

CHCECEXXX Support children's health and wellbeing

Unit code	CHCECEXXX
Unit title	Support children's health and wellbeing
Application	<p>This unit describes the performance outcomes, skills and knowledge to support and promote children's health, and wellbeing in relation to physical activity, healthy eating, active supervision, and rest and relaxation in early childhood settings.</p> <p>This unit applies to early childhood educators in long day care, family day-care, in-home care and out of school hours care settings.</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>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	Performance criteria
1. 1. Minimise risk and support each child's health needs	<p>1.1. Seek information about children's health, allergy or medical needs from colleagues to ensure safe healthy practices</p> <p>1.2 Review service health and hygiene policies and procedures and note key practices relevant to the job role</p>

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	<p>1.3 Check safety of buildings, equipment and the general environment according to scope of own role and service policies and procedures</p> <p>1.4 Use, store and label dangerous products according to manufacturer's instructions, service policies and procedures and regulations</p> <p>1.5 Check toys and equipment are safe and hygienic for children to use according to service policies and procedures</p> <p>1.6 Manage incidences of spills of bodily fluids to ensure a hygienic environment</p> <p>1.7 Implement cleaning practices according to service policies and procedures</p> <p>1.8 Apply infection control practices according to service policies and procedures and approve standards</p>
2. Support children to manage their own health and wellbeing	<p>2.1 Model, and scaffold children's learning of, hygiene practices that help maintain health and reduce the spread of infection</p> <p>2.2 Assist children to recognise potential health and wellbeing hazards and age-appropriate responses</p> <p>2.3 Develop children's knowledge of personal protective actions appropriate to their developmental stage</p> <p>2.4 Promote sun safety to children and implement measures to protect children according to service policies and procedures</p> <p>2.5 Interact positively with children during personal care routines as opportunities for learning and to build trust and relationships</p> <p>2.6 Participate with children and encourage them to engage in regular physical activity</p> <p>2.7 Provide experiences and engage in conversations with children to promote importance of physical activity and develop fundamental movement skills</p>

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<p>3. Promote healthy and safe eating</p>	<p>3.1 Provide opportunities for children to engage in experiences that promote dental hygiene and good nutrition</p> <p>3.2 Engage in conversation with children to promote relaxed, enjoyable mealtimes and encourage healthy eating</p> <p>3.3 Check that children have ready access to water and are offered healthy food and drinks regularly</p> <p>3.4 Implement the service's food safety policies and procedures when assisting with practical mealtime tasks</p> <p>3.5 Supervise children during mealtimes according to service policies and procedures and approved standards.</p>
<p>4. Provide opportunities for sleep, rest and relaxation</p>	<p>4.1 Follow service practices and approved standards to support individualised sleep, rest and relaxation practices</p> <p>4.2 Provide developmentally appropriate relaxation or play activities for children who do not sleep or rest</p> <p>4.3 Meet individual clothing needs and preferences within the scope of the service requirements for children's health and safety</p> <p>4.4 Supervise children during sleep, rest or relaxation according to services practices and approved standards</p>
<p>5. Supervise children</p>	<p>5.1. Follow regulations and implement service policies and procedures for active supervision of children</p> <p>5.2. Use positive, developmentally appropriate communication when informing children of safety requirements</p> <p>5.3. Adjust levels of supervision according to child and environment contexts in line with service policies and procedures and approved standards relative to group size risk levels</p> <p>5.4 Exchange information about supervision with colleagues to ensure adequate supervision at all times.</p>

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Foundation skills	
Range of conditions	
Assessment requirements	
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">• conduct work role tasks that promote health and wellbeing including:<ul style="list-style-type: none">○ identifying the health and safety needs of individual children○ reviewing the service's health and hygiene policies○ conducting safety and equipment checks○ safely storing and using chemicals during cleaning○ managing body fluid spills safely○ completing 3 cleaning routine activities• support managing health and wellbeing activities with children from each of the following age groups:<ul style="list-style-type: none">○ infant (birth-18 months)○ toddler (18 months – 3 years)○ preschooler (3 to 6 years)• interactions must collectively include the following:<ul style="list-style-type: none">○ supporting a child with hygiene or infection control practice○ encouraging a child to consider potential risk and strategies for staying safe○ promoting sun safety○ interacting positively during a personal care routines

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	<ul style="list-style-type: none">○ encouraging physical activity and the development of fundamental movement skills○ integrating conversations about healthy eating into everyday interactions○ supervising children during sleep and rest routines○ actively supervising children during indoor and outdoor activities○ responding appropriately to children's signs and cues and children's expressed needs● 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 following National Quality Standards and related regulations and laws applicable to this unit including:<ul style="list-style-type: none">○ Children's health and safety○ Relationships with children● National Health and Medical Research Council Staying healthy guidelines, relevant to babies and toddlers● service standards, policies and procedures for children's health and safety including:<ul style="list-style-type: none">○ how to interpret policy in line with job role practices● communication about health and safety including:<ul style="list-style-type: none">○ communicating health need requirements of individual children with colleagues○ Communicating with families and children about health matters including:

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	<ul style="list-style-type: none">• allergies• long-term medical conditions• short-term medical needs• health management plans○ confidentiality and privacy requirements○ service policies and procedures around the sharing of children and families' information○ service procedures for communicating health and wellbeing information• work health and safety requirements including:<ul style="list-style-type: none">○ risk assessment○ risk management○ risk reporting○ personal injury reporting○ reporting near misses• building, outdoors and equipment safety and conducting safety checks• the safe use and storage of chemicals• toy and equipment safety including:<ul style="list-style-type: none">○ cleaning schedules○ cleaning methods for:<ul style="list-style-type: none">• different surfaces• play equipment and toys• art and craft supplies• soft furnishings• sandpits• bathrooms• kitchen areas• change mats• prams or strollers• utensils and crockery• equipment storage areas
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	<ul style="list-style-type: none">• bedding• cushions• cots• tables and chairs• highchairs• change tables○ checking for breakages○ equipment safety in relation to age and development○ environmental considerations for safe equipment use○ common hazards○ safety around water• principles of infection control:<ul style="list-style-type: none">○ causes of infection○ how infections are spread○ methods used to prevent infection:<ul style="list-style-type: none">• handwashing hygiene• personal protective equipment• immunisation• safely dealing with spills• safe management of different body fluids spills• pedagogical practices to support children's developing autonomy to manage their own health and wellbeing including:<ul style="list-style-type: none">○ modelling○ scaffolding○ using stories, songs and other educational experiences○ positive, non-judgemental interactions○ promoting dignity and privacy○ utilising children's interests
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	<ul style="list-style-type: none">○ praise and encouragement● 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○ sun safety● National Physical Activity and Sedentary Behaviour Guidelines for Australians and the Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years) recommendations for physical activity for children birth to 6 years including:<ul style="list-style-type: none">○ development of fundamental movement skills in children○ experiences that encourage movement and fundamental movement skills● definition and types of airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these diseases in early childhood education and care settings:<ul style="list-style-type: none">○ personal hygiene○ importance of service cleanliness● food safety including:<ul style="list-style-type: none">○ storage○ preparation○ cooking, reheating and thawing○ service○ cleaning food utensils● recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors:<ul style="list-style-type: none">○ Australian Dietary Guidelines○ Australian Guide to Healthy Eating
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	<ul style="list-style-type: none">• how to interpret food labels and identify nutrition content and ingredients that may contribute to poor nutrition• features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these:<ul style="list-style-type: none">○ culture○ health○ religion○ family belief systems• mealtime considerations including:<ul style="list-style-type: none">○ food allergies and high-risk foods○ child preferences or sensitivities○ childhood obesity○ nutrition and its role in healthy lifestyle○ access to water• nutritional needs of babies and toddlers as outlined in National Health and Medical Research Council Infant Feeding Guidelines• cues and signs of hunger and food preferences in babies and toddlers and ways to respond• supporting feeding and autonomy in ways that are developmentally appropriate and respect family preferences• managing risk in situations involving food allergies including introduction of foods for babies, toddlers and preschoolers• oral health and its impact on general health including:<ul style="list-style-type: none">○ causes of tooth decay○ signs of tooth decay• sleep and rest considerations including:<ul style="list-style-type: none">○ children's individual requirements
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	<ul style="list-style-type: none">○ features of environments that promote rest and sleep○ types of restful play activities for those who do not sleep● 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● supervision requirements, different supervision levels, and influencing factors including:<ul style="list-style-type: none">○ principles of active supervision:<ul style="list-style-type: none">● awareness of environment● positioning● interaction with children and adults● scanning and listening● awareness of group and individual dynamics○ importance of communication with colleagues○ supervision during different contexts, parts of the daily routine and child dynamics including:<ul style="list-style-type: none">● sleep● outdoor play● indoor play● group activities
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	<ul style="list-style-type: none"> • considering the experience risks • skill level of the children • age mix • group dynamics • size of the groups • positioning of self in relation to colleagues <ul style="list-style-type: none"> ○ regulations for safe collection of children ensuring authorised release ○ access, supervision and monitoring requirements for persons who enter the service premises
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> • suitable • workplace or simulated conditions that • scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<p>Unit mapping information</p>	<p>No equivalent unit.</p>
<p>Links</p>	