

Unit Title: **CYPOP2 Care for the physical and nutritional needs of babies and young children**

Level: 3

Credit value: 6

Guided learning hours: 45

Unit accreditation number: D/601/0130

## Unit purpose and aim

This unit aims to provide the knowledge, understanding and skills to care for the physical and nutritional needs of babies and young children. This would normally cover the age range of children from birth to their 3<sup>rd</sup> birthday.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The learner will:</b></p> <p>1 Be able to provide respectful physical care for babies and young children</p>	<p><b>The learner can:</b></p> <p>1.1 Demonstrate culturally and ethnically appropriate care for babies and young children</p> <ul style="list-style-type: none"> <li>• skin</li> <li>• hair</li> <li>• teeth</li> <li>• nappy area</li> </ul> <p>1.2 Demonstrate in own practice how to take into account the preferences of carers in the provision of physical care and explain why this is important</p> <p>1.3 Demonstrate in own practice how you engage with babies or young children in a respectful manner and provide personalised physical care tailored to their needs.</p> <p>1.4 Explain organisational or regulatory procedures that protect babies, young children and practitioners when providing personal</p>	

	care and why these are necessary.	
2 Be able to provide routines for babies and young children that support their health and development	<p>2.1 Plan daily and weekly routines for babies and young children suitably personalised to meet individual needs</p> <p>2.2 Demonstrate in own practice how to treat babies or young children with respect and sensitivity during everyday care routines</p> <p>2.3 Explain the principles of effective <b>toilet training</b> and how this is incorporated into routines</p>	<p><b>Toilet training may include:</b></p> <ul style="list-style-type: none"> <li>• encouraging and praising</li> <li>• treating child with respect and avoiding guilt</li> <li>• working in partnership with carers</li> <li>• a flexible personalised approach</li> <li>• starting training when the child is ready and not rushing process</li> <li>• being positive and supportive to the child's efforts</li> <li>• structuring physical environment to facilitate training</li> <li>• avoiding confrontation</li> <li>• providing plenty of fluids and fibre to prevent hard stools</li> </ul>
3 Be able to provide opportunities for exercise and physical activity	<p>3.1 Explain the importance of exercise and physical activity for babies and young children</p> <p>3.2 Demonstrate in own practice how to support babies or young children's exercise and physical activity</p>	
4 Be able to provide safe and protective environments for babies and young children	4.1 Explain policies and procedures in own setting that cover health, safety and protection of babies	

	<p>and young children</p> <p>4.2 Demonstrate and evaluate the <b>safety features</b> within the environment for babies and young children</p> <p>4.3 Supervise babies or young children and demonstrate a balanced approach to risk management</p> <p>4.4 Explain current advice on minimising sudden infant death syndrome in everyday routines for babies</p>	<p><b>Safety features may include:</b></p> <ul style="list-style-type: none"> <li>• socket covers</li> <li>• safety gates</li> <li>• corner protectors</li> <li>• cupboard locks</li> <li>• finger guards on doors</li> </ul>
<p>5 Be able to provide for the nutritional needs of babies under 18 months</p>	<p>5.1 Identify, using current government guidance, the nutritional needs of babies until they are fully weaned and using information from carers, plan a program of weaning</p> <p>5.2 Prepare formula feeds hygienically and following current guidance</p> <p>5.3 Evaluate the benefits of different types of formula that are commonly available</p>	
<p>6 Understand how to provide for the nutritional needs of young children from 18-36 months</p>	<p>6.1 Plan meals for young children that meet their nutritional needs based on current government guidance and information from carers</p> <p>6.2 Explain food allergies and intolerances that a young child may experience and the importance of following carers instructions on the needs of their child</p>	

## Assessment

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This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

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OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development:

- CCLD 303: Promote children's development
- CCLD 314: Provide physical care that promotes the health and development of babies and children under 3 years
- HSC 37: Care for and protect babies

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.