

Unit 4: **Contribute to the Support of Positive Environments for Children and Young People**

Unit code:	MU2.8
Unit reference number:	H/601/3496
QCF level:	2
Credit value:	3
Guided learning hours:	27

Unit summary

The purpose of this unit is to develop the learners understanding of why a positive environment is important to the individual needs of children and young people and the skills required to support this.

Assessment requirements/evidence requirements

This unit should be assessed in line with the Skills for Care and Development's Assessment Strategy.

Learning outcomes 2 and 3 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Unit content

1 **Know the regulatory requirements for a positive environment for children and young people**

A positive environment: different environments eg home, classroom, indoor environment and outdoor environment, play areas and educational visits; effect of physical environments on how children feel; use of physical space; accessibility; visual displays; sensory-rich environments; valuing language and cultural diversity and respecting difference; anti-discriminatory and anti-bias practice; inclusion; provision of materials and equipment to promote play, learning and development; adaptation of the environment to meet the individual needs of children and young people; promoting a sense of self-worth in children and young people; recognising and valuing the role of parents and carers

Regulatory requirements that underpin a positive environment for children and young people: legislation current and appropriate to home country; relevant sections from legislation eg relating to health and safety, anti-discriminatory and anti-bias practice, disability; relevant codes of practice, policies and procedures in the workplace for learner's home country, eg Every Child Matters (Wales and Northern Ireland) Flying Start, Early Years Foundation Phase, Children and Young People – Rights to Action, Extending Entitlement

2 **Be able to support a positive environment that meets the individual needs of children and young people**

Meeting and greeting children and young people in a way that welcomes them into the work setting: communication skills eg smiling, making eye contact, showing interest; valuing and recognising each individual; showing sensitivity; acknowledging role of parents and carers; building relationships; reflecting cultural diversity in visual displays

Providing opportunities for children and young people to engage in activities of choice: providing a variety of activities to meet individual needs; appropriate observation and planning; accessibility to materials and equipment; communication skills eg listening, questioning; providing children and young people with opportunities to make choices, select equipment and resources, initiate play; time; free play

Activities and resources that meet the individual needs of children and young people: observation and planning; awareness of children and young people's ages and stages of development; areas of development eg physical, social and emotional, intellectual, language and communication, cultural, religious, personal choice; working with parents; assessing needs; building relationships; adaptation of activities and resources; providing support

Supporting the engagement of children or young people in activities that promote use of their senses: use of eg smell, taste, touch, hearing, sight; resources and materials; appropriate activities for age and stage of development of children or young people; sensory development eg use of natural materials, treasure baskets; role of the adult in the setting

Giving praise and encouragement to children or young people for individual achievements; verbal; non-verbal; sharing time; positive feedback; display; showing interest; new skills; realistic expectations; highlighting positive aspects

3 Be able to support the personal care needs of children and young people within a positive environment

Effective care for children and young people's skin, hair and teeth: personal hygiene needs and routines; cultural diversity; parental wishes; choice of products; washing skin; bathing and showering; skincare in the sun; allergies or skin conditions; health and safety; care of hair; head lice; oral hygiene and teeth brushing; prevention of tooth decay through healthy eating; prevention of spread of infection

Personal care routines that meet the individual needs of children or young people and promote their independence: basic care needs eg toileting, care of skin, care of teeth; opportunity for rest, quiet and sleep; relevant care routines for ages and stages of development; identifying individual care needs; ways of promoting independence and self-care; rights to privacy

A positive environment and routine meets the emotional needs of children and their families: promotion of self-confidence, self-image and a sense of self-worth; links to happiness, security and success; impact on behaviour and achievement; development of independence; importance of meeting basic care needs; relationships and friendships; valuing individuals

Balancing periods of physical activity with rest and quiet time in order to promote physical and mental wellbeing: benefits of physical activity and benefits of rest and quiet time eg enjoyment, opportunity for body to recover and recuperate, relaxation, improved concentration, mood and memory; requirements of Every Child Matters outcomes (Wales and Northern Ireland); physical capability of child or young person eg development of lung and heart capacity

4 Understand how to support the nutritional and dietary needs of children and young people

Fulfilling the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance: principles of nutrition; food groups, nutrients provided and usage in the body; current government guidance and initiatives for home country eg NHS 5 A Day campaign, Change 4 Life campaign

Different dietary requirements of children and young people: changing dietary needs through life; dietary requirements at different ages and stages of development; daily portion intake; religious and cultural requirements; vegetarian and vegan diets

Basic food safety when providing food and drink to children and young people: food hygiene; causes of food poisoning; legal requirements; safe storage, preparation and cooking of food; prevention of accidents; policies and procedures of the setting relating to food and drink

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know the regulatory requirements for a positive environment for children and young people	1.1 describe what is meant by a positive environment 1.2 identify regulatory requirements that underpin a positive environment for children and young people			
2 Be able to support a positive environment that meets the individual needs of children and young people	2.1 meet and greet children and young people in a way that welcomes them into the work setting 2.2 provide opportunities for children and young people to engage in activities of choice 2.3 provide activities and resources to meet the individual needs of children and young people 2.4 support the engagement of children or young people in activities that promote use of their senses 2.5 demonstrate how to give praise and encouragement to children or young people for individual achievements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support the personal care needs of children and young people within a positive environment	3.1 explain how to effectively care for children and young people's skin, hair and teeth 3.2 demonstrate how to support personal care routines that meet the individual needs of children or young people and promote their independence 3.3 explain how a positive environment and routine meet the emotional needs of children and their families 3.4 describe the importance for physical and mental well being of balancing periods of physical activity with rest and quiet time			
4 Understand how to support the nutritional and dietary needs of children and young people	4.1 define the basic nutritional requirements of children and young people to ensure a balanced diet and meet government guidance 4.2 explain how to establish the different dietary requirements of children and young people 4.3 describe basic food safety when providing food and drink to children and young people			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)