

## **HSC37                    Care for and protect babies**

### **Elements of Competence**

<b>HSC37a</b>	Care for the physical and nutritional needs of babies
<b>HSC37b</b>	Provide a safe and secure environment in which babies can grow and develop
<b>HSC37c</b>	Stimulate babies to assist their social, emotional, intellectual and language development
<b>HSC37d</b>	Assist in the evaluation of the babies' growth and development

### **About this unit<sup>1</sup>**

For this unit you need to provide direct care for the physical, nutritional, social, emotional, intellectual and language development needs of babies.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Communicate** using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

**Specific instructions** can be those required to meet the needs of babies.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation (e.g. whether you have responsibility to support the work of others); babies, parents, families, carers and others with whom you are required to work; and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the unit**

The values underpinning this unit have been derived from the key purpose statement<sup>2</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. They can be found in the principles of care unit HSC34. To achieve this unit you must demonstrate that you have applied the principles of care outlined in unit HSC34 in your practice and through your knowledge.

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<sup>1</sup> The term 'unit' is used in this report to refer to each separate standard within the NOS suite

<sup>2</sup> The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

## Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

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<b>Abuse</b>	Abuse is causing physical, emotional and/or sexual harm to an individual and/or failing/neglecting to protect them from harm
<b>Active support</b>	Working in a way that recognises that children and young people have a right to take part in the activities and relationships of every day life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
<b>Babies</b>	Babies in this unit are from birth to two years of age
<b>Babies' communications</b>	Babies' communications can include conversational actions, noises, words, other forms of non-verbal communication and turn-taking
<b>Carer</b>	Any person who cares for the physical, social and emotional well-being of the babies
<b>Danger</b>	The possibility of harm and abuse happening
<b>Environment</b>	The environment is the place where the child/young person is living, it could include a foster parents home or a residential setting
<b>Harm</b>	The effects of a child/young person being physically or mentally injured or abused
<b>Others</b>	Other people within and outside your organisation who are necessary for you to fulfil your job role
<b>Parents</b>	People with legal parental responsibility
<b>Pre-speech</b>	The sounds made by children prior to them being able to speak using words
<b>Rights</b>	The rights that children and young people have under the UN Convention on the Rights of the Child to: <ul style="list-style-type: none"><li>• play</li><li>• self expression and information about themselves</li><li>• be involved in decisions that affect their lives</li><li>• be free from exploitation</li><li>• express their own cultural identity</li><li>• life, survival and development</li><li>• have their views respected, and to have their best interests considered at all times</li><li>• a name and nationality</li><li>• live in a family environment or alternative care, and to have contact with both parents wherever possible</li></ul>

- health and welfare rights, including rights for disabled children, the right to health and health care, and social security
- education, leisure, culture and the arts
- special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual or other forms of exploitation

and also the right to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way that meets their needs, takes account of their choices and also protects them
- access information about themselves
- communicate using their preferred methods of communication and language

## Risks

The likelihood of danger, harm and/or abuse arising from anything or anyone

## HSC37a Care for the physical and nutritional needs of babies

### Performance Criteria

You need to:

1. access information and records that identify the physical and nutritional needs of the **babies** for whom you are responsible
2. work with **parents**, **carers** and **others** to identify:
  - who should be involved in the assessment of the babies' physical and nutritional needs
  - your responsibilities and the responsibilities of others in the care of babies
  - any specific issues that need to be taken account of when caring for the physical and nutritional needs of babies
  - any specialist expertise that may be required and how this will be provided
3. prepare and store food and drink for babies:
  - hygienically and according to any specific instructions
  - according to the age, needs and any medical conditions of the babies
  - according to specific plans for the babies
  - according to legal and organisational requirements

4. wean and actively support and encourage babies to feed themselves according to their age, developmental level and physical abilities
5. create a comfortable and relaxed atmosphere whilst feeding and providing for the physical care of babies
6. handle, wash, change nappies and dress babies to meet their physical comfort, health and well-being needs and the environmental conditions
7. actively encourage babies to exercise, develop their mobility, explore their surroundings, crawl and walk
8. praise and positively reinforce babies' physical movement and the development of their physical skills

**HSC37b**            Provide a safe and secure environment in which babies can grow and develop

### **Performance Criteria**

You need to:

1. work with others to:
  - assess what is necessary to create and maintain a safe and secure **environment** for the babies for whom you are responsible
  - ensure the necessary safety equipment is installed and securely placed to protect the babies from danger and harm
  - access the resources to make the environment safe and secure for the babies for whom you are responsible
2. observe actions and behaviour of babies, taking account of **pre-speech** and non-verbal behavioural cues to identify environments, objects, situations, the behaviour of others and the people they are interested in, stimulated by and fearful of
3. ensure that babies:
  - are never left unattended
  - are only handed to or left with people who are capable of caring for them
  - are placed in environments that are safe and secure and which take account of the babies age, size, development levels and physical abilities
  - are provided with toys and equipment that take account of their age, size, developmental levels and physical abilities
4. dispose of soiled items hygienically and in ways that minimise the spread of infection
5. take the necessary safety and hygiene measures when feeding, handling and providing toys and equipment for babies
6. take necessary precautions to ensure that babies are protected from the **risk of danger, harm and abuse**, seeking specialist advice and intervention where appropriate

**HSC37c** Stimulate babies to assist their social, emotional, intellectual and language development

### **Performance Criteria**

You need to:

1. work with babies, parents, carers and others to assess the specific stimulation and developmental needs of babies
2. work with parents, carers and others to:
  - agree how care of babies should be shared to maximise the desired outcomes for babies
  - develop and implement an integrated plan to address the babies' stimulation, social, emotional, intellectual and language development
3. handle and relate to the baby in ways which stimulates, supports and encourages their social, emotional, intellectual and language development
4. select and use objects, games, equipment and play materials that stimulate and actively promote the babies social, emotional, intellectual and language development
5. provide daily routines, including appropriate indoor and outdoor activities to stimulate and actively promote the babies' social, emotional, intellectual and language development
6. use everyday activities, physical contact, actions, games, rhymes, books, stories, songs and the **babies' communications** to:
  - encourage them to respond, interact and communicate
  - facilitate their language development
  - extend their listening skills and sound discrimination

**HSC37d** Assist in the evaluation of the babies' growth and development

### **Performance Criteria**

You need to:

1. observe babies, and provide and use activities that will help you to assess whether babies are growing and developing normally
2. monitor and take appropriate action when you notice:
  - anything that is abnormal in the babies' growth, development, behaviour, condition or their bodily functions
  - any changes in relation to normal development patterns for babies of a similar age
3. work with the parents and others, including those with specialist expertise, to monitor and review progress and to respond to changes in babies' needs and life circumstances
4. analyse and report on babies' development, what has been achieved and areas where babies might need additional help and support

5. complete records and reports on babies according to confidentiality agreements and legal and organisational requirements

### **Knowledge Specification for the whole of this unit**

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

#### **Values**

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality, sharing of information and the rights of children and young people nationally, and through the UN convention on the Rights of the Child
2. how to provide **active support** and place best interest of the babies with whom you are working at the centre of everything you do
3. how to ensure that you protect the rights and the interests of babies
4. how to work in partnership with parents, families, carers and those within and outside your organisation to enable babies' needs, wishes and preferences to be met, taking account of any limitations of anyone's rights
5. dilemmas between:
  - the babies' rights and the rights and responsibilities of their parents and carers
  - the babies' preferences and needs and how these can be and are being met
  - your own values and those of parents, families and carers
  - your values and those of others within and outside your organisation

#### **Legislation and organisational policy and procedures**

6. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others for caring for and protecting babies
7. current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - health and safety
  - risk assessment and management
  - dealing with comments and complaints
  - promoting the well-being and protection of babies
  - promoting secure and permanent relationships for babies
  - parental rights and responsibilities

- working in integrated ways to promote babies' well-being
  - working with parents, families and carers to promote the well-being and life chances of babies
8. practice and service standards relevant to your work setting and relating to the care and protection of babies
  9. how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
  10. frameworks and guidance:
    - assessment
    - education
    - health
  11. initiatives to promote the well-being of babies, parents, families, carers and communities
  12. frameworks and guidance on working with parents, families and carers to promote the well-being and life chances of babies
  13. how to access records and information on the needs, views, wishes and preferences of babies, parents, families and carers
  14. health, safety and hygiene requirements which should be maintained when working with babies, especially when feeding babies

### **Theory and practice**

15. how and where to access information and support that can inform your practice about working with babies
16. government reports, inquiries and research reports into serious failures to protect babies
17. theories relevant to the babies with whom you work, about:
  - pre-speech and verbal and non-verbal behaviour and cues
  - human growth and development related to babies, including factors and conditions that can benefit and/or inhibit development
  - identity and self-esteem
  - social, emotional, intellectual and language development and factors that might enhance or inhibit these in babies up to two years of age
  - the ways in which babies can be stimulated according to their age in order to enhance their development
  - the development of language and communication skills in babies and factors which influence learning and development, including the importance of stimulation and interaction with adults
18. working in integrated ways to promote babies well-being
19. role of relationships and support networks in promoting the well-being of the babies with whom you work
20. factors that affect the health, well-being, behaviour, skills, abilities and development of babies and parents, families and carers
21. conditions and issues you are likely to face in your work with babies and parents, families and carers
22. factors that cause risks and those that ensure safe and effective care for babies

23. type of support for disabled babies and parents
24. the nutritional requirements and the types and consistency of food that is appropriate to babies up to two years old, including factors that influence weaning
25. common food allergies and feeding difficulties and where to get advice about them
26. unusual conditions and symptoms of common ailments which may require to be reported
27. the variation in sleep patterns in babies over time and across babies, the importance of rest/sleep or quiet periods as part of the daily routine, of matching the routines of the home and child care setting, recognising when a baby needs sleep/rest and how to provide for it
28. the role of exercise and physical play in promoting physical growth and development and how to incorporate these into daily routines
29. methods of encouraging attentive listening and sound discrimination in babies
30. types of activities that can stimulate:
  - sensory development
  - listening and sound discrimination
  - social, mental and physical development
31. methods of food and drink preparation, presentation and preservation and hygiene and safety requirements associated with these
32. suitable toys, equipment, games, books, rhymes, stories, songs and safety equipment for use with babies of different sizes and ages up to two years
33. awareness of the effect of changes in temperature and babies' sensitivity to changes in temperature and the need to adapt the environment and clothing accordingly
34. the emotional issues around toilet training and when and how to introduce it
35. theories and principles of working with parents, carers and other family members to enable them to care for and protect the babies for whom they are responsible
36. principles of practice to enable you to balance the needs of the babies, parents, carers and other family members