



Australian Government

Department of Education, Employment and Workplace Relations

CHCNAN301A Attend to daily functions in home based child care

Release: 1

CHCNAN301A Attend to daily functions in home based child care

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the skills and knowledge required to work with parents and carers to plan for and attend to the daily functions as home based care provider

Application of the Unit

Application

This unit applies to workers providing home based care for children where the home base is either the child's home or that of the worker

This may include the contexts of nanny, governess / home tutor, home help or family day care provider

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

1. Clarify and plan for daily functions related to the provision of care

PERFORMANCE CRITERIA

- 1.1 Gather *information from primary carer/s* about the home based care to be provided
- 1.2 Consult and negotiate, according to *policy, legislation and other requirements* where relevant, with parents and/or other family members about the expectations and limitations of the home based care role
- 1.3 Identify *specific needs of children* in care and in collaboration with primary carer/s plan to accommodate these needs
- 1.4 Formalise and present to primary carer/s *a plan for attending to daily care functions*
- 1.5 Clarify with primary carer/s the processes for which concerns about the care provisions or plans can be reviewed and/or renegotiated

ELEMENT**PERFORMANCE CRITERIA**

2. Attend to agreed daily functions of home based care
- 2.1 Conduct a daily review of intended *care functions* and make variations according to the needs of the child and in consultation with the primary carer/s
 - 2.2 Attend to *developmental needs* of children within *scope of home based care* practice and standards
 - 2.3 Ensure *health and safety* of children in provision of all home based care
 - 2.4 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home based care
 - 2.5 Develop and implement *strategies that support the family's cultural, spiritual and value base* when caring for the child
 - 2.6 Respect and ensure confidentiality of *family information* accessed as part of job role and within provisions of legislation and duty of care
3. Respond to unexpected changes in home based care
- 3.1 Consult and negotiate with primary carer/s about provision for *unforeseen circumstances* that may occur in home based care
 - 3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child
 - 3.4 Communicate *inability to attend to daily functions* to child's primary carer to provide opportunity for *alternative arrangements*
 - 3.5 Communicate to primary carer/s as early as possible any emergency situations relating to changes to home based care arrangements

ELEMENT**PERFORMANCE CRITERIA**

4. Review daily care functions

4.1 Engage with primary carer/s to regularly review daily functions of home based care

4.2 *Modify home based care* activities and tasks to incorporate information gained from regular consultations with primary carer/s

4.3 Communicate regularly with primary carer/s about relevant issues or needs the of children in home based care environment

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:

- Planning processes for immediate, medium and long term functions of the job role
- Relationship dynamic between children, primary carer/s and the home based carer
- Developmental stages of babies and children and how this relates to the primary functions of home based care planning and implementation
- A range of experiences suitable to all children in the care environment
- Communication needs of a range of children and families with diverse cultural and linguistic needs
- Contingency management processes
- Attachment theory
- Safety issues and risk management strategies for children's health and safety in a variety of contexts:
 - excursions and travel situations
 - outdoor and indoor play areas
 - appropriate meal preparation and provisions based on national guidelines for nutrition of children and adolescents
 - allergies and related medications
 - basic home fire safety
- Legislation and policy and procedures relevant to the home based care environment
- Obligations under child protection legislation in the relevant jurisdiction

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Work effectively with babies and young children within a home based care environment
- Select appropriate experiences and materials to support all areas of children's

REQUIRED SKILLS AND KNOWLEDGE

development

- Interact effectively with children to holistically support development and learning
- Communicate with children
- Identify indicators of emotional, social and psychological difficulties
- Establish respectful relationship with primary carer/s
- Negotiate care arrangements with primary carer/s
- Maintain safety of children in all home based care contexts

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:

- Reflect on own practices
- Apply an understanding of the relationship between brain development and early childhood cognition, language and health development
- Observe children to recognise, report and record emotional and psychological difficulties
- Engage with children to ensure psychological and emotional development experiences are appropriate for their developmental age
- Support culturally appropriate celebrations of special occasions

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 is most appropriately assessed in the workplace or in a simulated workplace setting under the normal range of workplace conditions
- Assessment must demonstrate consistency of application of skills and knowledge described in this

EVIDENCE GUIDE

unit of competency

- 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
- 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 relevant workplace or simulated realistic workplace setting where assessment may take place
- Method of assessment:*
- Assessment may include observation, questioning and evidence gathered from a workplace environment

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.

Primary carer/s may include:

- Parents
- Grandparents
- Other relative
- Significant other person deemed by law or culture to be the child's primary carer or guardian

Information from primary carer/s about home based care to be provided may include:

- Number of children, ages, gender, developmental needs
- Preferences for food, activities, routines
- Arrangements for child to be cared for in their own home (nanny arrangement)
- Home based care in the carers home
- Specific need for care e.g. child with disability
- Overnight care
- Daily care
- Transportation arrangements
- Activities for children outside of school hours
- Excursions and outings
- Frequency of care arrangements
- Live in care (nanny) arrangements

RANGE STATEMENT

Policy may relate to:

- Confidentiality
- Medical and allergy management
- Health and safety
- Travel, transport and outings
- Insurances
- Behaviour support procedures

Legislation and other requirements may include:

- Standards for family day care
- Standards for home based care
- Food preparation, handling and management
- Industrial legislation - pay and conditions, awards
- Child protection
- Occupational health and safety (OHS)
- Privacy

Specific needs of children may include:

- Developmental
- Cultural
- Routines
- Dietary
- Educational
- Environmental
- Behavioural
- Practical
- Disability

A plan for attending to daily care functions may include:

- Meal planning consultation with primary carer/s
- Transportation itinerary (buses, pick ups)
- Planning for attending set appointments or activities e.g. doctors, music lessons, sports
- Discussing with the primary carer priorities for the plan of children's home based care
- Reviewing any documentation provided by the primary carer/s about the children preferences, unique needs, routines, dislikes, fears, health needs
- Establishing a profile of each child to establish and understand their individual needs

RANGE STATEMENT

Care functions may include:

- Cleaning
- Washing
- Cooking
- Meal preparation and/or provisions
- Bathing
- Toilet training
- Ensuring sleep routines
- Transporting and travel for planned activities
- Pick up and drop off
- Setting up resources for activities
- Planning outings and activities

Developmental needs to consider may include:

- Emotional, social and psychological
- Physical
- Cognitive
- Language and communication

Scope of home based care may include:

- Nanny - day or live in
- Caring for the child in the carers own home
e.g. family day care
- Parent home helper

Health and safety may include:

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

RANGE STATEMENT

Basic home fire safety includes knowledge of:

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

Strategies that support the family's cultural, spiritual and value base may include:

- Acknowledging and celebrating with the family on special days of celebration
- Inclusion of specific cultural practices and beliefs in care routines
- Developing activities that are inclusive of diversity and particular references to the families cultural and spiritual needs
- Ensuring that any tasks or functions of home based care do not offend or breach cultural beliefs or customs
- Encourage children to maintain their first language
- Encourage children to explore and maintain cultural practices according to the primary carer/s requests
- Research the families culture and seek confirmation from the family about any relevant family values to be observed

Family information may include:

- Receipt and collection of person correspondence
- Medical records
- Conversations carried out between family members and others within hearing range of the home based carer
- Documentation related to care arrangements

Unforeseen circumstances include, for example:

- Illness or unexpected health needs of the carer
- Family related illness or death

Infectious conditions

RANGE STATEMENT

Inability to attend to daily functions may include:

- Child's illness
- Primary carer's needs change
- Home based carer experiences unforeseen circumstance
- Holiday or leave arrangements of home based carer

Alternative arrangements may include:

- Accessing and/or referring the primary carer/s and children to another home based care arrangement
- Contacting the employing agency/coordinator to seek alternative care

Modify home based care may include:

- Changes to the original arrangement for home based care and may be:
 - number of children in care
 - type of care (overnight, day, live in, holiday)
 - variation to aspect of the original agreements
 - improvements to daily care routines of children based on collaborative review of children's progress in the home based care environment

Unit Sector(s)

Not Applicable