

## Overview

This standard identifies the requirements when you evaluate the environment for children and young people and families. It also includes coordinating resources to meet their needs and leading a process of change and improvement within the environment.

## Performance criteria

### *You must be able to:*

1. develop systems and procedures to monitor and evaluate environments
2. ensure equality of access to environments for children or young people and others
3. work in partnership with others to ensure children or young people feel welcomed, respected and valued
4. empower children or young people and others to evaluate environments
5. ensure environments meet the preferences and needs of children or young people
6. ensure environments are stimulating and promote the holistic development of children or young people
7. ensure environments are sensitive to different cultures and ethnicities, value diversity and provide positive images of all children or young people
8. ensure environments support children or young people and others through transition processes
9. use resources effectively to support children or young people in environments
10. ensure spaces, experiences and interactions are well planned, organised and adequately resourced for children or young people
11. provide digital tools and devices to support play and learning, ensuring digital resources support rather than replace rich, real-world play experiences
12. monitor care and support offered to children or young people to ensure social, emotional, cognitive and linguistic needs are met
13. implement routines that support the preferences and needs of children or young people and extend their knowledge and understanding of other people and the wider world
14. ensure resources are safe, hygienic and fit for purpose
15. develop systems and procedures to monitor the use and quality of resources
16. identify and agree on changes to resources in partnership with children or young people and others
17. work in collaboration with children or young people and others to plan for continuous development
18. prepare others for change and development in ways that are positive, motivating and promote creativity
19. encourage others to innovate and offer support for new ideas

Evaluate the environment for children and young people

---

20. listen to children or young people and others during the process of change
21. create an environment that promotes continuing professional development and evidence-based practice
22. complete records and reports required for evaluating the environment for children or young people
23. reflect on how you carried out your roles and responsibilities when evaluating the environment for children or young people

## Knowledge and understanding

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

1. pre-birth development and factors affecting foetal growth and brain development
2. the pattern of development from birth to 21 years
3. a range of social, physical and economic factors affecting the development of children and young people
4. how to support the transitions that children and young people may go through in an environment
5. the influence of neurodivergence and additional needs on interactions of children and young people with the environment
6. the influence of culture and background on environments for children and young people
7. how to lead systems, procedures and practices to monitor and evaluate the environment for children and young people and families
8. the types of system that are appropriate for monitoring and evaluating environments
9. how to manage and organise environments for children and young people that facilitate secure attachments and support emotional regulation, wellbeing and resilience
10. how to lead on dignity, kindness, and compassion when promoting positive environments for children and young people
11. how to provide spaces and programmes of experiences and interactions to support the development of children and young people
12. how to use digital tools and devices to meet the needs of children and young people
13. how to ensure spaces, experiences and interactions are risk assessed and managed to allow for positive risk taking
14. how to lead on the application of trauma informed principles to create positive environments
15. how to support others to adapt their practice and environment to ensure children and young people can participate equally
16. the importance of leading others in delivery of spaces, experiences and interactions that reflect social justice, environmental protection, global citizenship and outdoor learning
17. how to use a quality improvement approach to support continuous improvement

Evaluate the environment for children and young people

---

18. the types of support needed by others during a process of change
19. how to model and demonstrate good practice, leading by example and encouraging and influencing others
20. techniques for problem solving and innovative thinking
21. evidence based and research informed practice
22. how to work in partnership with others to evaluate the environment for children and young people
23. the records and reports required for evaluating the environment for children and young people
24. theories relevant to evaluating the environment for children and young people
25. the relevant legal requirements, standards of practice, frameworks and guidance for evaluating the environment for children and young people
26. the workplace requirements on equality, diversity, inclusion and rights when evaluating the environment for children and young people
27. how your personal experiences and unconscious bias may impact when evaluating the environment for children and young people, and how to address this
28. the role of supervision, reflective practice and learning and development in evaluating the environment for children and young people

## Glossary

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

HSCCLD433



Evaluate the environment for children and young people

---

<b>Developed by</b>	Skills for Care & Development
<b>Version Number</b>	1
<b>Date Approved</b>	31 Jan 2026
<b>Indicative Review Date</b>	31 Jan 2031
<b>Validity</b>	Current
<b>Status</b>	Original
<b>Originating Organisation</b>	Skills for Care & Development
<b>Original URN</b>	HSCCLD433
<b>Relevant Occupations</b>	Social Care and Childrens Care
<b>Suite</b>	Health and Social Care & Childcare Learning and Development
<b>Keywords</b>	Evaluate the environment for children and young people, Health and Social Care & Children's Care Learning and Development

---