

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Keeping Babies and children Safe

Unit Reference Number: R/651/2885

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can): |
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| 1. Understand how to promote the welfare of babies and children | 1.1 Identify own responsibilities in relation to health and safety |
| | 1.2 Identify own responsibilities in relation to confidentiality of information |
| | 1.3 Explain how to promote the welfare of babies and children |
| | 1.4 Describe the signs and symptoms which may indicate a child is injured, unwell, or in need of urgent medical/ dental attention |
| | 1.5 Demonstrate supporting children to keep themselves and others safe |
| 2. Be able to carry out risk assessments and risk management | 2.1 Compare own organisations policies and procedures regarding risk assessment and management against local and national requirements |
| | 2.2 Complete at least one risk assessment |
| | 2.3 Demonstrate how own organisation manages risk |
| 3. Know how to respond and take appropriate action to accidents and emergency situations | 3.1 Explain what is meant by an accident |
| | 3.2 Explain what is meant by an emergency situation |
| | 3.3 Give an example of how to respond and take appropriate action when an accident occurs |

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| | 3.4 | Give an example of how to respond and take appropriate action when an emergency occurs |
| 4. Be able to work in ways that prevent and control the risk of infection | 4.1 | Explain the importance of prevention and control of infections |
| | 4.2 | Identify ways in which own personal hygiene can prevent the risk and spread of infection |
| | 4.3 | Explain measures that are in place to prevent and control the risk of infection in own organisation |
| | 4.4 | Explain appropriate action to take on discovering symptoms of disease and infection |
| | 4.5 | Explain the importance of exclusion and isolation for infectious diseases |
| 5. Know how to maintain records and share information | 5.1 | Explain how own organisation maintains accurate and coherent records |
| | 5.2 | Give three examples of information that is recorded and shared to support the health and wellbeing of babies and children in own organisation |
| 6. Be able to implement a full care routine | 6.1 | Plan a full care routine |
| | 6.2 | Carry out a full care routine |
| | 6.3 | Outline why mealtimes can be high-risk for babies and young children |
| | 6.4 | Explain why it is important for babies and children to have a health, balanced and nutritious diet |
| | 6.5 | Prepare food that is suitable for the age and development of babies and children |
| | 6.6 | Explain how you would find and apply the most up-to-date advice on weaning provided by the NHS |
| | 6.7 | Supervise children whilst eating |
| | 6.8 | Explain the importance of ensuring equipment, furniture and materials are used safely |

Indicative Content

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| LO1 | Learners must show they understand own responsibilities in relation to health and safety, confidentiality of information and promoting the welfare of babies and children. This can be demonstrated through following national, local and |
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| | <p>organisational safety and safe working policies and procedures, legislation, statutory guidance, and observing security and confidentiality protocols. AC 1.4 must include common childhood illnesses and allergies.</p> |
| LO2 | <p>Learners must demonstrate they are able to carry out risk assessments and risk management in line with employer, local and national requirements, policies and procedures.</p> <p>Learners are required to maintain up to date knowledge and understanding of how to identify, assess and manage risks. Learners should be able to carry out a risk assessment on all areas and types of activities in their workplace and be able to identify ways and measures through which risk can be eliminated, mitigated or managed, as well as suitable actions to be taken relating to risk level. Learners must show that they have balanced the risks and benefits of activities for children when completing a risk assessment.</p> |
| LO3 | <p>3.1 Learners must be able to demonstrate that they are able to respond appropriately in the event of an accident or emergency. They may be able to show evidence of their activity in a real situation, through witness statements, entry in the accident report book or any organisational records. Learners who are unable to evidence this through a real occurrence are able to answer questions based on organisational procedures, through learner statement or verbal/written question.</p> <p>3.3 Learners must show they are able to apply the relevant legislation, policies and procedures when an accident occurs. For example: baby or young child requiring urgent medical/dental attention • a non-medical incident or emergency • identifying risks and hazards • receiving, storing, recording, administering and the safe disposal of medicine, control of substances hazardous to health (COSHH)</p> |
| LO4 | <p>4.2 Learners must show an awareness of how their own personal hygiene can prevent the risk and spread of infection, for example hand washing, following organisational and national guidance when preparing food such as following colour coding protocols, checking temperature controls, strictly following all allergy guidance</p> <p>4.3 Learners must show an understanding of the measures that own organisation has in place to prevent and control the risk of infection for example, but not limited to, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment</p> <p>4.4 Learners are required to understand, identify and act upon symptoms or signals indicating potential for disease and infection, and act promptly to address them. The Learner may evidence this through reflective journal, verbal or written questioning, personal statement, and support evidence with reference to organisational guidelines.</p> <p>4.5 Learners must know processes, procedures and duration for exclusions and isolations for infectious diseases</p> |
| LO5 | <p>5.1 Learners must demonstrate they are able to maintain records and share information in line with employer, local and national requirements, policies and procedures</p> <p>5.2 Learners must provide at least three types of records kept in their role and</p> |

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| | <p>organisation. These may include developmental assessments, activity logs, incident reports, risk assessments, training records, medication requirements, special dietary needs, planning, observation and assessment, health, safety, and security, accidents and near misses, daily registers</p> |
| LO6 | <p>6.1, 6.2 Learners must be able to present and carry out a detailed care routine which relates to their own organisation and role. The plan must be appropriate to the development, stage, dignity and needs of the child, including:</p> <ul style="list-style-type: none"> • eating (feeding and weaning/ complimentary feeding) • nappy changing procedures • potty/toilet training • care of skin, teeth, and hair • rest and sleep provision. <p>Learners must demonstrate carrying out the child's care routine in a sensitive and respectful way.</p> <p>The plan should also include interaction and play, based on the child's individual needs and preferences. The Learner must also justify choices made within the care routine, supported by evidence from developmental psychology or Early Years research.</p> <p>6.3 This should include considering risks of choking, signs of choking, that choking can be completely silent.</p> <p>6.4 must include the importance of being physically active and to have good oral health.</p> <p>6.5 Learners will need to show that they can prepare a variety of suitably nutritious and balanced meals for babies and young children, which are appropriate to the stage of their development. They must show that they have followed food safety and hygiene rules and procedures at all times.</p> <p>6.6 Learners are required to be familiar with, and apply, the most current weaning guidelines provided by the NHS or other reputable services. This must include stages of weaning and knowledge of food allergies/ anaphylaxis. They must also implement suitable weaning practices in accordance with NHS recommendations and organisational guidelines to protect the health, safety and wellbeing of children.</p> <p>6.8 Learners must know the importance of using equipment, furniture, and materials safely, following the manufacturer's instructions and setting's requirements, e.g., with regard for sleep safety. Learners will also be able to give examples of offering support to colleagues to achieve safe sleeping for children in their charge. This may include movement, selection or assembly of equipment, engineering of the environment, etc.</p> |