



Australian Government

CHCECE016 Establish and maintain a safe and healthy environment for children

Release: 2

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Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards <p>Equivalent outcome.</p>
Release 1	<p>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.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

Application

The unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children.

This unit applies to educators working in a range of education and care services.

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. Support each child's health needs

1.1 Discuss individual children's health requirements and routines with families at enrolment and then on a regular basis

1.2 Ensure that any concerns or questions about a child's health needs are conveyed to their family

ELEMENT**PERFORMANCE CRITERIA**

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| 1.3 | Consult with relevant authorities to ensure that health information is current |
| 1.4 | Ensure that individual medical management plans for children with a specific health care need are in place and readily available at the service |
| 2. Provide for each child's comfort | <p>2.1 Ensure that groupings of children are configured to provide for each child's comfort and to minimise the risk of overcrowding</p> <p>2.2 Make sure physical spaces are available for children to engage in rest and quiet activities</p> <p>2.3 Offer a range of active and restful experiences to children and support them to make appropriate decisions regarding participation</p> |
| 3. Promote and implement effective hygiene practices | <p>3.1 Ensure that the service accesses information on current hygiene practices</p> <p>3.2 Maintain written procedures and schedules to ensure a regular regime of washing children's toys and equipment</p> <p>3.3 Provide families with information and support that helps them to follow the service's hygiene procedures</p> <p>3.4 Ensure that information about correct hand washing procedures are displayed in relevant areas of the service</p> |
| 4. Take steps to control the spread of infectious diseases | <p>4.1 Configure groupings of children to minimise the risk of illness and injuries</p> <p>4.2 Source information about recognised health and safety guidelines</p> <p>4.3 Ensure that service procedures are followed, in relation to notifying families of illness or injuries that affect children while in education and care</p> <p>4.4 Advise families and public health authorities where necessary of cases of infectious diseases at the service and provide them with relevant information</p> |

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- 4.5 Ensure current records of children's immunisation status are up-to-date and a procedure is in place to maintain the currency
- 4.6 Provide information to families and educators about child and adult immunisation recommendations
5. Ensure adequate supervision of children
- 5.1 Arrange equipment, furniture and activities to ensure effective supervision while also allowing children to access private and quiet spaces
- 5.2 Ensure new or relief educators are informed of supervision arrangements and of what they are required to do in relation to supervising children
- 5.3 Undertake a risk assessment for each excursion including implications for supervision
6. Take precaution to protect children from harm
- 6.1 Ensure safety checks are consistently implemented and action is taken as a result of the checks
- 6.2 Check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition
- 6.3 Ensure simple warning signs are located where potentially dangerous products are stored
- 6.4 Confirm safety of any drinks, food and cooking utensils and appliances used as part of the program
- 6.5 Ensure that basic training and testing on how to move and fit car seats, restraints and booster seats (applicable to the age of relevant child) is available to all educators
- 6.6 Keep records of pest/vermin inspections and/or eradications
- 6.7 Develop and maintain a written process for monitoring who enters and leaves the premises at all times
- 6.8 Provide detailed information to families regarding any excursion being undertaken

ELEMENT**PERFORMANCE CRITERIA**

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7. Develop plans to effectively manage incidents and emergencies

7.1 Ensure emergency procedures are displayed prominently throughout the premises

7.2 Make certain that all educators have ready access to a phone or similar means of communication

7.3 Ensure emergency numbers are located near telephones

7.4 Communicate information to families about the service's emergency procedures and incident management plans

7.5 Discuss and practise emergency drills with children, educators and any other people on the premises

7.6 Ensure that emergency equipment is available and tested and staff are trained in the use of it

7.7 Maintain a portable record of children's emergency contacts in case of emergencies

Foundation Skills

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

- *Reading* - in order to interpret and apply relevant legislative and regulatory requirements, including National Quality Standards, required for ensuring safety in a service.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>