

Introduction**What is this unit about?**

This unit is about the process of observing babies and children under 3 years, assessing and recording the results of observations and using them to plan environments, routines and activities that will enhance development. It includes methods of observation and assessment, strategies and planning.

Who is this unit for?

This unit is most suitable for you if you have supervisory responsibilities or work unsupervised and have responsibility for planning positive environments that will enhance the development of babies and children under 3 years.

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. Observe, assess and record developmental progress of babies and children under 3 years
2. Communicate with babies and children under 3 years to develop positive relationships
3. Plan and implement activities to enhance development
4. Exchange information and respond to parents' needs and preferences for their babies and children under 3 years

Place in the NVQ/SVQ framework

This unit is a group 1 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 2

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

Activities	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
Babies	Infants under 1 year of age
Development	Children gaining skills and competence

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Environments	Includes all aspects of the indoor and outdoor environment for which you are responsible and the responsiveness of the environment in meeting children's emotional needs
Inclusion	A process of identifying, understanding and breaking down barriers to participation and belonging
Learning	Children obtaining new knowledge and understanding about something or acquiring a new skill or changing behaviour as a result of experience
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
Pattern of development	Rate and sequence of development
Rate of development	Timeframe in which development takes place
Routines	The regular structure of the day, incorporating care routines, play and learning activities that are carried out at similar times of day in sequence
Sequence of development	Order in which development occurs

The National Standard**Element CCLD 312.1 Observe, assess and record developmental progress****Performance criteria**

This is the national standard which you must meet:

1. Clearly identify the purpose and objectives for undertaking observations of individual babies and children, ensuring that organisational policy and procedure are followed
2. Obtain permission to observe babies or children from parents and identify suitable opportunities for observing babies or children under 3 years
3. Obtain baseline information about the child's development from different sources, including parents, to inform observations
4. Use appropriate techniques of observation to accurately and unobtrusively observe different aspects of development, interaction and behaviour of babies or children under 3 years undertaking specific tasks or activities
5. Assess the evidence from observations against baseline information and other identified criteria
6. Evaluate developmental progress based on relevant and significant evidence from observations
7. Make decisions about babies' or children's progress that are informed by theories of development
8. Record the results of observations clearly and legibly, using agreed formats and appropriate language, and including any factors that could affect the reliability, validity or outcome of observations
9. Refer any concerns about development to appropriate individuals, professionals or agencies in line with legislation and organisational policy and practice
10. Provide information on the progress of babies and children under 3 years to their parents, positively and in a way that encourages discussion

The National Standard

Element CCLD 312.2 **Communicate with babies and children under 3 years to develop positive relationships**

Performance criteria

This is the national standard which you must meet:

1. Use a warm and respectful approach when initiating relationships with babies and children
2. Allow babies and young children to initiate and engage in communication at their own pace, making eye contact only when baby or child is comfortable with communication initiatives
3. Engage the interest and attention of babies and children under 3 years, using methods appropriate to age and developmental level
4. Explore the baby or child's range of interests, sharing activities and using these as a topic of communication in order to develop relationships
5. Interact responsively with babies and young children by exchanging information to develop relationships, using appropriate praise and positive language
6. Recognise when babies and children under 3 years do not wish to communicate, or wish to disengage from communication, and respect their wishes
7. Recognise and respect the efforts of babies and children under 3 years to be independent and model behaviour that demonstrates respect for others
8. Communicate clearly and effectively with children under 3 years at a level and pace suited to their development and understanding, and respecting the children's chosen method
9. Use a range of communication methods, including singing, talking, stories, sounds, rhymes, games and language activities
10. Encourage babies and children under 3 years to communicate through different media such as touch, mark making, pretend play, painting
11. Encourage babies and children under 3 years to communicate respectfully with adults and with each other
12. Manage children's responses to situations in which communication differences are experienced

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Element CCLD 312.3 Plan and implement activities to enhance development

Performance criteria

This is the national standard which you must meet:

1. Plan a variety of creative and imaginative daily activities that stimulate different aspects of development for babies and children under 3 years, ensuring that resources are available to support activities
2. Identify the interests and particular needs of individual babies and children under 3 years in discussion with their parents (and colleagues, if in a group setting)
3. Identify specific activities for individual babies and children which meet their interests and developmental capabilities
4. Provide a range of play activities for individual babies and children under 3 years that are challenging but achievable and appropriate to the child's level of development
5. Provide activities that encourage babies and young children to extend their range and level of skills and understanding
6. Link activities in a way that stimulates curiosity and the desire to explore
7. Praise and reward appropriately babies and young children's efforts and achievements
8. Use space effectively and encourage babies and young children to develop their physical skills and to exercise their whole bodies
9. Ensure that the activities provided are in line with the overall plan for the setting
10. Adequately assess risk, in line with legislation and organisational policy, without limiting opportunities to extend and challenge the skills and knowledge of babies and children under 3 years
11. Plan activities with reference to curriculum frameworks for babies and children under 3 years in line with current best practice

The National Standard

Element CCLD 312.4 Exchange information and respond to parents' needs and preferences for their babies and children under 3 years

Performance criteria

This is the national standard which you must meet:

1. Encourage the parents of babies and children under 3 years to share information that may affect the care and well-being of their children, ensuring any particular requirements are documented and shared with all those involved in the child's care
2. Discuss preferred care routines for babies and children under 3 years with their parents and obtain information to ensure routines are followed
3. Where parents' preferences are not in line with current best practice, this should be discussed and issues resolved

4. Advise parents of sources of advice and information to assist them to make informed decisions about the care and well-being of babies and children under 3 years
5. Routines are monitored, adapted and changed to ensure they continue to meet the baby or child's needs, in accordance with their changing requirements
6. Regularly exchange information on the progress and achievements of babies and children under 3 years with their parents and discuss any changes to routines and the reasons for these
7. Monitor and adapt relationships in response to change
8. Reassure parents that the information they share will remain confidential, in line with the setting's policy and where this is in the best interests of the child
9. Provide information within the setting and to individual parents

What you must know and understand

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

K3D386	When and how to carry out observations on babies, including the purpose of observations, the different methods that can be used and when you would use them
K3D387	When and how to carry out observations on children under 3 years, why a different approach from that used for babies might be necessary, and the reasons for carrying out observations on this age group
K3D388	What factors might affect the reliability or validity of your observations and why you would document this
K3D389	What is meant by baseline information, how to obtain such information and why it is necessary to facilitate children's development
K3D390	Why it is important to obtain permission from parents before carrying out observations on babies and children under 3 years and how this may be accomplished
K3D391	Theories of child development and frameworks of effective practice e.g. Birth to 3 Matters, and how you use these in your work with babies and children under 3 years
K3D392	The expected pattern of development for children 0-3, including the acceptable range and recognised limits
K3D393	Organisational policies and procedures that must be followed when reporting and referring any concerns about development and why it is important to report/refer concerns as soon as possible
K3D394	Why and how to record observations of development accurately and clearly, using accepted language and formats; what these are
K3M396	Legislation relating to the use of personal information e.g. Data Protection Act, including the limits to confidentiality
K3C395	What is meant by a warm and respectful approach e.g. tone of voice, expression, use of appropriate language and how this affects relationships
K3M397	Who it is appropriate to share information with relating to the development of individual babies and children and why such information should be shared

K3D398	What methods you would use to engage the attention and interest of babies and what effect developmental competence will have on your choice
K3C399	Why it is important to allow children to initiate communication and how to recognise signals that indicate that the baby or child wishes to communicate, disengage from communication or does not wish to communicate at all
K3C400	The range of communication methods you can use with babies and young children, including non-spoken languages
K3C401	How to recognise communication differences and difficulties, the possible reasons for these
K3D402	Likely emotional and behavioural responses to communication differences of children under 3 years and how these can be managed in ways that benefit the child
K3D403	Activities that will support different areas of learning and development for babies and children and under 3 years, including: <ul style="list-style-type: none"> • Gross and fine motor development • Hand/eye co-ordination • Language and communication development; listening and responding • Emotional expression and social competence • Intellectual skills and understanding • Imagination and creative skills
K3C404	In what circumstances you might change routines or activities; how you would adapt existing or planned activities or routines
K3C405	How to encourage children to communicate through their play and learning activities
K3D406	Patterns of communication development from 0 to 3 years, covering listening/watching, talking, early interest in reading, early writing and mark making
K3H407	What the organisation's policies and practices are regarding risk assessment and safety and why it is important to follow these
K3D408	What is meant by challenging activities for individual babies and children and the link between challenging activities and developmental progress
K3H409	Why it is important to carry out risk assessment, how you would do this and what action to take if the surroundings or equipment do not meet requirements
K3M410	Why it is important to share information with parents and the sort of information that can affect the care and well-being of babies and children under 3 years
K3D411	Why it is important to respect parents' preferences concerning the care routines for their children, and how you would reach agreement where these do not meet the requirements of good practice
K3P412	Sources of advice available to parents, locally and nationally and in different formats, including language