



**Australian Government**

# **Assessment Requirements for CHCECE032 Nurture babies and toddlers**

**Release: 1**

# Assessment Requirements for CHCECE032 Nurture babies and toddlers

## Modification History

Release 1. CHCECE032 Nurture babies and toddlers supersedes and is not equivalent to CHCECE003 Provide care for children and CHCECE005 Provide care for babies and toddlers.

## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete each of the following at least once with two different babies under 12 months of age in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:
  - change nappies
  - prepare bottle, bottle feed babies and clean equipment
  - prepare solid food and feed babies
  - respond appropriately to baby signs and cues
  - prepare and settle babies for sleep
  - monitor and encourage age-appropriate physical exploration and gross motor skills
- complete each of the following at least once with two different toddlers aged between 13 and 23 months in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:
  - assist toddlers with toileting
  - assist toddlers during mealtimes
  - respond appropriately to toddler signs and cues
  - prepare and settle toddlers for sleep
  - monitor and encourage age-appropriate physical exploration and gross motor skills
- document and reflect on the ways in which relationships are developed between educators and babies/toddlers in the workplace to support:
  - own relationships with babies/toddlers
  - other educator relationships with babies/toddlers
- perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the National Quality Standard and related regulations and laws applicable to this unit including:
  - children's health and safety
  - relationships with children
- recommendations of the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)*
- concepts of the current National Health and Medical Research Council 'Staying Healthy' guidelines relevant to babies and toddlers
- service standards, policies and procedures for:
  - children's health and safety
  - relationships with children
- basic premise and key aspects of attachment theories:
  - links between attachment and brain development
  - significance of strong, secure attachments to one or more significant adults
  - how lack of attachment can impact on development
- features of effective communication with families of babies and toddlers of different ages
- individual patterns and routines of babies and toddlers and how these may be impacted by different practices and routines used by various families and their underlying cultural or personal rationale
- techniques and opportunities for communication that supports learning, development and wellbeing:
  - repeating words, sounds and gestures that children use
  - describing objects or events
  - talking about routine activities
  - initiating and building on one-to-one interactions
  - offering relaxed physical contact
  - responding positively to exploratory behaviour.
- use of comfort items from home in the care of babies and toddlers
- stages of development in babies and toddlers, key milestones and how these may vary across individuals and why:
  - cognitive
  - emotional
  - language
  - physical
  - social
- basic aspects of current and emerging research about brain development of babies and toddlers
- safe sleep practices, specifically in relation to:
  - clothing
  - hygiene and safety standards for cots and bedding
  - sleep positions

- sudden and unexpected death in infancy
- sleep patterns of babies and toddlers, and individual variations:
  - duration
  - timing
  - rituals
  - considerations when caring for multiple babies
- appropriate and sensitive nappy changing and toileting routines and procedures
- nutritional needs of babies and toddlers as outlined in current National Health and Medical Research Council *Infant Feeding Guidelines*
- recommendations for oral health
- appropriate interactions with babies and toddlers at different ages
- cues and signs provided by babies and toddlers and ways to respond
- hygiene and infection control regulations and procedures, including hand hygiene and when and how this must be done
- how to manage risk in situations involving food allergies
- procedures for formula, breast milk and other pre-prepared food:
  - storage
  - preparation
  - provision to babies and toddlers
- possible parental involvement in feeding and how this can be supported by the educator:
  - breastfeeding
  - provision of prepared food or drinks
  - parental direction regarding feeding
  - other types of involvement
- safe and unsafe practices for working with babies and toddlers:
  - how to safely pick up and hold babies and toddlers of different ages
  - hazards
  - what makes a safe environment.

## Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- the following aspects of performance evidence must be directly observed by the assessor on at least one occasion:
  - change nappies
  - assist toddlers with toileting
  - prepare bottle, bottle feed babies and clean equipment
  - prepare pre-made solid food and feed babies
  - assist toddlers during mealtimes
  - respond appropriately to baby and toddler signs and cues
  - prepare and settle babies and toddlers for sleep

- monitor and encourage age-appropriate physical exploration and gross motor skills - rolling over, sitting, crawling and walking
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence
- interactions with babies and toddlers must be supervised by an approved early childhood educator.

Skills related to reflection and documentation may be demonstrated outside of the service but must be based on work in a regulated children's education and care service in Australia.

Where there is documented evidence that the service does not permit performance of any of the above skills by individuals who are not staff members, those skills may be demonstrated in a simulated environment, but must involve a real baby or toddler.

Where there is documented evidence that the service does not permit nappy changing or assistance with toileting by individuals who are not staff members, these skills may be demonstrated through simulated activities and scenarios without involvement of a real baby or toddler. However, all aspects of the process must be clearly demonstrated for assessment.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- areas for:
  - eating
  - food preparation
  - sleeping
  - playing
- bathroom equipped with age-adjusted toileting equipment
- equipment for:
  - eating:
    - bottles
    - solid food
    - heating equipment
    - utensils
    - high chairs
    - bibs
  - nappy changing:
    - nappies
    - wipes
    - change table
    - receptacle
    - ointments / creams
    - gloves

- nappy bags
- paper towel
- hand washing facilities
- play:
  - appropriate toys
- sleeping:
  - cots and bedding
- relevant aspects of National Quality Framework:
  - Education and Care Services National Regulations
  - National Quality Standard
- service standards, policies and procedures for:
  - children's health and safety
  - relationships with children
- educators for collaboration
- babies and toddlers under the age of 23 months in a regulated children's education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fe53>