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| UNIT CODE | CHCECE032 |
| UNIT TITLE | Nurture babies and toddlers |
| APPLICATION | <p>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.</p> <p>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.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p> |
| PREREQUISITE UNIT | Nil |
| COMPETENCY FIELD | Early Childhood Education and Care |
| UNIT SECTOR | Children's Education and Care |

| ELEMENTS | PERFORMANCE CRITERIA |
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| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 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. |

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| | 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. |
| 5. Promote quality mealtime environments. | 5.1. Promote positive mealtime environments that are adapted to meet the individual baby/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. | 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 | Supersedes and is not equivalent to CHCECE003 Provide care for children and CHCECE005 Provide care for babies and toddlers. |
| LINKS | Companion Volume Implementation Guide |

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| TITLE | Assessment Requirements for CHCECE032 Nurture babies and toddlers |
| PERFORMANCE EVIDENCE | <p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> complete each of the following at least once with two different babies under 12 months of age in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements: <ul style="list-style-type: none"> change nappies prepare bottle, bottle feed babies and clean equipment prepare solid food and feed babies respond appropriately to baby signs and cues prepare and settle babies for sleep monitor and encourage age-appropriate physical exploration and gross motor skills complete each of the following at least once with two different toddlers aged between 13 and 23 months in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements: <ul style="list-style-type: none"> assist toddlers with toileting assist toddlers during mealtimes respond appropriately to toddler signs and cues prepare and settle toddlers for sleep monitor and encourage age-appropriate physical exploration and gross motor skills document and reflect on the ways in which relationships are developed between educators and babies/toddlers in the workplace to support: <ul style="list-style-type: none"> own relationships with babies/toddlers other educator relationships with babies/toddlers perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia. |
| KNOWLEDGE EVIDENCE | <p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> children's health and safety relationships with children recommendations of the <i>Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)</i> concepts of the current National Health and Medical Research Council '<i>Staying Healthy</i>' guidelines relevant to babies and toddlers service standards, policies and procedures for: <ul style="list-style-type: none"> children's health and safety relationships with children basic premise and key aspects of attachment theories: <ul style="list-style-type: none"> links between attachment and brain development |

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| | <ul style="list-style-type: none"> ◦ significance of strong, secure attachments to one or more significant adults ◦ how lack of attachment can impact on development • features of effective communication with families of babies and toddlers of different ages • individual patterns and routines of babies and toddlers and how these may be impacted by different practices and routines used by various families and their underlying cultural or personal rationale • techniques and opportunities for communication that supports learning, development and wellbeing: <ul style="list-style-type: none"> ◦ repeating words, sounds and gestures that children use ◦ describing objects or events ◦ talking about routine activities ◦ initiating and building on one-to-one interactions ◦ offering relaxed physical contact ◦ responding positively to exploratory behaviour. • use of comfort items from home in the care of babies and toddlers • stages of development in babies and toddlers, key milestones and how these may vary across individuals and why: <ul style="list-style-type: none"> ◦ cognitive ◦ emotional ◦ language ◦ physical ◦ social • basic aspects of current and emerging research about brain development of babies and toddlers • safe sleep practices, specifically in relation to: <ul style="list-style-type: none"> ◦ clothing ◦ hygiene and safety standards for cots and bedding ◦ sleep positions ◦ sudden and unexpected death in infancy • sleep patterns of babies and toddlers, and individual variations: <ul style="list-style-type: none"> ◦ duration ◦ timing ◦ rituals ◦ considerations when caring for multiple babies • appropriate and sensitive nappy changing and toileting routines and procedures • nutritional needs of babies and toddlers as outlined in current National Health and Medical Research Council <i>Infant Feeding Guidelines</i> • recommendations for oral health • appropriate interactions with babies and toddlers at different ages • cues and signs provided by babies and toddlers and ways to respond • hygiene and infection control regulations and procedures, including hand hygiene and when and how this must be done • how to manage risk in situations involving food allergies |
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| | <ul style="list-style-type: none"> procedures for formula, breast milk and other pre-prepared food: <ul style="list-style-type: none"> storage preparation provision to baby/toddler possible parental involvement in feeding and how this can be supported by the educator: <ul style="list-style-type: none"> breastfeeding provision of prepared food or drinks parental direction regarding feeding other types of involvement safe and unsafe practices for working with babies and toddlers: <ul style="list-style-type: none"> how to safely pick up and hold babies and toddlers of different ages hazards what makes a safe environment. |
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| ASSESSMENT CONDITIONS | <p>Skills must be demonstrated in a regulated children's education and care service in Australia:</p> <ul style="list-style-type: none"> the following aspects of performance evidence must be directly observed by the assessor on at least one occasion: <ul style="list-style-type: none"> change nappies assist toddlers with toileting prepare bottle, bottle feed babies and clean equipment prepare pre-made solid food and feed babies assist toddlers during mealtimes respond appropriately to baby and toddler signs and cues prepare and settle babies and toddlers for sleep monitor and encourage age-appropriate physical exploration and gross motor skills - rolling over, sitting, crawling and walking remaining performance evidence may be collected through authenticated third-party reports observation and third-party reports must be supplemented by other forms of evidence interactions with babies and toddlers must be supervised by an approved early childhood educator. <p>Skills related to reflection and documentation may be demonstrated outside of the service but must be based on work in a regulated children's education and care service in Australia.</p> <p>Where there is documented evidence that the service does not permit performance of any of the above skills by individuals who are not staff members, those skills may be demonstrated in a simulated environment, but must involve a real baby/toddler.</p> <p>Where there is documented evidence that the service does not permit nappy changing or assistance with toileting by</p> |
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| | <p>individuals who are not staff members, these skills may be demonstrated through simulated activities and scenarios without involvement of a real baby or toddler. However, all aspects of the process must be clearly demonstrated for assessment.</p> <p>Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • areas for: <ul style="list-style-type: none"> ◦ eating ◦ food preparation ◦ sleeping ◦ playing • bathroom equipped with age-adjusted toileting equipment • equipment for: <ul style="list-style-type: none"> ◦ eating: <ul style="list-style-type: none"> – bottles – solid food – heating equipment – utensils – high chairs – bibs ◦ nappy changing: <ul style="list-style-type: none"> – nappies – wipes – change table – receptacle – ointments / creams – gloves – nappy bags – paper towel – hand washing facilities ◦ play: <ul style="list-style-type: none"> – appropriate toys ◦ sleeping: <ul style="list-style-type: none"> – cots and bedding • relevant aspects of National Quality Framework: <ul style="list-style-type: none"> ◦ Education and Care Services National Regulations ◦ National Quality Standard • service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ children's health and safety ◦ relationships with children • educators for collaboration • babies and toddlers under the age of 23 months in a regulated children's education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p> |
| LINKS | Companion Volume Implementation Guide |