

CHCECEXXX Provide in home care

Unit code	CHCECEXXX
Unit title	Provide in home care
Application	<p>This unit describes the skills and knowledge required to plan, provide, and review care arrangements with children and families including responding to unexpected situations often encountered in in-home care contexts.</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> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	Performance criteria
1. Clarify and plan for daily	1.1. Gather information from primary carer(s) about the home-based care to be provided.

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<p>functions related to the provision of care</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 or renegotiated.</p>
<p>2. Attend to agreed daily functions of home-based care</p>	<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>
<p>3. Respond to unexpected changes in home-based care</p>	<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>
<p>4. Review daily care functions.</p>	<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>

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<p>5. Implemen t safe sleep practices</p>	<p>5.1 Share information with families about sleep patterns and safety and confirm arrangements for sleep and rest</p> <p>5.2 Prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards.</p> <p>5.3 Monitor sleeping children according to service policies and procedures, conducting bedside checks to monitor skin colour, chest rise and fall</p> <p>5.4 Use individualised sleep and rest practices that are consistent with approved standards, service policies, procedures and safe sleep risk assessments</p> <p>5.5 Meet individual clothing needs and preferences within the scope of the service requirements for children’s health and safety</p> <p>5.6 Adjust safe sleep checks according to the individual needs of children, including more frequent checks for children with coughs, colds or medical conditions, such as asthma</p> <p>5.7 Have processes in place to support adequate supervision of children, when sleeping and awake children may be in different spaces</p> <p>5.8 Consider lighting, viewing access and temperature of the sleep space, CCTV or monitors must not be used to replace physical checks</p> <p>5.9 Conducting physical checks of the sleep space, to identify and address risks prior to children sleeping</p>
<p>Foundation skills</p>	
<p>Range of conditions</p>	
<p>Assessment requirements</p>	
<p>Performance evidence</p>	<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>

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	<ul style="list-style-type: none">• plan for and provide care to at least two children up to 12 years of age• respond appropriately to three different unexpected circumstances in home-based care• review and modify at least one program in consultation with carer(s) or family.• Follow all hygiene, health and safety procedures on three different occasions [to] support a child to have their individual sleep needs met• Provide documented practice for the supervision of sleeping children, tailored to the unique layout and safety considerations of each FDC residence or venue, as well as the ages and developmental stages of the children in care• Demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures• Demonstrate strategies for effective active supervision of multiple children engaged in different activities such as sleep and play in different areas of the residence, ensuring that sleeping/resting children are always being in sight and hearing distance of an educator and regular physical checks being conducted that focus on the child's breathing and skin colour.• Demonstrate ability to conduct a risk assessment in relation to sleep and rest in accordance to regulations, and service policies and procedures• Assess and ensure safety of physical environment for sleep using knowledge of appropriate lighting, ventilation, heating/cooling, and sound levels, as well as the availability of viewing access for supervision purposes
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

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	<ul style="list-style-type: none">• 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○ medical conditions and their signs, symptoms and characteristics:<ul style="list-style-type: none">▪ allergy and anaphylaxis and how to use an adrenalin auto injector▪ asthma○ play areas○ toys and equipment• requirements of the National Quality Standard<ul style="list-style-type: none">○ children's health and safety
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	<ul style="list-style-type: none">• concepts of the current National Health and medical research councils staying healthy guidelines• and related national regulations and laws applicable to this unit including:<ul style="list-style-type: none">○ ban on bassinets in ECEC services under regulation 84D○ risk assessment in relation to sleep and rest for the purpose of preparing sleep and rest policies and procedures, as required by regulation 84C○ matters regarding safe sleep that must be set out in service policies and procedures under regulation 84○ management of risks relating to overnight care at each family day care residence or approved family day care venue of the service (regulation 168(2)(a)(v),○ requirement for all nominated supervisors and staff members of, and volunteers at, the service follow the policies and procedures required under regulation 168 (Regulation 170)• services policies and procedures for child health and safety• safe sleep practices including:<ul style="list-style-type: none">○ current guidance on understanding sudden and unexpected death in infancy from recognised authorities including Red Nose○ presenting information to families on safe sleep practices○ approved state safety standards for preparing cots bedding and equipment○ considerations for supervision during sleep including<ul style="list-style-type: none">▪ individual development▪ when sleeping and awake children may be in different spaces▪ sleeping/resting children are always being in sight and hearing distance of an educator○ physical environment for sleep including:<ul style="list-style-type: none">▪ appropriate lighting
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	<ul style="list-style-type: none">▪ ventilation, heating/cooling▪ sound levels▪ viewing access○ inductions of new employees on safe sleep○ conducting a risk assessment in relation to sleep and rest○ Use of comfort items from home including:<ul style="list-style-type: none">▪ pillows▪ amber necklaces▪ dummies on chains○ sleep safety considerations including:<ul style="list-style-type: none">▪ avoiding items covering the child's face such as comforters or heavy blankets▪ clothing▪ hygiene and safety standards for cots and bedding▪ prohibition of bassinets▪ best practise guidelines for the use of Porter cots specific to family daycare▪ safe use of bounces baby rockers and swings▪ sleep positions○ conducting and recording safe sleep including:<ul style="list-style-type: none">▪ observation from the side of the cot looking for any changes including:<ul style="list-style-type: none">• skin colour• rise and fall of the chest○ considerations when caring for multiple babies or children with medical conditions that can be impacted by sleep○ coordinator responsibility to support educators in providing safe sleep
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	<ul style="list-style-type: none"><ul style="list-style-type: none">○ documenting specific safe sleep supervision plan tailored to environment lay out, ages and development of the children● sleep practices and routines including:<ul style="list-style-type: none">○ individual patterns and routines○ timing, duration and rituals○ different practises and routines used by various families○ cultural or personal preferences○ approaches for collaborating with families on sleep and rest practices and patterns○ providing a relaxed and calm environment that is responsive to the individual well being○ types of restful play activities for those who do not sleep● Demonstrate knowledge of considerations for sleep and rest in overnight or extended care including<ul style="list-style-type: none">○ access the child has to other parts of the residence,○ access other people have to the child's sleeping environment, and○ overnight monitoring○ night-time emergency evacuation/lockdown procedures (e.g. in the case of a fire, intruder, etc).○ the need for service policies and procedures specific to overnight care.● 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.● Demonstrate knowledge of health and safety issues associated with the care of children, and how these are managed and how to assess for risks and hazards for● clothing safety and suitability
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	<ul style="list-style-type: none">• toys and equipment
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 up to 12 years of age. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
Unit mapping information	
Links	