



**Australian Government**

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

# **CHCCN305B Provide care for babies**

**Release: 1**

## **CHCCN305B Provide care for babies**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by anyone working with babies/infants to ensure that their physical and emotional well being is maintained

### **Application of the Unit**

#### **Application**

This unit may apply to work with babies/infants in a range of community service contexts

Workers may be under direct supervision or working autonomously

### **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. Respond to cues and needs of babies/infants

- 1.1 Respond to babies/infants in an unhurried, gentle and sensitive way to promote a relationship of trust
- 1.2 Closely monitor babies/infants for signs of hunger, distress, pain and tiredness, and signs that they are ready for solids
- 1.3 Provide babies/infants with physical comfort as appropriate
- 1.4 Meet needs of babies/infants for consistent and secure care, in a timely manner
- 1.5 Respect and fulfil *rituals of babies/infants*
- 1.6 Provide for meeting the *nutritional needs* of babies

**ELEMENT****PERFORMANCE CRITERIA**

2. Develop and maintain a nurturing relationship with babies/infants

- 2.1 Undertake both planned and spontaneous *interactions with babies/infants*
- 2.2 Use *routines of physical care* as opportunities to positively interact with babies/infants
- 2.3 Take time to get to know the baby/infant, their *individual routines*, rhythms, preferences and cues
- 2.4 Accommodate individual routines of daily care, *rest* and play for babies/infants whenever possible

3. Settle new arrivals

- 3.1 Observe primary caregiver and babies/infants for *signs of stress or distress* on arrival
- 3.2 Begin interaction with the babies/infants while primary caregiver is still present to minimise abruptness of separation
- 3.3 Encourage primary caregiver to take as much time as needed to have a relaxed, unhurried separation from their baby/infant
- 3.5 Establish routines to minimise distress at separation of primary caregiver and baby/infant
- 3.6 Respond to distress of babies/infants at separation from primary caregiver in a calm reassuring manner

4. Provide an environment that provides security for babies/infants

- 4.1 Clearly communicate expectations to babies/infants and apply consistently
- 4.2 Set up the physical environment to provide a relaxed and flexible atmosphere
- 4.3 Set up the physical environment to accommodate individuality of the baby/infant
- 4.4 Create a safe and secure environment both in and out of doors with equipment of a suitable scale for babies/infants

## 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:

- 5 food groups and identification of foods high in fat, sugars, salt and fibre
- Attachment and separation anxiety and appropriate responses
- Babies/infants games
- Care giving practices within different cultural groups
- Child protection policy of service
- Cultural practices and beliefs about food provision
- Current understanding of use of licensed and approved equipment e.g. cots, pushers, walkers etc and the appropriate and safe use of restraints
- Definition of baby/infant
- Dietary requirements for infants
- Different practices and routines used by different families and their underlying cultural or personal rationale
- Different types of child abuse
- Disease spread and transmission
- Fat contents of foods
- Fibre content of different foods
- Food and formulae preparation and cooking
- Guidelines for infection control
- Impact of foods and drinks on dental health
- Impact of poor nutrition on infant and baby health, including dental health and childhood obesity
- Indicators of child abuse
- Individual babies/infants needs and wants
- Individual differences of babies/infants need for rest and sleep/rest patterns
- Introduction of solids
- Nutritional needs of babies/infants
- Organisation standards, policies and procedures
- Organisation standards, policies and procedures
- Organisation standards, policies and procedures
- Policies, regulations and guidelines about hygiene standards for food handling

## REQUIRED SKILLS AND KNOWLEDGE

*continued ...*

### *Essential knowledge (contd):*

- Road safety awareness
- Road safety procedures
- Role of breast feeding for meeting the nutrition needs of babies
- Role of formulae feeding to meet the nutrition needs of babies
- Social development of babies/infants
- Storage of food - temperatures
- Storage of food - temperatures
- The dependent nature of babies/infants
- Undertake risk assessment for the prevention of injury
- State/territory requirements about responding to indications of abuse and reporting process
- Unintentional injury patterns amongst babies, infants and children

### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Assess and report appropriately to babies' needs
- Provide a secure and safe environment for babies and infants  
Needs for secure and consistent care will be met in a range of ways, depending on factors within the setting

A range of provisions may include:

- consistent care giving
- consistent practices
- consistent responses
- use of routines

Responses to hurt baby/infant may include:

- application of ice packs, antiseptic cream, band aid
- comfort, cuddle

Responses to distressed baby/infant may include:

- cuddles, comfort
- listening, talking to quietly
- use of transition object

The physical environment may need:

## REQUIRED SKILLS AND KNOWLEDGE

- spaces for quiet and seclusion
- to allow movement between different areas
- to be able to change to adapt to different needs
- Provide quality physical care for babies/infants including ensuring adequate rest, nutritionally adequate food and drink and using and promoting hygienic practices
- Provide nutritionally adequate food and drink which vary according to age, culture, development and needs of the baby/infant
- Provide opportunities for rest and vary according to the age of the baby/infant, their cultural background, development and needs

*continued ...*

### *Essential skills (contd):*

It is critical that the candidate demonstrate the ability to:

- Provide all aspects of physical care to babies/infants, including:
    - the provision of food and drink
    - provides adequate food and drink which is varied according to age, culture, development and needs of the baby/infant
    - apply organisation accepted procedures for nappy changing
    - apply safe sleeping practices for babies/infants including prevention measures for Sudden Infant Death Syndrome (SIDS)
  - Prepare food which is nutritious and suitable for babies/infants
- Assessors are recommended to particularly look for:
- food is nutritious and the 5 food groups are provided over a day, as suitable to baby/infant
  - food is fresh wherever possible

Food provided for babies/infants

- food and milk is warmed and tested for temperature
- correct preparation and handling of formulae and expressed breast milk
- solid food is introduced appropriately
- Respond quickly to emergencies and implement correct procedures including administering first aid

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:

- Demonstrate application of skills in:
  - appropriate response to attachment and separation anxiety

## REQUIRED SKILLS AND KNOWLEDGE

- care giving practices within different cultural groups
- common childhood illnesses - recognition, management strategies
- food preparation including cooking
- interpersonal relationship
- making decisions under pressure
- menu planning
- nurturing
- time management
- writing incident records
- Maintain a calm, reassuring manner with babies/infants
- Take into account 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 is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, for a range of age groups, a range of conditions and over a number of assessment situations

## EVIDENCE GUIDE

- 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 range of opportunities defined in the Range Statement, including access to:
    - A childcare workplace
    - Relevant services, resources and equipment
    - The local environment
- 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

## 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.

*Interactions with babies/infants may include:*

- Dancing and gentle bouncing
- Finger games
- Holding
- Imitating babies' vocalisations
- Laughter
- Rhymes
- Singing
- Talking

*Babies may show distress or pain by:*

- Appearing withdrawn
- Crying
- Lack of eye contact
- Sleep difficulties
- Squirming

*Non-verbal cues of a baby/infant may include:*

- Cues to indicate distress
- Response to an interesting activity
- Smiling cues that express a desire to engage in an activity or interaction

**RANGE STATEMENT**

*A baby's/infant's signs of distress may indicate:*

- Anxiety
- Boredom
- Discomfort
- Fear
- Frustration
- Hunger
- Loneliness
- Pain
- Tiredness

*Comforters may include:*

- Blankets
- Dummies
- Special toys

*Signs of stress or distress of primary caregivers and babies/infants on arrival may be indicated by:*

- A rushed entry or exit by parent
- Child is unusually quiet or passive
- Child teary or crying
- Clinging behaviour
- Parent 'running late'

*Responses to a distressed baby/infant may include:*

- Cuddles, comfort
- Distraction to an activity
- Listening, talking with the child quietly
- Use of transition object

*Routines of physical care may include:*

- Clothing changes
- Feeding
- Nappy changes

*Individual routines of babies/infants may include:*

- Eating/drinking patterns
- Interactions and play with adults
- Nappy change routines
- Sleeping routines and rituals

**RANGE STATEMENT**

*Rituals of babies/infants which are to be respected and fulfilled where practical may include:*

- Particular method of being put to bed e.g. wrapped tightly and laid on side
- The need for a special toy/dummy

*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:*

- 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

*Organisation procedures implemented for safety on excursions can include:*

- Legal/legislative requirements
- Organisation policies regarding excursions.

*Checking area for hazards may include checking for:*

- Animal droppings in outdoor areas
- Needles/sharp implements in outdoor areas

*Maintaining direct contact with baby/infant will vary according to:*

- Ability of baby/infant
- Activity baby/infant is involved in
- Baby/infant's age
- Baby/infant's level of independence/dependence
- Baby/Infant's safety/risk taking behaviours

## RANGE STATEMENT

*Contact can include:*

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

*Potential risks may be:*

- Babies learning to eat solid foods
- Babies/infants going to sleep with a bottle
- Babies/Infants learning new skills such as walking, balancing
- Particular 'combinations' of babies/infants playing together
- Risk of dehydration on very hot days
- SIDS
- When babies/infants are attempting an activity that may be beyond their previous ability

*Rules for safe play may include:*

- How babies/children play together
- Use of equipment

*Providing 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 babies/infants
- Non purpose built centre

*Hazards may be identified to babies/infants in a range of ways:*

- By signs
- By symbols
- Verbally

**RANGE STATEMENT**

*Risk reduction strategies may include:*

- Close supervision of any babies/infants in kitchens
- Covers on electrical sockets
- Fences and gates, locking mechanisms
- Gates on stairs
- 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

*Rest may include:*

- Sleep
- Time sitting quietly

*Rest provisions may vary according to:*

- Other babies/infant's needs
- Space available
- The baby/infant's need for rest
- The venue at the time baby/infant needs rest

*Bedding preferences may vary due to:*

- Baby/infant's preferences e.g. soft toy
- Cultural practices e.g. hammock

*Adjusting the environment for baby/infant's rest may include adjustments to:*

- Level of noise
- Light, temperature and ventilation

*Personal hygiene may include:*

- Blowing nose
- Brushing teeth/rinsing mouth after meal
- Hand washing
- Toileting

**RANGE STATEMENT**

*Hygiene practices taught may vary with babies/infants age, and may include:*

- Cleaning teeth or rinsing mouth after eating
- Discarding tissues in bin after use
- Flushing toilet paper after use
- Washing hands before eating, after toileting

*Different family and cultural practices which may be relevant to hygiene include:*

- Age to commence toilet training
- Eating food with utensils or fingers
- Hair care practices

*For babies/infants with a physical or developmental disability:*

- A hygiene plan is developed according to the individual needs of the baby/infant

*For clothing, weather conditions that may need to be considered are:*

- Cold
- Heat
- Rain
- Sun safety measures

*Preparation of food in hygienic manner will be according to:*

- Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (e.g. Hessian cooling bag)
- Appropriate regulatory requirements relating to food handling and hygiene

*Appropriate washing and drying of utensils and crockery and cutlery may include via:*

- Dishwashing
- Hand washing in hot, soapy water
- Sterilisation

*Organisation procedures for food preparation may include:*

- Procedures for supervision
- Protective clothing such as aprons
- Use of gloves when handling some foods

**RANGE STATEMENT**

*Nutritional needs will need planning to include:*

- Balanced diet
- Nutritious food
- Relevant to nutritional needs at that age

*Health needs of children to be considered may include:*

- Allergies to certain foods
- Medical advice and diet

*Cultural requirements and preferences about food may include:*

- Drinks provided
- Foods used
- Hot or cold meals
- Inclusion of sweets
- Meal patterns over a day
- Spices and flavourings used

*Menu may include:*

- Breakfast
- Lunch
- Dinner
- Snacks
- Drinks

*Food and drink preferences will vary according to:*

- Age
- Appetite
- Culture
- Dietary requirements
- Family patterns
- Individual tastes
- Religion
- Stage of the day

*Appetising food may consider:*

- Colour
- Shape
- Texture
- Variety

**RANGE STATEMENT**

*Procedures for the prevention of the spread of infection may include:*

- Cleaning equipment
- Cleaning of utensils after use
- Disinfection of nappy change areas after each use
- Disposal of unused foods/milk
- Hand washing
- Regular disinfecting of soft toys
- Removal and disposal of infected articles
- Removal of body waste products (e.g. faeces, urine, saliva, vomit) and disinfection of area affected
- Sterilisation of equipment and utensils where necessary
- Use of disposable gloves when cleaning up body wastes
- Use protective aprons when changing babies

*Requirements for the administration of medication may include:*

- Legislative guidelines
- Organisation procedures
- Primary caregiver instructions

*Requirements for storage of medication may include:*

- Legislative requirements
- Level of security required
- Organisation procedure and procedures
- Primary caregiver instructions
- Temperature required

**Unit Sector(s)**

Not Applicable