

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 24 months. It requires the ability to follow 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 children's education and care services.</p> <p>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.</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. Develop relationships with babies and toddlers.	<p>1.1 Provide predictable, consistent and positive personal care routines suited to the child's individual and cultural context.</p> <p>1.2 Identify and respond to opportunities for communication with babies and toddlers that support learning, development and wellbeing.</p> <p>1.3 Recognise and respond to the signs and cues of babies and toddlers, and provide physical comfort and calm reassurance to facilitate bonding.</p> <p>1.4 Identify ways of enhancing relationship-building skills through observation, discussion and reflection.</p>

2. Develop relationships with families.	<p>1.1 Gather information from the family to assist in the transition from home to education and care service.</p> <p>1.2 Recognise family signs of stress at time of separation and identify appropriate responses.</p> <p>1.3 Assist in the transition from home to care through pro-active engagement with babies/toddlers while family is still present.</p> <p>1.4 Communicate daily with families about their child's activities, sleeping and eating patterns according to service procedures.</p>
3. Promote safe sleep.	<p>1.1 Share information with families about sleep and confirm arrangements for sleep and rest.</p> <p>1.2 Prepare cots, bedding and equipment according to service hygiene and safety procedures.</p> <p>1.3 Monitor sleeping children according to service policies and procedures.</p>
4. Provide positive nappy-changing and toileting experiences.	<p>1.1 Change nappies according to service policies and procedures.</p> <p>1.2 Provide positive nappy change and toileting experiences that enhance relationships and support learning.</p> <p>1.3 Adapt experiences to meet the individual child's routines.</p> <p>1.4 Support children sensitively and positively when they are learning to use the toilet.</p> <p>1.5 Work with families and other educators to support children's toilet learning by sharing information and using consistent approaches.</p>
5. Promote quality mealtime environments.	<p>1.1 Promote positive mealtime environments that are adapted to meet the individual child's routines and needs.</p> <p>1.2 Attend to individual needs by feeding babies one at a time.</p> <p>1.3 Follow approved standards for safe storage, preparation and heating of formula, breast milk and other pre-prepared food</p> <p>1.4 Follow approved standards for cleaning of associated equipment and utensils.</p> <p>1.5 Offer a supportive environment for mothers to breastfeed according to service protocols.</p>
6. Create a healthy and safe supporting environment.	<p>1.1 Provide safe areas and encouragement for babies to practise gross motor skills.</p> <p>1.2 Supervise babies and toddlers appropriately, according to development and environmental factors.</p> <p>1.3 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies.</p> <p>1.4 Provide a relaxed and calm environment that is responsive to the individual wellbeing of babies and toddlers.</p>

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
Reading skills to:	<ul style="list-style-type: none"> ■ Interpret policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> ■
Oral communication skills to:	<ul style="list-style-type: none"> ■
Numeracy skills to:	<ul style="list-style-type: none"> ■
Learning skills to:	<ul style="list-style-type: none"> ■
Problem-solving skills to:	<ul style="list-style-type: none"> ■ Liaise with families.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■
Teamwork skills to:	<ul style="list-style-type: none"> ■
Planning and organising skills to:	<ul style="list-style-type: none"> ■
Self-management skills to:	<ul style="list-style-type: none"> ■
Technology skills to:	<ul style="list-style-type: none"> ■
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE032 Nurture babies and toddlers.
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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 all of the following at least once each with two different babies under 12 months of age, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements: <ul style="list-style-type: none"> ◦ change nappies ◦ prepare formula, 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 all of the following at least once each with two different toddlers, 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 critically 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 children's service of which 120 hours must be in a regulated education and care service in Australia.
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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(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ health and safety ◦ relationships with children ■ recommendations of the Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years) ■ concepts of the current National Health and Medical Research Council '<i>Staying Healthy</i>' guidelines ■ basic premise and key aspects of attachment theories <ul style="list-style-type: none"> ◦ links between attachment and brain development ◦ 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:
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	<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. <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ◦ cognitive ◦ emotional ◦ language ◦ physical ◦ social ■ basic aspects of current and emerging research regarding 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 Infant Death Syndrome ■ sleep patterns of babies and toddlers, and individual variations: <ul style="list-style-type: none"> ◦ duration ◦ timing ◦ rituals ◦ considerations when caring for multiple babies ■ nappy changing and toileting routines and procedures ■ nutritional needs of babies and toddlers as outlined in current National Health and Medical Research Council Infant Feeding Guidelines ■ 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: <ul style="list-style-type: none"> ◦ hand washing – when and how this must be done ■ how to manage risk in situations involving food allergies ■ procedures for formula, breast milk and other pre-prepared food: <ul style="list-style-type: none"> ◦ storage ◦ preparation ◦ delivery ■ possible parental involvement in feeding and how this can be supported by the educator: <ul style="list-style-type: none"> ◦ breastfeeding ◦ other types of involvement ■ safe and unsafe practices for working with babies and toddlers: <ul style="list-style-type: none"> ◦ how to 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 education and care service in Australia:</p> <ul style="list-style-type: none"> ■ the following aspects of the Performance Evidence must be directly observed by the assessor on at least one occasion:
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- change nappies
- assist toddlers with toileting
- prepare formula, 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, toddlers or children must be supervised by a qualified early childhood educator.

Skills related to reflection and documentation may be demonstrated outside of the service and include experiences from work in non-regulated environments.

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.

Assessment must ensure access to:

- areas for:
 - eating
 - food preparation
 - sleeping
 - playing
 - bathroom equipped with age-adjusted toilet or potties
- equipment for:
 - eating:
 - bottles
 - formula
 - solid food
 - heating equipment
 - utensils
 - high chairs
 - bibs
 - nappy changing
 - nappies
 - wipes
 - change table
 - receptacle
 - ointments / creams
 - play:

	<ul style="list-style-type: none"> • age-appropriate toys ◦ sleeping: <ul style="list-style-type: none"> • cots and bedding ■ Relevant aspects of National Quality Framework for Early Childhood Education and Care: <ul style="list-style-type: none"> ◦ Education and Care Services National Regulations ◦ National Quality Standard ◦ the relevant approved national learning framework ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ health and safety ◦ relationships with children ■ babies and toddlers under the age of 24 months in a regulated education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	