

The United Nations Convention on the Rights of the Child (UNCRC) is the most complete statement ever to be produced for children. The convention has 52 rights that cover all aspects of a child's life. The 52 articles state all children should be entitled to these rights regardless of gender, religion, language, or abilities. Adults and governments work together to make sure all children have the right to enjoy life.

By promoting the values of articles, children can develop a sense of self, this will improve their wellbeing and self-esteem. Suggesting that when a child understands their rights, they can understand how themselves and others should be treated.

The role of the professional practitioner is vital in ensuring all children are meeting their personal potential. Helping children reach and achieve their individual learning goals to the highest standard of learning available. To ensure the safety and the well-being of the child, and that all children are given the same opportunities to thrive.

Professional practitioners need to work together to best meet the children's individual needs. Staff need to have developed good working relationships with one another to be able to communicate and share ideas effectively. This can be achieved by arranging weekly staff meetings, staff inset days and group planning at the end of the session. Sharing information on each child's development and interests for future planning. Feeding back on observations carried out that day. It is important all staff are made aware of any changes within the setting and that all staff feel valued and respected whilst sharing ideas and suggestions. This can be achieved by setting up a work Hwb email where the weeks rota and essential information regarding staff can be shared. Communication is key when working as a professional practitioner within a setting. It's helps establish boundaries respect and understanding. As well as developing a good communication system within the setting between staff the same practice needs to apply when working with professionals for example health visitors and social services sharing information between one another to correctly identify and address the needs of the child. All practitioners should adhere to the Data Protection Act 1998 when sharing any personal information on. Staff should always feel confident that anything they share will also be kept confidential. (Gov Uk)

Safeguarding

Children trust and rely on adults to keep them safe. It is the practitioner's responsibility to raise and report any suspicions or evidence of abuse which may be occurring or has occurred in the past to a child in our care. A child's welfare is of the utmost importance and every member of staff has a responsibility and duty of care to the children within their setting. This information needs to be documented and shared with the settings designated child protection officer who will then pass on any relevant information to the local childcare services.

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Article 3.

Adults must do what is best for me. Practitioners must ensure the safety and developmental needs of all children are met. Practitioners carry out regular observations on children to ensure needs are being met and catered for. Observing a child during the session will give a better understanding of how to meet the child's needs. Activities should be introduced to challenge children's learning and explore their curiosity. Children can only feel safe to do so once their basic needs have been met (Maslow). When a healthy professional relationship is established between the children's caregivers, effective communication between the two will create a better understanding of the child. This will help establish trust between the professional and caregiver, enabling information or advice to be shared to best support and understand the child. For example, knowing the family's situation and history will give the practitioner a better understanding of the child's behaviours (flying start) Letting children learn through play allows them to follow their own style of learning. Children learn through play learning from first-hand experiences. Allowing children, the time to make choices and decisions and follow their individual interests has a significant impact on how they learn (Foundation phase document).

Article 6.

All children have the right to survive and develop. In April 2014, the wellbeing of future Generations (Wales) Act became law. The Act places new requirements on the Welsh Government. Aiming to improve the future of Wales focusing on several well-being goals. For Wales to become a prosperous, healthier place. providing equal opportunities, more cohesive communities to make Wales a more vibrant culturally rich country to live in.

Article 31.

The Foundation Phase suggests play is an active learning that motivates and stimulates children to learn. The Welsh Assembly Government (2008), well-planned activities providing resources for children to explore and enhance their play both, indoors and outdoors. When play is planned correctly either through observation of the child or following on from the children's interests ensuring children are engaged, curiously increasing their knowledge and skills in all areas of learning. Giving children a choice of resources to enhance their play. When children are given these opportunities to learn they grow in confidence, building self-esteem and resilience enabling children to become open to new learning experience's foundation phase (2015).

Articles 28

Focusing on a child's right to an education. All children regardless of where they are born, race or religion have the right to education. Providing children with the right to learn by supporting their interests and Individuals needs not deeming one child's learning more important to another. Valuing each child's learning needs and strengths. Celebrating all children's talents. Supporting children to reach their fullest potential. To equally celebrate children's talents and an example of this would be to place the same value and importance over all children that can sing and dance as you would a child that can read and write. This will encourage all children to promote and display their talents as a group or individuals. (unicef)

Article 29

Focusing on the right to an education developing personality, respect of others and the environment. For children to feel valued and respected they must feel accepted. This can be achieved by celebrating children's individuality. Through their identity, cultural identity, language, and values. Practitioners can support and encourage this by celebrating children's different cultures, increasing their knowledge of the world they live in. By giving children experiences of different cultures through food, stories, visitors, role play areas and visits from parents building knowledge and respect of the world around them.

The development of respect for the natural environment.

Children should be given the opportunity to experience the outdoors. By allowing children the opportunity to explore outdoors, allowing them freedom to learn about their natural environment. Practitioners can encourage this by allowing children to grow and resource their own fruit and vegetables. Caring for trees and plants within the setting and local community. Feeding and caring for wildlife learning and exploring the session. Learning should be child-initiated, allowing children the opportunity to express their ideas and opinions in a safe environment where they feel valued and accepted. Education should value all aspects of children's learning focusing on building children's empathy, self-esteem, and self-worth, Creating healthy ambitious capable learners. Who are open to new expectancies, respectful confident individuals. Learning life skills such as the ability to resolve conflict, solve problems, work cooperatively, respect others and the environment. (Welsh Gov)

The voice of the child is evident throughout the United Nations Convention on the Rights of Child articles. The role of the practitioner is essential to the outcome of the children within their setting. Supporting individual needs and ensuring the child is safe are vital. Appropriate planning, observations and communication as an early year's practitioner is key to a child's development. However, these must follow the children's act 1989 in addition to maintain security, considering the data protection act 1998.

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