



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCCN301C Ensure the health and safety of children**

**Release: 1**

## CHCCN301C Ensure the health and safety of children

### Modification History

CHC08 Version 3	CHC08 Version 4	Comments
CHCCN301B Ensure the health and safety of children	CHCCN301C Ensure the health and safety of children	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

### Unit Descriptor

**Descriptor**

This unit describes the knowledge and skills required for a worker to ensure the health and safety of children

### Application of the Unit

**Application**

The application of skills and knowledge described in this unit relates to the health and safety of children in a variety of child care contexts

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

Not Applicable

### Employability Skills Information

**Employability Skills**

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

#### 1. Maintain a clean and hygienic environment

1.1 Ensure *cleaning* occurs as an ongoing process as per recognised state/ territory regulations and requirements

1.2 Use appropriate cleaning agents as per recognised state/ territory regulations and requirements

1.3 Follow standard precautions for infection control

1.4 Adequately maintain ventilation, lighting and heating/cooling

1.5 Adhere to personal hygiene/health procedures as per recognised state/ territory regulations and requirements

1.6 Ensure beds and bedding conform to health, hygiene and safety requirements as relevant

1.7 Ensure food preparation, handling, storage and serving areas comply with recognised state/ territory food safety and handling requirements

**ELEMENT****PERFORMANCE CRITERIA****2. Recognise and respond to signs of potential illness**

- 2.1 Report signs of potential illness
- 2.2 Seek medical assistance as necessary according to policies and procedures
- 2.3 Inform child's parents as soon as possible
- 2.4 Separate child from other children as required and as practicable
- 2.5 Comfort and settle child
- 2.6 Identify, manage and monitor food allergies and medical food conditions such as coeliac disease and diabetes

**3. *Provide a safe environment***

- 3.1 Implement sun protection procedures
- 3.2 Ensure tools, equipment, toys and games are appropriate to the age of the child
- 3.3 Select, check and maintain equipment to ensure safety
- 3.4 Set up the environment to ensure safety
- 3.5 *Check area for hazards* and implement *risk reduction strategies*
- 3.6 Ensure fire exits are kept unobstructed
- 3.7 Ensure *disposal of waste materials* occurs in a safe and hygienic way
- 3.8 Ensure cleaning materials are stored safely
- 3.9 Implement infection control procedures where required
- 3.10 Ensure adequate food and drinks are served appropriate to age and developmental status

**ELEMENT****PERFORMANCE CRITERIA****4. Supervise the safety of children**

- 4.1 Supervise children in accordance with *legal requirements and regulations*
- 4.2 Explain *rules for safe play* to children and implement them
- 4.3 *Maintain direct contact* with individuals/group
- 4.4 Identify *potential injury hazards and risks* and take action to minimise/reduce risk
- 4.5 *Explain hazards and potential hazards* in the environment to children
- 4.6 Discuss emergencies and practise evacuation procedures with children
- 4.7 Use supervision as an opportunity to interact with children
- 4.8 Record and report accidents and incidents in accordance with organisation guidelines
- 4.9 Ensure age-appropriate provisions are made for children to be seated and supervised at meal and snack times

**5. Travel with children safely**

- 5.1 *Implement procedures for safety on excursions*
- 5.2 Supervise children as closely as required for their ages, abilities, the contexts
- 5.3 Monitor children's behaviour during travel and reinforce safe, appropriate behaviour
- 5.4 Instruct/remind children to follow relevant *legal requirements*
- 5.5 Identify *risk situations* and develop and implement strategies to minimise risk
- 5.6 Observe potential hazards and develop strategies to increase safety
- 5.7 Implement set procedures to ensure all children are accounted for

**ELEMENT****PERFORMANCE CRITERIA****6. Administer medication within guidelines**

- 6.1 Administer medication according to organisation policies and legislative *requirements*
- 6.2 Store medication according to *requirements*
- 6.3 Check medication for name, instructions and use by date
- 6.4 Document all medication administration in accordance with requirements

**7. Manage and respond to allergy/anaphylaxis**

- 7.1 Identify and recognise signs, symptoms and key characteristics of allergy/anaphylaxis
- 7.2 Apply organisation risk management strategies for children with allergy/ anaphylaxis
- 7.3 Administer medication for anaphylaxis according to organisation policies and legislative requirements

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Anaphylaxis and related food allergies
- Appropriate toys and equipment for the developmental stage of the child including an assessment of safety and risks
- Current and applicable regulations on work health and safety (WHS), hygiene and administration and storage of medication
- Current knowledge of recognised state/territory food safety and handling requirements
- Guidelines for administration of medication
- Legal requirements for supervision including worker - child ratios
- Organisation standards, policies and procedures
- Potential hazards to children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Risk minimisation strategies and risk reduction strategies
- Road safety awareness and procedures
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
  - allergies and related medications
  - appropriate meal preparation and provisions based on most current national guidelines for nutrition of children and adolescents
  - basic home fire safety
  - excursions and travel situations
  - hazards in home environment for home based care
  - outdoor and indoor play areas
  - safe and hygienic food preparation and storage practices
  - safe food temperature storage
- Strategies to minimise the spread of infectious diseases
- The spread of infectious diseases and cross infection
- Traffic hazards and risk for children

## REQUIRED SKILLS AND KNOWLEDGE

- Up to date state/territory child care regulations

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Administer medication to children according to organisation policies and legislative requirements, including responding to allergic reactions
- Demonstrate provision of a clean and safe environment for children  
In particular:
  - observing personal hygiene to prevent cross infection e.g. hand washing
  - modelling safe behaviours and hygiene practices
- Ensure children are transported safely
- Implement legal requirements in work practices

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Apply interpersonal skills
- Demonstrate safe use of equipment and materials
- Develop children's road safety awareness
- Ensure children are seated and supervised during meal and snack time
- Ensure safe and hygienic food preparation, storage, handling and serving areas in line with the recognised state/ territory food safety and handling requirements
- Implement risk minimisation strategies and risk reduction strategies
- Implement strategies for developing responsible behaviour by children in cars and buses
- Implement strategies to minimise the spread of infectious conditions
- Maintain required documentation in accordance with organisation guidelines
- Take into account and use opportunities to address waste minimisation, environmental responsibility and sustainable practice issues



## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, and a range of conditions over a number of assessment situations
- In relation to the administration of medication further guidance may be sought from unit *CHCCS305A Assist clients with medication*
- In relation to the health, safety and nutrition further guidance may be sought from unit *CHCCN303D Contribute to provision of nutritionally balanced food in a safe and hygienic manner*

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

### *Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment include access to range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment
  - cleaning equipment and materials
  - occupational health and safety policies and procedures
  - food safety and nutrition policy

### *Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects of this unit in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

### *Related units:*

The unit is recommended but not required to be assessed in conjunction with related unit:

- HLTWHS300A Contribute to WHS processes

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

*Legal requirements and regulations regarding supervision may include:*

- Babies are never left unattended in the bath or on change table
- Staff/children ratios

*Cleaning may include:*

- Cleaning food preparation areas as appropriate and outlined in the recognised state/territory food safety and handling requirements and regulations
- Disinfecting nappy change areas
- Disinfecting toilet areas
- Vacuuming
- Washing floor

*Disposal of waste materials may include:*

- Nappies
- Soiled tissues/wipes

*In remote and isolated areas:*

- Alternative methods for rest e.g. Hammocks

*Implement procedures for safety on excursions may include:*

- Legal/legislative requirements
- Organisation policies regarding excursions.

## RANGE STATEMENT

*Basic home fire safety includes knowledge of:*

- Behaviour that may contribute to fire injury and/or fatality
- High fire risk groups
- Optimum placement of smoke alarms
- Referring client for smoke alarm installation and maintenance
- Role of a working smoke alarm
- Smoke alarm testing and cleaning
- Types of smoke alarms

*Check area for hazards may include:*

- Checking for animal droppings in outdoor areas
- Checking for needles/sharp implements in outdoor areas
- Use of a hazards identification checklist

*Maintain direct contact with child will vary according to:*

- Ability of child
- Activity child is involved in
- Child's age
- Child's level of independence/dependence
- Child's safety/risk taking behaviours

*Contact can include:*

- Glass viewing windows
- Line of sight
- Sight
- Sound
- Within physical reach

## RANGE STATEMENT

- Potential injury hazards and risks may be related to:*
- Babies going to sleep with a bottle
  - Babies learning to eat solid foods
  - Children eating
  - Children learning new skills such as walking, balancing
  - Particular 'combinations' of children playing together
  - Risk of dehydration on very hot days
  - SIDS
  - When children are attempting an activity that may be beyond their previous ability
- Rules for safe play may include:*
- How children play together
  - Use of equipment
- Provide a safe environment and risk reduction strategies will vary according to whether the location is:*
- A home
  - A purpose designed and built centre
  - Appropriate for the age range of children
  - Non purpose built centre
- Explain hazards and potential hazards to children may be done in a range of ways, including:*
- By signs
  - By symbols
  - Verbally

## RANGE STATEMENT

*Risk reduction strategies may include:*

- Children being seated and supervised at meal and snack times
- Close supervision of any children in kitchens
- Covers on electrical sockets
- Fences and gates, locking mechanisms
- Gates on stairs
- Implementing child safe, child friendly policies and work practices
- Out of bounds areas
- Particularly close supervision in some areas
- Placing babies/infants to sleep in positions recommended for prevention of SIDS
- Removal/locking away of dangerous substances.
- Vacuuming/sweeping floors to remove small or dangerous objects

*Children may be required to be transported:*

- During fire/emergency evacuations
- For excursions, outings
- From school to service
- To activities
- To and from care provider

*Children may be transported by:*

- Car
- Foot
- Mini bus
- Public transport
- Push bike

*Legal requirements that children are to follow may include:*

- Appropriate behaviour in public transport
- Child/adult ratios
- Regulatory requirements for each sector and state
- Sector specific legislation and standards e.g. child protection and best practice, child care regulations and standards
- Wearing of bike safety helmet
- Wearing seat belts in cars

## RANGE STATEMENT

*Legal requirement that workers are to follow include:*

- Car restraints are fitted properly
- Child/adult ratios
- Ensure safety seats and baby capsules are secure
- Ensure seat belts are done up
- Holding current drivers licence
- Regulatory requirements for each sector and state

*Risk situations include:*

- Crowding
- Distractions
- High traffic spots
- Poor visibility
- Poor/dangerous driving

*Risks vary according to:*

- Children's ages/stages of development
- Composition of group
- Size of group

*Requirements for the administration of medication may include:*

- Jurisdictional guidelines relating to management of allergic and anaphylactic reactions
- Legislative guidelines
- Organisation procedures

*Requirements for storage of medication may include:*

- Legislative requirements
- Level of security required
- Organisation policies and procedures
- Temperature required

## Unit Sector(s)

Not Applicable