The new edition

ASSESSMENT IN CHILD CARE

Using and developing frameworks for practice
SECOND EDITION
Edited by Martin C. Calder and Simon Hackett

For frontline workers with responsibility for child protection, safeguarding and family support, this acclaimed book will:
- help them to navigate the expanding complexities of child care assessments
- guide them to deliver better outcomes for children and families
- protect them at a time when legal expectations are high that the latest available evidence is accessed and utilised to inform assessments and care planning.

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It draws on the published literature from many parts of the English-speaking world. While the attention given in some chapters to local legislation and context is greater than in others, the over-riding emphasis on enabling the exercise of professional judgement in carefully mapped contexts means that the book is useful in all parts of the world.

“Thanks to the efforts of all the chapter authors, this book is a significant and worthy successor to the first edition.” Martin C. Calder and Simon Hackett.

Fully updated, it:
- incorporates responses to all major developments in the field
- gives increased emphasis to the importance of addressing risk
- includes completely new material, for example on working with parents with a learning disability.

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READERSHIP

The over-riding emphasis in this book on enabling the exercise of professional judgement in carefully mapped practice contexts, drawing on an international published literature, means that the book is useful in all parts of the world.

It is for anyone involved in or studying the assessment of children in need and their families:
- Child and family social workers
- Adult social workers seeking guidance on making referrals of parents
- Social workers doing postgraduate/post-qualifying studies.
- Researchers, policy-makers, undergraduates, lecturers and their libraries.
- Other professionals involved in child protection, safeguarding or family support: health, education, policing, law, youth justice, early childhood, youth counselling.

This new edition also incorporates responses to UK legislation and guidance, including:
- the evolution of the Assessment Framework into the Common Assessment Framework and the Integrated Children's System
- the Munro review of child protection
- a change of government and with it a shift from bureaucracy to organisational butchery
- an eleventh hour concession in the 2013 edition of Working Together that workers can talk about the reality of what they work with every day - risk.
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ACCLAIMED IN THE FIRST EDITION

“Essential reading for social workers, health and education workers, the police, legal advocates, youth offending teams and policy makers.” ChildRIGHT

“Covers all aspects of how to assess, when to assess and what to assess. … The strength of this book is in the range of perspectives about assessment theory and practice, which are supported by good evidence bases and interesting examples.” Community Care

“This substantial publication is aimed at those seeking to develop and enhance their assessment frameworks for children in need and their families… The many contributors offer the reader both contextual and practical tools for use by social workers and other relevant staff.” Care and Health

“An accessible volume, with learning organised in bite-sized chunks… almost encyclopaedic… a contemporary toolkit for assessors, and a good one at that.” Young Minds Magazine

“Good practice guidance for evidence-based methods… The individual essays offer insight and wisdom into specific aspects… A key source book.” CAFCASS Practice and Research Digest

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Assessment of the basement space, if it is being used for child care, should be completed at the time of the home assessment and periodically thereafter. Basement requirements: there is more than one way out of the basement, basement is finished with proper insulation, walls, flooring; the temperature and humidity are suitable, and there is adequate lighting. Additional amenities: washroom, permanent emergency lighting, kitchenette, fridge, security/intercom system. Permanent way to access the window: sturdy piece of furniture always under the window, step-stool. Childhood assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand and is able to learn from. Assessment is a critical part of a high-quality, early childhood program. When educators do an assessment, they observe a child to get information about what he knows and what he can do. Ready or Not: Leadership Choices in Early Care and Education (Early Childhood Education Series) by Stacie G. Goffin and Valora Washington. Teachers College Press, 2007. Spotlight on Young Children and Assessment. Derry Koralek, ed. NAEYC, 2004. Nonparental childcare settings encompass a wide spectrum of quality, ranging from publicly funded preschools with clearly defined standards and expected outcomes, to family day care providers who may not be subject to licensing standard. Within the array of early childhood settings, assessment is a core component of high-quality school and childcare programs. This chapter provides a broad overview of policy driving the assessment of children and of their care and educational settings. Both child-focused and setting-focused assessment practices are reviewed and described. Consultation and colla