

UNIT CODE	CHCECE040
UNIT TITLE	Attend to daily functions in home-based child care
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to plan, provide, and review care with families. It requires the ability to respond to unexpected situations often encountered in this context.</p> <p>This unit applies to those providing home-based care who work independently. This may include nannies, governesses, home tutors or home helps.</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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Clarify and plan for daily functions related to the provision of care.	<p>1.1 Gather information from primary carer/s about the home-based care to be provided.</p> <p>1.2 Work in consultation with families about the expectations and limitations of the home-based care role.</p> <p>1.3 Identify specific needs of children and develop plan to accommodate these needs in collaboration with primary carer/s.</p> <p>1.4 Clarify with primary carer/s the processes by which concerns about care provisions or plans can be reviewed and/or renegotiated.</p>
2. Attend to agreed daily functions of home-based care.	<p>2.1 Attend to developmental needs of children within scope of home-based care practice and standards.</p> <p>2.2 Support the health and safety of children in provision of all home-based care.</p> <p>2.3 Follow agreed processes, policies or standards for reporting health and safety concerns of children in home-based care.</p> <p>2.4 Use strategies that support the family's cultural, spiritual and value base when caring for the child.</p> <p>2.5 Respect and ensure confidentiality of family information accessed as part of job role and within provisions of legislation and duty of care.</p>

3. Respond to unexpected changes in home-based care.	<p>3.1 Work in consultation with primary carer/s about provision for unforeseen circumstances that may occur in home-based care.</p> <p>3.2 Discuss, clarify and document changes to expected daily tasks, to address unexpected circumstances and ensure best possible outcomes for the child.</p> <p>3.3 Communicate inability to attend to daily functions to child's primary carer/s to provide opportunity for alternative arrangements.</p> <p>3.4 Communicate promptly to primary carer/s any emergency situations relating to changes to home-based care arrangements.</p>
4. Review daily care functions.	<p>4.1 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.</p> <p>4.2 Modify home-based care experiences to incorporate information gained from regular consultations with primary carer/s.</p> <p>4.3 Communicate regularly with primary carer/s about relevant issues or needs of children in home-based care environment.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Writing skills to:	<ul style="list-style-type: none"> ■ accurately record information.
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 with and engage with children and families to build rapport.
Problem-solving skills to:	<ul style="list-style-type: none"> ■ identify issues in relation to scheduling care arrangements and determine actions to address them.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ determine methods of relaying information in a culturally appropriate manner. ■ use appropriate support strategies when opportunities arise.
Self-management skills to:	<ul style="list-style-type: none"> ■ interpret information from written and/or verbal directions and action appropriately.
Technology skills to:	<ul style="list-style-type: none"> ■ access and record activities, routines and schedules using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE040 Attend to daily functions in home-based child care.
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"> ■ plan for and provide care to at least two children ■ respond appropriately to three different unexpected circumstances in home-based care ■ review and modify at least one program in consultation with carer/family.

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"> ■ the home-based child care role, its expectations and limitations ■ matching of care practices to family values and beliefs ■ legislation and regulations relevant to the home-based care environment: <ul style="list-style-type: none"> ○ behaviour support procedures ○ confidentiality ○ insurances ○ obligations under child protection legislation ○ organisational policies and procedures ○ work health and safety regulations ■ developmental stages of babies and children ■ safety issues and risk management strategies for children's health and safety: <ul style="list-style-type: none"> ○ meal preparation and provisions based on national guidelines for nutrition of children and adolescents ○ contingency management processes ○ excursions and travel situations ○ outdoor and indoor play areas. ■ health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards: <ul style="list-style-type: none"> ○ clothing safety and suitability ○ hygiene ○ personal health: <ul style="list-style-type: none"> ● medical conditions and their signs, symptoms and characteristics ● allergy/anaphylaxis and how to use an an adrenal in auto injector ● asthma ○ play areas ○ toys and equipment ■ sleep and rest: <ul style="list-style-type: none"> ○ children's requirements: <ul style="list-style-type: none"> ● babies ● toddlers ■ basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance ■ techniques for dealing with unexpected changes to requirements.
---------------------------	--

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace.</p> <p>Skills related to responding to unexpected circumstances may be demonstrated through simulated activities and scenarios.</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">■ a home environment■ information technology for planning and communication■ primary carer/s■ children between the ages of birth to 12 years as specified in the performance evidence. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide