



Australian Government

CHCECE005 Provide care for babies and toddlers

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • 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

Elements define the essential outcomes.

PERFORMANCE CRITERIA

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

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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 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

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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 with families

6.1 Gather information from the family to assist in the 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 Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE005 Provide care for babies and toddlers

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- provided care to at least different three babies and toddlers of varying ages using safe and hygienic practices, including:
 - assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
 - setting up a safe environment conducive to rest
 - changing nappies
 - heating breast milk and formula, preparing bottles and preparing and heating food
 - cleaning equipment and utensils
 - feeding babies
- developed a nurturing and securely attached relationship with at least three different babies and toddlers of varying ages, including:
 - settling new babies and toddlers through observing, monitoring and appropriately

- interacting with them and their caregivers
- engaging in one-to-one interactions with babies and toddlers during daily routines
- supported the learning of at least three different babies and toddlers of varying ages, including:
 - responding appropriately to babies' and toddlers' cues and language
 - initiating and modelling language with babies and toddlers
 - providing stimulating environments that support skill development
 - modifying the environment and interactions to support babies/toddlers changing requirements
 - encouraging their attempts to gain new skills
 - providing opportunities to develop self-knowledge and awareness
 - contributing to their emotional and psychological well-being
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

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 work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- individual patterns and routines of babies and toddlers
- appropriate interactions with babies and toddlers, including:
 - individual differences of babies' and toddlers' needs for rest, and sleep/rest patterns
 - signs of stress, distress or pain in babies and toddlers
 - social development of babies and toddlers
- dietary requirements and nutritional needs of babies and toddlers
- food safety guidelines
- recommendations for oral health, including restricting bottles meal times only
- guidelines for infection control
- safe and unsafe practices for working with babies
- different practices and routines used by various families and their underlying cultural or personal rationale
- emotional, physical and language development of babies and toddlers
- attachment theory

- Sudden Infant Death Syndrome
- United Nations Convention on the Rights of the Child
- brain development in babies and toddlers
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

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

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessment must involve:

- interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>