
Overview

This standard identifies the requirements for leading provision for the holistic development of children and young people. It includes how you support the assessment of their physical, cognitive, emotional, social, and linguistic development. It also includes leading structured programmes that promote growth and learning and facilitating child-centred and play-based approaches in partnership with children or young people, families, and others. It also includes how you would facilitate children's development through effective collection of data, monitoring and evaluation of provision.

Performance criteria

You must be able to:

1. lead procedures for observation, assessment, and review of the development of children or young people
2. identify and agree the roles and responsibilities for those involved in observations, ensuring collaboration with others
3. allocate time and resources for observations during structured and play-based experiences
4. work with children or young people, and others to establish and maintain positive relationships
5. ensure and support the independence of children or young people and others in assessments
6. ensure assessments are child-centred, valid, and reliable, using various information sources
7. work with others to develop different methods for observing and assessing children or young people
8. ensure observations, assessments, and reviews are recorded
9. use monitoring information to inform provision for meeting developmental needs
10. plan balanced and flexible provision with others, integrating play and exploration
11. encourage the participation of children or young people in planning provision which meets their preferences and developmental needs
12. identify and source additional support needed for children or young people with others
13. lead the monitoring and recording of individual progress, ensuring this reflects the holistic development of children or young people
14. co-ordinate systems, procedures, and practices that support the development of children or young people
15. lead others in promoting the self-regulation and resilience of children or young people
16. communicate expectations for behaviour to children or young people and others
17. identify and implement techniques to support development in partnership with children or young people, and others
18. evaluate the effectiveness of support for development of children or young

people

19. ensure the voices of children or young people are heard in personal learning and development plans

20. support others to update developmental progress records

21. take responsibility for referral systems when concerns about developmental progress arise

22. complete records and reports required for holistic development of children or young people

23. reflect on how you carried out your roles and responsibilities when leading provision for the holistic development of children or young people

Knowledge and understanding

You need to know and understand:

1. how to support the transitions that children and young people may go through
2. pre-birth development and factors affecting foetal growth and brain development
3. the pattern of development from birth to 21 years
4. the influence of neurodivergence and additional needs on the development of children and young people
5. the influence of culture and background on the development of children and young people
6. the range of social, physical and economic factors that affect the development of children and young people
7. how to lead on the application of trauma informed principles in the provision for the holistic development of children and young people
8. your role in leading the workplace procedures for observation and assessment, and how these link to curriculum or development frameworks
9. how to manage and organise environments for children and young people that facilitate secure attachments and encourage emotional wellbeing and resilience
10. how to promote healthy lifestyles for children and young people
11. the contribution play makes to holistic development
12. how to provide spaces and programmes of experiences and interactions to support cognitive development and learning
13. how to provide spaces and programmes of experiences and interactions to support communication, language and literacy
14. how to provide spaces and programmes of experiences and interactions to support physical development
15. how to provide spaces and programmes of experiences and interactions to support emotional and social development
16. how to ensure spaces, experiences and interactions are risk assessed and support positive risk taking
17. how to lead systems, procedures, and practices that support the development of children and young people
18. how to support others to adapt their practice and environments to ensure children and young people can participate equally
19. how to lead on dignity, kindness, and compassion in the holistic development of children and young people

20. how to encourage realistic, consistent and supportive responses to the behaviour of children and young people
21. how to promote the development of children and young people in a way that supports emotional regulation
22. how to respond to reports of discrimination
23. the importance of leading others in delivery of spaces, experiences and interactions that reflect social justice, environmental protection, global citizenship and outdoor learning
24. how to evaluate the effectiveness of learning and development plans
25. how to use a quality improvement approach to support continuous improvement and maintain quality standards for learning and development
26. how to work in partnership with others to lead provision for the holistic development of children and young people
27. how to use digital tools and devices to lead provision for the holistic development of children and young people
28. the records and reports required for leading provision for the holistic development of children and young people
29. theories relevant to leading provision for the holistic development of children and young people
30. the relevant legal requirements, standards of practice, frameworks and guidance for leading provision for the holistic development of children and young people
31. the workplace requirements on equality, diversity, inclusion and rights when leading provision for the holistic development of children and young people
32. how your personal experiences and unconscious bias may impact when leading provision for the holistic development of children and young people, and how to address this
33. the role of supervision, reflective practice and learning and development when leading provision for the holistic development of children and young people

Glossary

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

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Lead provision for the holistic development of children and young people



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