

Overview

This standard identifies the requirements when promoting positive environments that will enhance the physical, social, emotional, cognitive and linguistic development for babies and young children.

Performance criteria

You must be able to:

1. work in partnership with others to create and maintain safe and secure environments
2. initiate and maintain relationships with babies or young children
3. invite the interest and attention of babies or young children using methods suited to their preferences, needs, and developmental stage
4. work in partnership with young children, families and others to assess and agree on developmental needs
5. work in partnership with young children, families and others to develop and implement plans to address developmental needs
6. ensure environments support play for babies or young children within curriculum or developmental frameworks
7. provide both intentional and responsive experiences that actively support the development of babies or young children
8. ensure resources and spaces support positive experiences and interactions of babies or young children
9. provide flexible daily routines to stimulate and promote development in environments
10. respond to the developing schemas of babies or young children
11. include natural, sustainable and open-ended materials in environments to stimulate curiosity and creativity
12. promote effective use of space to enable babies or young children to develop their physical skills and exercise their whole bodies
13. ensure babies and young children have access to regular outdoor experiences
14. recognise and celebrate the efforts and achievements of babies or young children
15. identify the purpose and objectives for undertaking observations of babies or young children in environments
16. involve babies or young children in the observation and recording of different aspects of development
17. evaluate developmental progress in environments based on evidence from observations and information from others
18. work in partnership with families and others to monitor and review progress and respond to changes in preferences, needs and circumstances

19. update young children, families and others on activities and developmental progress
20. complete records and reports required for promoting positive environments for babies or young children
21. reflect on how you carried out your roles and responsibilities when promoting positive environments for babies or young children

Knowledge and understanding

You need to know and understand:

1. pre-birth development and factors affecting foetal growth and brain development
2. the expected patterns of development from birth to 21 years
3. social, physical and economic factors affecting the development of babies and young children
4. the influence of culture and background on promoting positive environments for babies and young children
5. how to provide warm, safe, secure, and encouraging environments for babies and young children in partnership with families
6. how to ensure information about environments is accessible
7. how to adapt environments to ensure babies and young children can participate equally
8. how to support neurodivergence and additional needs in positive environments for babies and young children
9. how to apply trauma informed principles to promote positive environments for babies and young children
10. the role of environments on consistent, caring, and nurturing relationships with babies and young children
11. the importance of dignity, kindness, and compassion in promoting positive environments for babies and young children
12. the importance of modelling and developing learning through contexts that are meaningful and interesting to babies and young children
13. the role of play in supporting holistic development in environments
14. how to support emotional regulation, wellbeing, confidence, and resilience through positive environments
15. how environments can support transitions that babies and young children may go through
16. the concept of schemas and how to respond to the developing schema of babies and young children
17. your workplace procedures for observation and assessment and how these link to curriculum or development frameworks
18. how to plan spaces, experiences and interactions in the environment for development and learning
19. how to source and use materials and equipment that promote play and

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development, with consideration to sustainability

20. how to use digital tools and devices in environments to meet the needs of babies and young children

21. principles of risk assessment and risk management of environments

22. how to work in partnership with others to promote positive environments for babies and young children

23. the records and reports required for promoting positive environments for babies and young children

24. theories relevant to promoting positive environments for babies and young children

25. the relevant legal requirements, standards of practice, frameworks and guidance for promoting positive environments for babies and young children

26. the workplace requirements on equality, diversity, inclusion, and rights when promoting a positive environment for babies and young children

27. how your personal experiences and unconscious bias may impact when promoting positive environments for babies and young children, and how to address this

28. the role of supervision, reflective practice and learning and development when promoting positive environments for babies and young children

Glossary

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

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