



Australian Government

CHCECE005 Provide care for babies and toddlers

Release: 2

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Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained.

This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Promote safe sleep	1.1 Reach agreement with families on how sleep and rest will occur 1.2 Check that cots, bedding and equipment meet approved standards 1.3 Implement safe sleep practices and explore and implement quality sleeping environments 1.4 Ensure bedding is clean, using appropriate hygiene practices
2. Provide positive nappy-changing and toileting experiences	2.1 Change nappies using appropriate hygiene practices 2.2 Adapt experiences to meet the individual child's routines 2.3 Support children sensitively and positively when they are learning to use the toilet 2.4 Work with families to support children's toilet learning
3. Promote quality mealtime environments	3.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs 3.2 Ensure babies are fed individually 3.3 Follow approved standards for safe storage and heating of formula and breast milk and for cleaning equipment and utensils 3.4 Assist in providing a supportive environment for mothers to breastfeed 3.5 Prepare formula and other food according to

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recommended food safety standards

4. Create a healthy and safe supporting environment

- 4.1 Communicate with families daily about the child's intake and experiences with food and drink
- 4.2 Ensure safe areas and encouragement is provided for babies to practise rolling over, sitting, crawling and walking
- 4.3 Supervise closely when babies and toddlers are in situations that present a higher risk of injury
- 4.4 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies
- 4.5 Keep up-to-date with children's immunisation status and recommended immunisation schedule

5. Develop relationships with babies and toddlers

- 5.1 Provide predictable personal care routines that are rich and enjoyable
- 5.2 Respond to babies and toddlers when they practise language by repeating words, sounds and gestures that children use
- 5.3 Describe objects or events and talk about routine activities with babies and toddlers
- 5.4 Initiate one-to-one interactions with babies and toddlers during daily routines and add to interactions initiated by babies and toddlers
- 5.5 Use a favourite toy or comfort item brought from home to assist babies and toddlers
- 5.6 Provide babies and toddlers with many opportunities to experience relaxed and physical contact
- 5.7 Respond positively to babies' and toddlers' exploratory behaviour
- 5.8 Closely monitor babies and toddlers for signs of hunger, distress, pain and tiredness, and provide physical comfort as appropriate

6. Develop relationships

- 6.1 Gather information from the family to assist in the

ELEMENT

Elements define the essential outcomes.

with families

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

transition from home to care

6.2 Assist in the transition from home to care

6.3 Communicate daily with families about their child

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>