

## Overview

This standard identifies the requirements when planning and organising environments for children, young people and families. This includes planning and providing a safe physical environment and personal care that is caring, nurturing and responsive to the needs of children and young people. It also includes organising space and resources to provide a stimulating environment

## Performance criteria

### *You must be able to:*

1. work in partnership with others to create and maintain safe and secure environments for children or young people and families
2. follow risk assessments and health and safety procedures
3. adapt environments to meet the preferences and needs of children or young people and families, promoting inclusion and accessibility
4. promote and value diversity within environments and the range of experiences and interactions provided
5. ensure physical environments support the planning for the play and holistic development of children or young people
6. organise both visual and tactile displays to stimulate the curiosity and development of children or young people
7. include natural, sustainable and open-ended materials in environments
8. provide regular opportunities for outdoor play
9. organise environments to provide opportunities for exercise and physical play
10. organise and structure physical environments to maximise sensory experiences and play and learning opportunities of different types
11. plan and organise accessible physical spaces to provide comfortable and stimulating environments for children or young people
12. encourage children or young people and families to be actively involved in decisions about environments
13. promote the use of digital tools and devices to support play and learning, ensuring digital resources support rather than replace rich, real-world play experiences
14. provide quiet areas and privacy for children or young people and families
15. encourage and acknowledge the cultural background of children or young people and families
16. celebrate and acknowledge the efforts and achievements of children or young people, and be responsive to their emotions and experiences
17. provide support for children or young people and families through transition processes
18. implement flexible and sensitive arrangements for settling in transitions
19. provide consistent care and stable environments for children or young people, in line with their developmental stage, preferences and needs

20. communicate boundaries and limitations of behaviour using consistent language
21. promote flexible routines to support the wellbeing of children or young people
22. encourage children or young people to take responsibility for themselves and become more independent, according to their stage of development and needs
23. model sustainable practices for children or young people to promote the impact of their actions on the environment
24. provide reassurance and comfort to children or young people and families
25. ensure that families and others receive information about the developmental progress of children or young people
26. work in partnership with children or young people and families to identify specific care needs
27. ensure the physical and personal care needs of children or young people are met with consideration to family preferences and cultural and spiritual practices
28. ensure the nutritional needs of children or young people are met with consideration to family preferences and cultural and spiritual practices
29. ensure infection prevention and control measures are used when handling and storing food, and disposing of waste
30. complete records and reports required for planning and organising the environment for children or young people and families
31. reflect on how you carried out your roles and responsibilities when planning and organising environments for children or young people and families

## Knowledge and understanding

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

1. how to ensure information about environments are accessible to children and young people and others
2. the influence of culture and background on how you plan and organise environments for children and young people and families
3. the importance of dignity, kindness, and compassion in planning and organising environments for children and young people and families
4. how to plan and organise environments in a way that supports emotional regulation
5. how to support the transitions that children and young people may go through
6. ways to provide warm, safe, secure, and encouraging environments for children and young people in partnership with families
7. how to adapt environments to ensure children and young people can participate equally
8. how to develop consistent, caring, and nurturing relationships with children and young people
9. how to apply trauma informed principles to plan and organise environments for children and young people and families
10. the role of play in supporting holistic development
11. how to promote emotional wellbeing, confidence, and resilience of children and young people
12. how to recognise behaviour as a form of communication
13. the importance of being realistic, consistent, and supportive in your responses to the behaviour of children and young people
14. how to give meaningful encouragement and celebrate the achievements of children and young people
15. how to encourage children and young people to ask questions and make informed choices about issues that affect them
16. how to respond to conflict that may arise between children and young people and others
17. the workplace procedures for observation and assessment and how these link to curriculum or development frameworks
18. the importance of working in partnership with children and young people to plan environments

19. how to plan spaces, experiences and interactions for development and learning
20. how to source and use materials and equipment that promote play and development
21. how to use digital tools and devices in environments to meet the needs of children and young people and families
22. the principles of sustainability and how to integrate them into daily practices within the workplace
23. the role of risk assessments and risk management when planning and organising environments
24. how to provide safe environments that encourage positive risk taking
25. how to safely handle and dispose of waste
26. how to carry out effective hand hygiene and the importance of using personal protective equipment
27. the records and reports required for planning and organising environments for children and young people and families
28. theories relevant to planning and organising environments for children and young people and families
29. the relevant legal requirements, standards of practice, frameworks and guidance for planning and organising environments for children and young people and families
30. the workplace requirements on equality, diversity, inclusion, and rights when planning and organising environments for children and young people and families
31. how your personal experiences and unconscious bias may impact when planning and organising environments for children and young people and families, and how to address this
32. the role of supervision, reflective practice and learning and development in planning and organising environments for children and young people and families

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## Glossary

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

HSCCLD354

Plan and organise environments for children, young people and families



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