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## Overview

This standard identifies the requirements when supporting environments to meet the care, learning and development of children and young people. This includes preparing and contributing to maintaining a safe environment which is stimulating and builds the child and young person's confidence, as well as supporting routines for children and young people.

## Performance criteria

### *You must be able to:*

1. use space and resources to create safe and child-centred environments
2. ensure accessibility and safety by keeping access points clear
3. follow risk assessments and report health and safety issues
4. encourage children or young people to take active roles in designing and maintaining environments to meet their preferences and needs
5. encourage children or young people to be involved in the maintenance of stimulating environments
6. contribute to ensuring environmental factors within the workplace meet the preferences and needs of children or young people
7. contribute to ensuring environments are accessible for all
8. create inclusive, stimulating, and engaging environments using sensory displays and varied experiences that promote exploration and open enquiry
9. use a range of resources to promote positive images of equality and diversity
10. use digital tools and devices in play-based learning and daily routines
11. encourage and support the independence of children or young people to participate in activities
12. support children or young people to make progress and achievements at a level appropriate to their age and development needs
13. acknowledge and support the achievements of children or young people, helping them develop a sense of self-worth
14. support and encourage children or young people and others to recognise their achievements
15. consider the preferences, needs and interests of children or young people when making changes to environments
16. provide clear explanations and reassurance about changes to environments
17. provide environments that supports children or young people to socialise with others
18. support children or young people to settle into environments
19. encourage others to support children or young people to settle in
20. implement consistent routines for children or young people that make effective use of environments
21. support the personal care preferences and needs of children or young people
22. provide food and drinks to children or young people, ensuring drinking water is

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available

23. contribute to records and reports required for maintaining environments to meet children or young people's needs

24. reflect on how you carried out your roles and responsibilities when supporting environments to meet the needs of children or young people, with feedback from others

## Knowledge and understanding

### *You need to know and understand:*

1. child development from birth to 21 years old
2. how to support the development of children and young people through the provision of sensory experiences
3. how to apply trauma informed principles to create safe, supportive, and predictable spaces
4. the importance of playfulness, kindness, and compassion in supporting learning through environments
5. how equality, diversity, inclusion, and rights can be considered in creating environments
6. how environments can support transitions that children and young people may go through
7. the impact of change, and ways to help children and young people manage them
8. the spaces, experiences and interactions environments provide
9. types of digital tools and devices that can support environments to meet the needs of children and young people
10. how to make environments appropriate to the changing needs of children and young people
11. the role of environments in supporting emotional regulation of children and young people
12. how environments can be adjusted to support children and young people with neurodivergence and additional needs
13. how to display objects in stimulating and interesting ways for children and young people
14. how to maintain appropriate environmental factors for the comfort, safety, and development of children and young people
15. the importance of consistent routines for the development of children and young people
16. the importance of quiet periods for children and young people to rest without being overstimulated
17. the influence of culture and background on the reactions of children and young people to environments
18. safe food handling practices in the workplace
19. different types of food allergies and the importance of following workplace

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procedures to ensure children and young people are protected

20. the physical care preferences and needs of children and young people

21. how to ensure the skin and hair of children and young people is cared for indoors and outdoors

22. how to support children or young people to care for their teeth

23. the records and reports required for supporting environments to meet the needs of children and young people

24. the relevant legal requirements, standards of practice, frameworks, guidance for supporting environments to meet the needs of children and young people

25. how your personal experiences and unconscious bias may impact when supporting environments to meet the needs of children and young people, and how to address this

26. the role of supervision, reflective practice and learning and development in supporting environments to meet the needs of children and young people

## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

HSCCLD239

Support environments to meet the needs of children and young people



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