available to all children, adapting plans as necessary to meet individual needs
6. Provide indoor and outdoor activities that develop balance, skill and co-ordination of large muscles
7. Provide activities to support fine motor skills development
8. Provide indoor and outdoor activities that develop hand/eye co-ordination
9. Provide activities that encourage co-operation, sharing and turn taking among children
10. Encourage children to extend their range and level of skills and reward their efforts and achievements
11. Plan and implement routines that allow children to rest and recover from physical exercise

# CCLD 307

## Promote the health and physical development of children

### The National Standard

#### Element CCLD 307.2      Plan and provide food and drink to meet the nutritional needs of children

##### **Performance criteria**

This is the national standard which you must meet:

1. Plan menus, snacks and drinks that meet the dietary and nutritional needs of children in your care
2. Ensure the food and drink provided is in line with government guidelines, current best practice on healthy eating and is prepared according to dietary and cultural requirements
3. Involve children in the planning and preparation of food or snacks, according to their capabilities
4. Encourage children to make healthy choices about food and help them understand the link between food and health
5. Provide food, snacks and drinks that are interesting and will stimulate children's awareness of the variety of different food and drinks
6. Provide food and drink for children with special dietary requirements that meets their nutritional needs
7. Document information regarding special dietary requirements and share this with all those in contact with the child
8. Ensure that high standards of hygiene are maintained when storing and preparing food and drink, in line with government guidelines and best practice
9. Encourage children's independence in feeding routines, according to family requirements and practice

### The National Standard

#### Element CCLD 307.3      Promote children's healthy physical development

##### **Performance criteria**

This is the national standard which you must meet:

1. Provide opportunities for children to learn about how their bodies work and their health needs
2. Provide opportunities for discussion about healthy physical development, according to the child's age, needs and abilities
3. Support children in making positive health decisions and choices and provide information according to government guidelines and best practice
4. Ensure children who have chronic illnesses or physical difficulties can participate positively in discussions and activities

**What you must know and understand**

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

<b>K3D287</b>	How you adapt your practice to meet the health and physical development needs of children, taking into account age, gender, ethnicities, individual needs and abilities
<b>K3D288</b>	The type of indoor and outdoor activities that will encourage balance, co-ordination, gross and fine motor skills, manipulative skills and hand/eye co-ordination
<b>K3D289</b>	In what circumstances you might change routines or activities; how you would adapt existing or planned activities or routines
<b>K3H290</b>	What the organisation's policies and practices are regarding risk assessment and safety and why it is important to follow these
<b>K3D291</b>	What is meant by challenging activities for individual babies and children and the link between challenging activities and developmental progress
<b>K3D292</b>	How you encourage children to extend their range of skills and achievements
<b>K3D293</b>	How to provide opportunities for children to rest and recover from physical activity and why this is important
<b>K3H294</b>	How to carry out risk assessment that takes all reasonable precautions without restricting opportunities for development; how organisational policy can support this
<b>K3H295</b>	The government's guidelines on healthy eating and nutrition for children and why it is important that these are followed by childcare practitioners
<b>K3H296</b>	What are appropriate foods to give to children, what foods are unsuitable and why
<b>K3H297</b>	Special dietary requirements and food preparation, related to culture, ethnicity or religious beliefs
<b>K3S298</b>	Why it is important that all dietary information is documented and shared with others e.g. food allergies
<b>K3H299</b>	How you can encourage healthy eating practices in children
<b>K3H300</b>	The need for good oral hygiene and how and why this can be encouraged
<b>K3H301</b>	Principles of cross infection and basic food hygiene
<b>K3H302</b>	Correct disposal of different types of waste according to procedures and why this is required
<b>K3H303</b>	Activities that can be undertaken by children to raise awareness of their own bodies and their health needs, according to their age, gender, needs and abilities
<b>K3H304</b>	Details of health surveillance of children and young people, the role of immunisations and information on regimes for children
<b>K3H305</b>	How chronic illnesses may affect physical development and how to access further information and support about particular conditions