



Australian Government

CHCECE032 Nurture babies and toddlers

Release: 1

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.

Application

This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. It requires the ability to follow individualised care routines for sleep, feeding and toileting.

This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Develop relationships with babies and toddlers.
 - 1.1. Provide consistent and positive personal care routines suited to the child's individual and cultural context.
 - 1.2. Identify and initiate opportunities during daily routines for one-to-one communication with babies and toddlers that supports learning, development and wellbeing.
 - 1.3. Recognise and respond to interactions initiated by babies and toddlers, and provide physical comfort and calm reassurance to facilitate attachment.
 - 1.4. Identify ways of enhancing relationship-building skills through observation, discussion and reflection.
2. Develop effective relationships with family members.
 - 2.1. Gather information from the family to assist in the transition from home to education and care service.
 - 2.2. Recognise family signs of stress at time of separation and identify appropriate responses.
 - 2.3. Assist in the transition from home to care through initiating engagement with babies/toddlers while family is still present.
 - 2.4. Communicate daily with families about their child's activities, sleeping and eating patterns according to service procedures.
3. Promote safe sleep.
 - 3.1. Share information with families about sleep and confirm arrangements for sleep and rest.
 - 3.2. Prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards.
 - 3.3. Monitor sleeping children according to service policies and procedures.
4. Provide positive nappy-changing and toileting experiences.
 - 4.1. Change nappies according to service policies and procedures.
 - 4.2. Provide positive nappy change and toileting experiences that enhance relationships and support learning.
 - 4.3. Adapt experiences to meet the individual child's routines.
 - 4.4. Support children sensitively and positively when they are learning to use the toilet.
 - 4.5. Work with families and other educators to support children's toilet learning by sharing information and using consistent approaches.

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| 5. Promote quality mealtime environments. | <ul style="list-style-type: none">5.1. Promote positive mealtime environments that are adapted to meet the individual baby and toddler's routines and needs.5.2. Attend to babies' individual needs during meal times.5.3. Follow approved standards for safe storage, preparation, heating and serving of formula, breast milk and other pre-prepared food and drinks.5.4. Follow approved standards for cleaning of associated equipment and utensils.5.5. Offer a supportive environment for breastfeeding according to service protocols. |
| 6. Create a healthy and safe environment. | <ul style="list-style-type: none">6.1. Provide safe areas and appropriate resources for babies to practise gross motor skills.6.2. Supervise babies and toddlers appropriately, according to development and environmental factors.6.3. Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies.6.4. Provide a relaxed and calm environment that is responsive to the individual wellbeing of babies and toddlers. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

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| Reading skills to: | <ul style="list-style-type: none">• interpret service policies and procedures. |
| Oral communication skills to: | <ul style="list-style-type: none">• ask open and closed questions and actively listen to seek information and confirm understanding• interact and engage with children and families to build rapport. |
| Numeracy skills to: | <ul style="list-style-type: none">• prepare formula according to directions• measure quantities required when preparing formula. |
| Teamwork skills to: | <ul style="list-style-type: none">• share information to provide support in line with service policies and procedures. |

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

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