



Care and Nurturing

Assessment 1 of 5

Short Answer Questions 1

CHCECE031 Support children's health, safety and wellbeing

CHCECE032 Nurture babies and toddlers

Assessor Guide



Assessment Instructions

Task overview

This assessment task is divided into **nine [9]** short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need to access:

- Guide to the National Quality Framework (NQF)
- National Quality Framework, including:
 - National Quality Standard
 - Education and Care Services National Regulations
- National Health and Medical Research Council's 'Staying Healthy' guidelines
- Provided Little.ly's Hygiene and Cleaning Policy and Procedure
- Provided Material Safety Data Sheet (MSDS),

Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

a) In reference to the National Quality Standards (NQS), in your own words briefly summarise Quality Area 2.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief summary of Quality Area 2 – Children’s Health and Safety.

A sample answer is provided below.

Quality Area 2, children’s health and safety, reinforces children’s rights to experience quality education and care in an environment that provides for their physical and psychological wellbeing. This is supported when educators promote each child’s well-being and healthy lifestyle. Learning about healthy lifestyles, including nutrition, personal hygiene, physical fitness and social engagement are vital to children’s well-being and self-esteem.

b) Complete the following table to name the **two (2)** standards associated with Quality Area 2.

Assessor instructions: Student must name the two (2) standards associated with Quality Area 2.

A sample answer is provided below.

Quality Area 2	Descriptor (4-10 words)
Standard 2.1	Each child’s health and physical activity is supported and promoted.
Standard 2.2	Each child is protected.

c) In the following table, you can see **two (2)** different elements taken from Quality Area 2. For each element, list a minimum of **two (2)** strategies that could assist a service to achieve the element and identify the relevant section of the supporting National Law and a minimum of **two (2)** supporting Regulations. You may want to consult the *Guide to the NQF* to answer this question.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include two (2) strategies that could assist a service achieve the element identified and identify the relevant section of the supporting National Law and a minimum of two (2) supporting Regulation. Student may or may not name the Law and Regulation, but they must identify the relevant sections.

A sample answer is provided below.

Element	Strategy (15-30 words)	Supporting National Law (15-20 words)	Supporting National Regulation (15-25 words)
2.1.2 – Effective illness and injury management and hygiene practices are promoted and implemented	<p>Response must include two (2) of the following strategies:</p> <ul style="list-style-type: none"> ▪ All food and drinks to be stored safely and in a hygienic way. ▪ Educators to follow health and hygiene policies and procedures. ▪ Educators to follow illness and injury policies and procedures to respond effectively to illnesses and injuries. ▪ Educators to support children to learn hygienic practices such as handwashing, coughing etiquette and dental hygiene. ▪ All staff to maintain a hygienic environment. ▪ All staff to follow cleaning policies and procedures. ▪ Fresh linen and bedding to be used for each child using a mattress, in accordance with the service's relevant cleaning policies and procedures. 	Education and Care Services National Law Act 2010: Section 51(1)(a) Conditions on service approval (safety, health and wellbeing of children)	<p>Student must select any two (2) from the following Regulations from Education and Care Services National Regulations 2011:</p> <ul style="list-style-type: none"> • Regulation 77 Health, hygiene and safe food practices • Regulation 85 Incident, injury, trauma and illness policies and procedures • Regulation 86 Notification to parents of incident, injury, trauma and illness • Regulation 87 Incident, injury, trauma and illness record • Regulation 88 Infectious diseases • Regulation 89 First aid kits • Regulation 90 Medical conditions policy • Regulation 91 Medical conditions policy to be provided to parents • Regulation 92 Medication record • Regulation 93 Administration of medication • Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency • Regulation 95 Procedure for administration of medication

			<ul style="list-style-type: none"> Regulation 96 Self-administration of medication <p>Source: Guide to NQF [p.149]</p>
2.2.2 – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented	<p>Response must include two (2) of the following strategies:</p> <ul style="list-style-type: none"> Emergency procedures to be clearly displayed. Service to ensure access to telephones. Emergency telephone numbers to be clearly displayed near telephones. Service to ensure ready access to emergency equipment. 	Education and Care Services National Law Act 2010: Section 51(1)(a) Conditions on service approval [safety, health and wellbeing of children]	<p>Student must select any two (2) from the following Regulations from Education and Care Services National Regulations 2011:</p> <ul style="list-style-type: none"> Regulation 97 Emergency and evacuation procedures Regulation 98 Telephone or other communication equipment <p>Source: Guide to NQF [p.175]</p>

Question 2

Complete the table below with responses regarding risks and hazards in early childhood settings and strategies on how to monitor, assess and address these risks and hazards to ensure children’s health and safety for the different areas of concern listed in the table.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include responses regarding risks and hazards in early childhood settings and strategies on how to monitor, assess and address these risks and hazards to ensure children’s health and safety for the different areas of concern listed in the table.

A sample answer is provided below.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
Food:			
Storage of food in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Introduce policy related to food storage. Ensure food is stored in the kitchen or fridge, as 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Food poisoning. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Having an internal audit.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
	<ul style="list-style-type: none"> per individual item's storage requirements. • Follow all guidelines on the labels. • Ensuring staff are trained in food handling. • Having a food safety plan. 	<ul style="list-style-type: none"> • Food being exposed to toxins or creatures. • Food going off or spoiling. 	<ul style="list-style-type: none"> • Spot checks.
Preparation of food in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Supervisor observing practices. • Checklists. • Having a food safety plan. • Appropriate cleaning products. • Introduce policy related to food safety. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Food poisoning • Foods being left out too long. • Foods not being cooked correctly. • Choking. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Having an internal audit. • Spot checks.
Cooking or reheating food in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Temperature thermometers. • Guidelines. • Appropriate cooking utensils. • Avoiding reheating food. • Having a food safety plan. • Introduce policy related to food safety. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Food poisoning. • Burning. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Having an internal audit. • Spot checks.
Thawing food in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Ensure it is thawed in fridge. • Working with fresh food. • Ensuring training. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Food poisoning. • Incorrect food provided if it wasn't labelled correctly. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Having an internal audit. • Spot checks.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
	<ul style="list-style-type: none"> • Introduce policy related to food safety. • Having a food safety plan. 	<ul style="list-style-type: none"> • Incorrect heating processes. 	
Serving food to children in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Ensure there are policies and procedures. • Ensuring hygiene practices. • Ensuring temperature is monitored. • Using gloves and utensils to serve. • Introduce policy related to food safety. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Burning. • Choking. • Hygiene breaches. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Training related to hygiene. • Spot checks. • Checklists.
Managing high risk foods containing allergens in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Ensure there are policies and procedures. • Ensuring there are signs for all allergic children. • Labelling all food. • Staff training. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Allergic reactions. • Anaphylactic reactions. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Monitoring food coming into the service. • Double checking with chef/cook when taking food to a room. • Updating allergy signs and ensuring everyone is aware.
Medication:			
Administering medication to children in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Ensure there are policies and procedures. • Correct forms completed. • Qualified staff administering medication. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Overdose. • Incorrect medication given to wrong child. • Allergic reactions. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> • Second person to ensure they have checked the medication being provided. • Reviewing expiry dates every month.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
	<ul style="list-style-type: none"> Ensuring a second person checks the dose, child and time. 		<ul style="list-style-type: none"> Communicating with parents regarding ongoing medication administration.
Clothing:			
Clothing safety in an education and care service during indoor/outdoor play time	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Ensuring clothing is sun safe. Ensuring there are no choking/tripping hazards on clothes or hats. Ensure clothes are appropriate for weather conditions/temperature (not too hot/not too cold) 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Sun burn. Choking. Tripping. Burning feet. Overheating/cooling down. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Check children's clothing prior to going outside. UV checks. Routines to support hat and clothing checks. Educate families regarding clothing requirements.
Clothing safety in an education and care service during sleep/rest time	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Remove restrictive clothing and footwear. Ensure appropriate clothing to be worn as per service policies. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Choking. Physical injury from too tight/restrictive clothes 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Check children's clothing prior to rest time. Routines to support hat and clothing checks. Educate families regarding clothing requirements.
Clothing suitability in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Reminders to families about comfortable and 'dirty play' appropriate clothing. Reminders to families about weather appropriate clothing. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Children being too cold or hot. Children being sunburnt. Children being unable to 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Checking clothing on children prior to experiences. UV checks.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
		<p>participate in the program.</p> <ul style="list-style-type: none"> Children struggling to climb. 	
Bedding:			
Bedding for children in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Training for staff about safe sleep. Safe sleep policy and procedures. Following Australian standards. Monitoring temperatures in sleep rooms. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Sudden Infant Death. Overheating. Dehydration. Being too cold. Strangulation. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Conduct annual policy review aligned with recommendations. Ensuring appropriate bedding. Audits of sleep equipment and furniture.
Hygiene:			
Cleanliness in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Policies and procedures. Cleaning checklists. External cleaners. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Infection. Disease. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Checklists and audits. Risk assessments. Hazard notifications.
Personal hygiene and hygiene practices in an education and care service	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Remembering to wash hands. Training. Signs about hygiene. Access to deodorant in the bathroom. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Infection. Disease. Food poisoning. 	<p>Student must select one (1) from the following:</p> <ul style="list-style-type: none"> Council audit. Review of illness record. Monitoring bathroom with checklist.

Area of health & safety	One (1) strategy to ensure this is monitored and implemented safely [2-10 words]	One (1) example of a risk or hazard associated with this area of health and safety [2-10 words]	One (1) example of how services and educators can assess the risks or hazards [2-10 words]
Diseases spread in an education and care service (including food-borne, airborne and infectious)	Student must select one (1) from the following: <ul style="list-style-type: none"> • Illness records. • Sending children home when unwell. • Ensuring hygiene is followed. • Knowing <i>Staying Healthy in Childcare</i>. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Infection. • Disease. • Outbreaks. • Death of vulnerable people. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Monitor illness records. • Following hygiene procedures and policies. • Update policies and procedures.
Supervision:			
Active supervision in an education and care service	Student must select one (1) from the following: <ul style="list-style-type: none"> • Policies and procedures. • Effective training of staff. • Supervision plans. • Staffing levels maintained. • Scanning and listening. • Positioning. • Awareness of the environment. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Injury. • Physical altercations. • Child missing or unaccounted for. • Falls. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Risk assessments. • Environment set up checklists. • Interactions with children and adults. • Awareness of group and individual dynamics.
Environment Safety:			
Resources and equipment safety in an education and care service	Student must select one (1) from the following: <ul style="list-style-type: none"> • Staff training. • Environment checks. • Re-setting environment. • Having a maintenance list. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Injury. • Trips. • Falls. • Slips. • Burns. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • Checklists and audits. • Risk assessments. • Hazard notifications.

Question 3

Assessor Guide

CHCECE031 Support children's health, safety and wellbeing
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The table below lists the different types of diseases. For each type, provide a brief description outlining the common causes, identify an example, then briefly explain how they transfer and spread in a children's education and care setting, Also, list one (1) infection control strategy for each type of disease.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a description and example of each type of disease and an explanation of how they transfer and spread in a children's education and care setting.

A sample answer is provided below.

Types of disease	Description and causes (20-60 words)	Example (1-2 words)	One (1) infection control strategy (1-10 words)
Airborne disease	Airborne diseases pass from one person to another, directly or indirectly, when microorganisms – such as bacteria, fungi, or viruses – travel through the air in aerosolized particles. These droplets are expelled when someone with the airborne disease sneezes, coughs, laughs, or otherwise exhales in some way. Droplets can easily spread to hands, furniture, equipment, toys, books and food.	Student must select one (1) from the following: <ul style="list-style-type: none"> • measles • tuberculosis or TB • coronavirus • Influenza • common cold • whooping cough. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • handwashing • PPE, such as face mask, gloves • avoid close contact with people who have active symptoms of disease (i.e., isolation).
Food-borne disease	Foodborne diseases are caused by contamination of food and occur at any stage of the food production, delivery and consumption chain. There are many different agents that can contaminate food and cause illness. These include bacteria, viruses and toxins in food. Usually, people are infected after eating inadequately cooked food or by cross-contamination.	Student must select one (1) from the following: <ul style="list-style-type: none"> • Salmonella • E. coli • Listeria • Norovirus • Rotavirus • Hepatitis A. 	Student must select one (1) from the following: <ul style="list-style-type: none"> • frequent handwashing • keep food preparation areas and utensils clean • use separate cutting boards and utensils • thoroughly cook all raw food • keep food below 5°C or above 60°C
Infectious disease	Infectious diseases are caused by infectious agents (bacteria, viruses, parasites and fungi and their toxic products). Many infectious diseases are	Student must select one (1) from the following: <ul style="list-style-type: none"> • malaria 	Student must identify: <ul style="list-style-type: none"> • immunisation and vaccination

	also communicable diseases, meaning they can be passed from one person or animal to another. Transmission can occur directly (through contact with blood and bodily fluids) or indirectly (through contaminated food, water or surfaces) or by means of vectors (such as mosquitoes).	<ul style="list-style-type: none"> • conjunctivitis • bronchitis • colds and flu 	
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Question 4

a) List the **three (3)** key ways to prevent germs from spreading as identified by the National Health and Medical Research Council's 'Staying Healthy' guidelines.

[Approximate word count: 10-20 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) key ways to prevent germs from spreading as identified by the National Health and Medical Research Council's 'Staying Healthy' guidelines.

A sample answer is provided below.

According to the National Health and Medical Research Council's 'Staying Healthy' guidelines, there are three (3) key ways to prevent germs from spreading:

- Proper hand washing and environmental cleaning
- The exclusion of unwell children
- Immunisation

b) In your own words, briefly explain why children's immunisation status must be monitored and what does this involve.

[Approximate word count: 80-100 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of why children's immunisation status must be monitored and what does this involve.

A sample answer is provided below.

Steps must be taken to control the spread of infectious disease.

Non-immunised children are at greater risk of contracting contagious diseases than children who have been immunised. Centres/Services are required to maintain records of each child's immunisation status and to notify health authorities if there is an outbreak of immunisation-preventable disease. Parents by law must provide evidence of their child's immunisation status before enrolling them into a centre/service. Where children have not been immunised, the children in question must be excluded from the centre/service when there is an outbreak of some infectious diseases.

c) Identify **three (3)** situations when an educator must wash hands.

[Approximate word count: 15-20 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) situations when an educator must wash hands. Student can identify any three (3) from the sample answers provided.

A sample answer is provided below.

1.	Before and after changing nappy
2.	Before and after using the toilet
3.	Before and after applying first aid

Additional sample answers:

- Before and after serving food
- After sneezing and blowing nose
- Before administering medication
- After coming from outside

d) Briefly explain the steps of correct handwashing.

[Approximate word count: 45-55 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include an explanation of correct handwashing.

A sample answer is provided below.

- Wet hands with running water [preferably warm, for comfort].

- Apply soap to hands.
- Lather soap and rub hands for at least 15 seconds, including palm to palm, back of hands, in between fingers and back of fingers, around thumbs and tip of fingers.
- Rinse hands with water.
- Dry hands thoroughly.

[Source: NHMRC' hand-washing poster]

e) Identify **three (3)** pieces of personal protective equipment (PPE) that educators use at a children's education and care setting. For each PPE give **one (1)** example for when this must be used.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) pieces of personal protective equipment (PPE) that educators use at a children's education and care setting. For each PPE give one (1) example for when this must be used.

A sample answer is provided below.

Personal protective equipment (PPE) [1-2 words]	One (1) example for when this must be used [2-15 words]
1. Disposable gloves	Student must select one (1) from the following: <ul style="list-style-type: none"> • When dealing with bodily fluids, such as cleaning up faeces, urine, changing nappy, applying first aid • When preparing food • During cleaning
2. Sunhat	When being outdoors, to avoid sunburn and to role model sun safe practices
3. Apron	When preparing and/or serving food, to avoid food contamination

Additional sample answers:

- Closed-toe shoes: During work hours, to avoid physical injuries
- Clothing covering shoulders: When being outdoors, to avoid sunburn and to role model sun safe practices
- Hair net: When preparing and/or serving food, to avoid food contamination

f) Johnny (2.5 years) attends Little.ly Early Learning Centre and he's currently being toilet trained. One day he woke up from the afternoon nap and you noticed that he had a urine accident, wetting himself as well his bedding. Aline, a co-worker offered help and took Johnny to the toilet to change his clothes. Briefly explain what you need to do to clean the mat, sheet and blanket affected. In your response include any equipment you would need, including cleaning and personal protective equipment.

[Approximate word count: 80-110 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include what needs to be done when dealing with a urine accident, including cleaning and personal protective equipment. Student may or may not refer to service policies in their answer.

A sample answer is provided below.

Disposable gloves must be worn.
 Depending on the service’s relevant policies and procedures, the sheet and blanket must be either placed in a plastic bag, seal it and send home for cleaning, or place it in the laundry area in the plastic bag to be washed separately.
 Clean the mat with warm water and detergent using single-use paper towel, then allow the mat to dry. If possible, place the mat in the sun for disinfection.
 Carefully remove the paper towel and place it in a plastic bag or alternative, seal the bag and put it in the rubbish bin.
 Wash hands after the cleaning.

Question 5

a) Identify **one [1]** regulation and **one [1]** standard that identify supervision as a requirement and briefly describe the requirement.

[Approximate word count: 20-70 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include one [1] regulation and one [1] standard that identify supervision as a requirement and briefly describe the requirement.

A sample answer is provided below.

Regulation	Regulation: 115 - Premises designed to facilitate supervision The approved provider of a centre-based service must ensure that the education and care service premises (including toilets and nappy change facilities) are designed and maintained in a way that facilitates supervision of children at all times that they are being educated and cared for by the service, having regard to the need to maintain the rights and dignity of the children.
Standard	Element 2.2.1: Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

b) For each of the following principles of supervision, explain how each can be used to assess risk and keep children safe.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include an explanation for each supervision principle for how each can be used to assess risk and keep children safe.

A sample answer is provided below.

Principles of supervision	Explanation (30–70 words)
Being aware of the environment	Knowing where there are blind spots, or more risky set ups such as climbing equipment is really important and can help educators to know where they should be. We should also know about climbing hazards, foot holds, broken equipment and potential risks such as burning hazards.
Positioning of educator in relation to children and environment	This is important because we can use this to ensure we are spread out enough and are supervising all areas of the play space. This is supported by supervision plans.
Interaction with children and adults	This can support avoidance of miscommunication with other staff leaving the area. This can also ensure we know what children are doing and engage them in learning and play which reduces risks.
Scanning and listening	Keeping an eye on children and where they are in the environment ensures that you are aware of who is playing with who, where they are and what they are doing. This ensures you can identify risks such as biting, climbing or dangerous play. Listening helps to assess risk by hearing children discussing their play and also listening for quiet. This could mean children have moved into a different space.
Awareness of group and individual dynamics	This is an important part of supervising because sometimes children will be more inclined to engage in dangerous play with particular children. Being aware who is playing with who is really important for you to be able to identify any risks.

c) Read the following scenarios and decide the appropriate level of supervision (i.e., low, medium or high). Briefly explain your decision.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the level of supervision for each scenario and provide a brief explanation for the decision.

A sample answer is provided below.

Scenario	Level of supervision (low, medium or high) (1-3 words)	Reasoning (15-20 words)
3-5 years old children are climbing on the climbing frame	Low/moderate level of supervision	Children at this age are usually confident with their gross motor skills. They may need assistance occasionally.
Toddlers are eating lunch	Moderate/high level of supervision	Toddlers usually are able to eat independently, however younger toddlers may choke, therefore they may need closer supervision.
6-month-old baby is drinking formula from bottle	High level of supervision	Infants cannot be left unattended when drinking formula/breastmilk from bottle. They need close supervision.
Toddlers are sleeping in the room	Low level of supervision	If all children are sleeping, educator must stay in the room, but can engage with other activities, such as writing up daily journal, cleaning, etc. Children cannot be left unsupervised.

d) The scenarios presented in Question 5c [above] have been extended in the following table. Read the extended scenarios and decide whether the level of supervision should be adjusted or not. Briefly explain your decision, including the new level of supervision, if applicable.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- determine whether the level of supervision should be adjusted or not for the extended scenarios and must include a brief explanation for the decision.

A sample answer is provided below.

Extended scenario	Should the level of supervision be adjusted? (Yes/No)	Reasoning (30-60 words)
<p>3-5 years old children are climbing on the climbing frame.</p> <p>Prakash is about turning three years of age and he's visiting the preschool room for an hour. He's been attending the toddlers' room once a week for the past one year and he tends to be quite clumsy.</p> <p>Prakash wants to climb the climbing frame together with the other children.</p>	<p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>The level of supervision should be adjusted to high level as Prakash is younger than the rest of the children and he's only visiting the preschool room. Also, it is known that he is quite clumsy, therefore he has higher chances of accidents if climbing the climbing frame.</p>

<p>Toddlers are eating lunch.</p> <p>One of the toddlers, Premila, has been recently diagnosed with severe food allergy to milk and eggs. She is served with food not containing milk and eggs.</p> <p>Today children celebrate Anika's birthday whose mom brought some cupcakes for the children to share. As the cupcakes contain milk and egg, Premila has a special cupcake that is safe for her.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>There is a possible risk that Anika may try to get a cupcake from her peers, therefore the level of supervision should be adjusted to high level for increased safety.</p>
<p>6-month-old baby is drinking formula from bottle, while another 9-month-old baby is exploring the room, trying to stand up by holding on to objects.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Both original and extended scenario require high level of supervision, therefore no adjustment must be made to the level of supervision. Students must be able to identify that both scenarios require high level of supervision as infants cannot be left unattended when drinking formula/breastmilk from bottle. The baby exploring the room also needs close supervision to avoid any injuries.</p>
<p>Toddlers are sleeping in the room.</p> <p>Sam has recently started to attend the service. He just woke up. He is quietly lying on his bed, holding on his teddy bear.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>As Sam is relatively new to the service. Supervision level should be adjusted from low to moderate/high as he may feel upset and may need to be comforted.</p>

Question 6

You work as an educator at Little.ly Early Learning Centre. The centre's director asks you to disinfect the furniture in the baby's room at the end of the day, after sending home 2 infants with gastro. The centre uses Power Force Eucalyptus Disinfectant purchased from Aldi to disinfect all surfaces.

Consult the service's [hygiene and cleaning policy](#) and procedure and the product's [material safety data sheet \[MSDS\]](#), then answer the questions in the following table, keeping in mind that the Work Health and Safety Regulation requires workplaces to be kept clean, without creating a risk to anyone's health.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include responses to the questions listed in the table regarding cleaning procedures, based on the service's policy and procedure document and the cleaning product's MSDS.

A sample answer is provided below.

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According to the service's cleaning procedures, explain whether disinfecting replaces the need for cleaning (10-20 words)	First cleaning needs to be done. This is followed by sanitising surfaces to reduce micro-organisms.
Briefly outline how the product must be handled and stored based on the cleaning product's material safety data sheet (MSDS) (30-35 words)	Gloves and protective glasses may be used when handling the cleaning product. It must be stored in the closed original container in a cool dry place, out of reach of children.
According to the service's cleaning procedures, briefly explain how diluted detergent must be stored. (30-35 words)	The container with diluted detergent must be labelled with the time it was made, the date and the type of detergent. Cleaning products must be stored out of reach of children.

Question 7

a) List **three [3]** considerations when creating a safe environment for babies and toddlers.

[Approximate word count: 10-20 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three [3] considerations when creating a safe environment for babies and toddlers.

A sample answer is provided below.

1.	Play area must be clean and tidy to avoid tripping hazards.
2.	Toys and resources must be age-appropriate, clean, in good working conditions and they must be Australian Standards.
3.	Toys and resources must not have loose pieces such as nails, screws or buttons and do not pose a risk of swallowing batteries

Additional responses:

- Toys and resources must be labelled non-toxic
- Adult access to the service must be monitored, ensuring that only authorised people enter the facility.

b) In your own words, briefly explain whether it is safe to lift a baby or toddler by the hands.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation whether it is safe to lift a toddler by the hands.

A sample answer is provided below.

Never lift a toddler by picking them up by the hands, arms or legs. This is also true if you are holding a child's hand and they drop to the floor—do not pull them along. Spinning, flipping or dangling little ones can seem like fun play but should be avoided, as these activities can easily result in accidents and injuries.

c) In your own words, briefly explain how must babies under six months be held and lifted up.

[Approximate word count: 40-50 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of how must babies under six months be held and lifted up.

A sample answer is provided below.

Babies who are six months and under require you to support their neck and back while picking them up and while holding them. This is critical to the health of their body and developing spine. It is also important to put down a baby with head and back support.

d) List **five [5]** common hazards that children can be exposed to in an education and care service which you would be looking for when monitoring the environment and supervising.

[Approximate word count: 40-50 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include five [5] common hazards that children can be exposed to in an education and care service which you would be looking for when monitoring the environment and supervising.

A sample answer is provided below.

1.	burns from hot equipment
2.	climbing hazards
3.	foot holds in fencing
4.	other children (for example, rough play or children who are in the stage of biting)

5.	broken equipment
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Additional responses:

- bees and other insects
- sunburn
- sand or other play resources in eyes
- water.

Question 8

For the following common childhood medical conditions list their signs and/or symptoms and their risk management and exclusion requirements (if applicable). Usually this is the information that is also shared with families.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the signs and/or symptoms of common childhood medical conditions and their risk management and exclusion requirements (if applicable).

A sample answer is provided below.

Medical condition	Signs and/or symptoms [15-20 words]	Risk management and exclusion requirements [15-60 words]
Asthma	<ul style="list-style-type: none"> ▪ Coughing. ▪ Wheezing. ▪ Tightness in the chest. ▪ Breathlessness. ▪ Producing a lot of mucus. 	<p>Follow Asthma action plan – outlines medication requirements.</p> <p>Must have ASIC plan.</p> <p>Must have puffer.</p> <p>No exclusion required.</p>
Allergy	<ul style="list-style-type: none"> ▪ rash, hives or welts ▪ swelling of the face, eyes or lips ▪ tingling or itchy mouth ▪ eczema, hay fever or asthma – these symptoms might be worse than usual ▪ stomach pain, vomiting or diarrhoea. 	<p>Proper medical assessment is required, then, depending on the severity, must have a risk management plan from ASIC with known allergens and guidelines from doctor.</p> <p>Depending on the type of allergic reaction, the child may need to have ointments, nose sprays or inhaler like Ventolin or Asmol prescribed by doctor.</p> <p>No exclusion required.</p>
Anaphylaxis	<ul style="list-style-type: none"> ▪ Coughing. ▪ Wheezing. 	<p>Must have a risk management plan from ASIC and guidelines from doctor.</p>

	<ul style="list-style-type: none"> ▪ Hives. ▪ Rash. ▪ Swelling of the eyes and throat. 	<p>Must have an EpiPen within used by date range.</p> <p>No exclusion required.</p>
Chickenpox (varicella)	<ul style="list-style-type: none"> ▪ Fever. ▪ Red rash. ▪ Itchy spots that turn into fluid-filled blisters. They then crust over to form scabs, which eventually drop off. ▪ Miserable and irritable. 	<ul style="list-style-type: none"> ▪ Follow exclusion period: exclude until all blisters have dried – this is usually at least five (5) days after the rash first appeared in non-immunised children, and less in immunised children. ▪ Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease.
Hand, foot and mouth disease	<ul style="list-style-type: none"> ▪ Fever. ▪ Tiny blisters on the cheeks, gums and sides of the mouth and on the hands and feet. ▪ Blisters can occur in the groin and elsewhere. ▪ May have a sore throat. 	<ul style="list-style-type: none"> ▪ Follow exclusion period: exclude until all blisters have dried.
Impetigo (school sores)	<ul style="list-style-type: none"> ▪ Sores, sometimes sores have a thick yellow crust with a moist red area underneath. ▪ Blisters which can grow quickly and then burst leaving a moist area with a brown crust at the edge. The blisters can be large (several centimetres across) and quite itchy. ▪ Fever. ▪ Swollen lymph nodes. ▪ Feeling unwell. 	<ul style="list-style-type: none"> ▪ Follow exclusion period: exclude until appropriate antibiotic treatment has started. ▪ Any sores on exposed skin should be covered with a watertight dressing.

Question 9

In your own words, briefly explain what health management plans are and what information they must contain.

(Approximate word count: 40-50 words)

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer

- include a brief explanation of what health management plans are and what information they must contain.

A sample answer is provided below.

Health management plans are documents that have been prepared and signed by a registered medical practitioner that describe symptoms, causes, clear instructions on action and treatment for the child's specific medical condition, and include the child's name and a photograph of the child.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

9 short answer questions to be completed in the spaces provided	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 1!

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