

Unit 14: **Contribute to the Physical Care of Babies and Young Children**

Unit code:	OP 2.4
Unit reference number:	M/601/3243
QCF level:	2
Credit value:	3
Guided learning hours:	23

Unit summary

To provide learners with the knowledge and skills to contribute to the physical care of babies and young children.

Assessment requirements/evidence requirements

This unit must be assessed in line with Skills For Care and Development's QCF Assessment Strategy.

Learning outcomes 1, 2 and 3 should be assessed in real work environment.

Unit content

1 **Be able to provide personalised physical care for babies and young children**

Personalised care for babies' and young children's skin: understanding that the skin of babies and young children is delicate and sensitive; cleansing; reduce skin dryness by topping and tailing and not bathing full body everyday; understanding skin types; caring for skin creases; applying moisturiser or emollients

Personalised care for babies' and young children's hair: washing over or in the bath; use of baby shampoo or other toiletries formulated for hair of babies and young children; taking care when rinsing, drying and brushing; appropriate care of different hair types eg fine hair, afro-Caribbean hair, braided hair

Personalised care for babies' and young children's teeth: avoiding foods which damage teeth eg sugary drinks and foods; limiting fruit drinks in order to minimise risk of tooth decay, brushing carefully with soft baby toothbrush when teeth appear; using small amount of children's toothpaste as per manufacturer's instructions on the container; rinsing teeth and mouth after brushing; encouraging toddlers to brush own teeth; encouraging a positive attitude towards tooth brushing and dental hygiene

Personalised care for babies' and young children's nappy area: changing nappies regularly, not leaving babies in wet or soiled nappies; following procedures of setting eg cleansing, drying, use of protective cream as appropriate; putting on clean nappy eg fabric, disposable; recording nappy change eg time, if wet or soiled, if there is irritation or rash

Why it is important to take into account carers preferences for the physical care of babies and young children: recognising parents and carers as experts on their own babies or child's needs; gaining parental consent; consistency in care routines has benefits for baby or young child; developing understanding babies or child's needs; importance of following parents instructions/preferences eg use of lotions, choice of clothing; working in partnerships with parents; passing on information relating to care eg changes in routine, concerns

2 **Be able to support physical care routines for babies and young children**

How to treat babies or young children with respect and sensitivity during care routines: routines eg washing and dressing, feeding, care of hair, nappy changing, toileting, rest and sleep; maintaining dignity and privacy when carrying out personal care; giving time

How to engage with babies or young children during care routines and make the experience enjoyable: using eye contact, smiling, running commentary; singing, rhymes; praising

Care routines to encourage babies' learning and development: encouraging independence; using as an opportunity to developing vocabulary; giving choices and problem solving eg clothing choice; developing relationships between child and adult and between babies and children; developing sense of self and own needs; introducing cognitive activities eg counting, colours

The principles of toilet training: starting when children are ready eg child showing increased interest, child showing signs that they are aware when they need to use a potty or toilet; child develops regular/predictable bowel movements; adult should be calm and relaxed in interaction with child eg praising and encouraging child, never disapproving if child does not co-operate or needs additional time to make progress in toilet training; adult should maintain dignity and privacy of child during the toilet training process eg providing suitable physical environment for toilet training to take place, never showing disapproval of child's bodily functions; understanding development stage in toilet training eg that becoming dry at night takes longer, after training it is common for young children to have occasional 'accidents'; not leaving children on a potty or toilet for long periods; following good hygiene practice and encouraging child's awareness of hygiene

3 Be able to support safe and protective environments for babies and young children

Safe and hygienic preparation and maintenance of the environment for babies or young children: following policies and procedures of setting; knowing when and how to wash hands; food hygiene eg cleanliness of surfaces; safe food storage and handling of food and food-related items; disposal of nappies and soiled items; cleansing nappy changing mats and areas; wearing disposable gloves and apron when dealing with foods, nappy changing and toileting; dealing safely with bodily fluids and soiled items; regular cleaning of toys and equipment; checking indoor and outdoor areas; checking for broken toys or equipment before use

The safety features of the environment for babies and young children: eg ventilation, temperature, noise levels, safe surfaces, doors and window catches, stairgates, electrical socket covers, adequate supervision, well maintained outdoor spaces eg fencing, covered/secure sand and water areas; safe access points to the setting; toys or equipment which are in good condition and meet safety standards eg BSI kite mark, lion mark

How to safely supervise babies or young children whilst allowing them to explore and extend their skills: maintaining required adult to child ratios; checking and monitoring indoor and outdoor areas; using observation; identifying potential hazards; seeking advice from colleagues or other professionals; awareness of potential safety issues when taking babies or children out of their usual setting

The procedures for reporting concerns about the welfare of babies and young children: concerns eg health, safety, safeguarding; reporting procedures of setting; importance of reporting concerns; lines of responsibility eg own supervisor, manager; person with health and safety responsibility in the setting; reporting to carers; recording concerns

4 Understand the nutritional needs of babies and young children

Identify the nutritional needs of babies: current government guidelines on nutritional needs; knowing the value of breastmilk eg colostrum, antibodies; nutritional value of breast and formula milk

The principles of weaning: current best practice guidelines; recommended minimum age to introduce weaning; readiness eg increased nutritional requirements, increasing appetite, when digestive system is mature, baby shows interest in solid foods; stages of weaning; methods of weaning; importance of textured or 'lumpy' foods and finger foods at relevant stages of weaning; introducing drinking cup

The nutritional needs of young children: government food agency recommendations; the requirements of a balanced meal eg protein, fat, carbohydrate, vitamins, minerals ; water; recommended daily amounts; foods to avoid giving to babies and young children eg thigh-fibre foods, nuts, low fat foods, sugary foods and drinks, salt, raw eggs, foods that present a choking hazard

Examples of healthy balanced meals for young children: menu planning; well balanced meals; healthy snacks and drinks, meeting dietary needs of religious groups, vegetarians and vegans

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to provide personalised physical care for babies and young children.	<p>1.1. Demonstrate personalised care for babies and young children's:</p> <ul style="list-style-type: none"> • skin • hair • teeth • nappy area <p>1.2. Explain why it is important to take into account carers preferences for the physical care of babies and young children.</p>			
2. Be able to support physical care routines for babies and young children.	<p>2.1. Demonstrate how to treat babies or young children with respect and sensitivity during care routines.</p> <p>2.2. Demonstrate how to engage with babies or young children during care routines and make the experience enjoyable.</p> <p>2.3. Use care routines to encourage babies' learning and development.</p> <p>2.4. Identify the principles of toilet training.</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3. Be able to support safe and protective environments for babies and young children.	3.1. Demonstrate the safe and hygienic preparation and maintenance of the environment for babies or young children. 3.2. Demonstrate the safety features of the environment for babies and young children. 3.3. Demonstrate how to safely supervise babies or young children whilst allowing them to explore and extend their skills. 3.4. Describe the procedures for reporting concerns about the welfare of babies and young children.			
4. Understand the nutritional needs of babies and young children.	4.1. Identify the nutritional needs of babies. 4.2. Describe the principles of weaning. 4.3. Identify the nutritional needs of young children. 4.4. Give examples of healthy balanced meals for young children.			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)