# CHCECE016 Establish and maintain a safe and healthy environment

Table 1 Assessment instructions

| Assessment details | Instructions |
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| **Specific assessment conditions** | *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this assessment is to assess your skills and knowledge as would be required to maintain establish and maintain a safe and healthy environment for children.* |
| **The Assessment Event number** | *3 of 3* |
| **Companion documents** | *Workplace Portfolio*  *Workplace Logbook* |
| **Instructions for this assessment** | *This assessment is in two parts and also includes a Demonstration Report, Third-Party Verification, Evidence Guide and Final Assessment Feedback:*  *Safety Audit*  *Set up and supervise afternoon routine*  *Detailed instruction for each assessment part is contained at the beginning of each assessment part and include:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   *You must read the entire document before commencing your assessment, so you are aware of all requirements.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained, and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the* *assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

Part 1 Safety audit

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| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *To complete this part of the assessment the student must, in consultation with their supervisor, identify hazards by completing a safety audit and communicate identified hazards to the appropriate person within the service.* | |
| **When will the assessment take place?** | |
| *This task will be completed in a regulated education and care setting. The written questions of the assessment task may be completed outside of work placement hours.*   * *Completion of the written components of the plan should occur outside of placement hours so as not to impact on child/staff engagement during placement.* * *You should negotiate an agreed time with the supervisor to discuss the items of the audit when supervisor input is required.* | |
| **Where will the assessment take place?** | |
| *Must be completed in a regulated education and care service* | |
| **What resources and equipment do I need?** | |
| *Access to the service’s organisational standards, procedures and policies. This will be related to individual criteria.* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to an emergency or unplanned procedure where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* | |

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| **TASK 1** | **(Part 1)** |
| In consultation with the workplace supervisor complete the following Safety Audit. Conduct a visual inspection to complete the audit and engage in a discussion with the supervisor to assist in answering any criteria than cannot be observed. You will also need to discuss risks and controls with your workplace supervisor.  Your supervisor will observe you completing this checklist and provide feedback to your Assessor it’s completion and your discussion regarding the risks, controls and responsible person.  For each item indicate YES OR NO.  For every item that receives a yes, record the details in the current state column.  For every item that receives a no, record the required action and who this would need to be reported to.  Complete Safety Audit format on following pages. | |

Safety Audit Record

| **Student’s name:** | *Wahida Moon* | **Service Name:** | *Greenwood Hunters Hill* | **Date conducted:** | *16-Nov-20* |
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|  | Item |  | Current State | Action | Reporting  (Who would you report this to) |
| 1 | Risk minimisation/medical management plans are in place for children with specific health care needs, allergy or relevant medical conditions | YES NO | Allergic children,  Anaphylaxis children,  Asthma children | Be cautious about food and dietary allergies.  Follow the anaphylaxis and asthma action plan. | Another staff,  Room leader,  Centre manager,  Call emergency (000). |
| 2 | Records of pest/vermin inspections and/or eradications are kept | YES NO | They do paste control every 6 months. | Keep records of paste control. | Room leader,  Centre manager |
| 3 | Information about correct handwashing procedures are displayed near each handwashing sink. Shares this information with families | YES NO | Picture and instruction about handwash are displayed | Educators supervise and give instructions during handwash. | Room leader |
| 4 | Simple warning signs are located where potentially dangerous products are stored | YES NO | Chemical warning sign is in place | Ensure door is always locked where the warning sign is displayed. | Another staff,  Room leader,  Centre manager |
| 5 | Emergency procedures are displayed prominently throughout the premises | YES NO | Emergency exit routes poster is displayed in every room near door. | Make aware of emergency procedure among all staff members. | among all staff members |
| 6 | All educators have ready access to a phone or similar means of communication | YES NO | Every room has phone for communications | In case of emergency use phone to contact with staffs and another emergency number. | Another staff,  Room leader,  Centre manager |
| 7 | Emergency numbers are located near telephones | YES NO | Emergency numbers are displayed near telephones. | If there is any emergency situation use emergency numbers. | Another staff,  Room leader,  Centre manager |
| 8 | A portable record of children’s emergency contacts in case of emergencies is maintained | YES NO | Children emergency contacts are kept in phone and emergency bag. | During emergency situation all staffs can use emergency number from iPad and emergency bag. | Another staff,  Room leader,  Centre manager |
| 9 | Emergency equipment is available and has notification tag of being tested | YES NO | Yes, emergency equipment is available and notification tag is being tested once a year. | WHS responsible person should check equipment and throws out expired/non-functional ones and tag units. | Another staff,  Room leader,  Centre manager |
| 10 | Staff are trained in the use of emergency equipment | YES NO | Every month staffs are trained how to use emergency equipment | Keep training all staffs about emergency equipment every month. | All staff members |
| 11 | Basic training and testing on, how to move and fit car seats, restraints and booster seats are available to all educators | YES NO |  |  |  |
| 12 | Safety checks of the service are regularly implemented and documented | YES NO | Yes, safety checks of the service are regularly implemented and documented. | Perform daily service checks twice a day as per safety checklist and document it with supervisor signature. | Centre manager |
| 13 | Action is taken as a result of any service safety checks | YES NO | They follow safety checklist and take appropriate actions. | If any repairs are needed, fix it as per requirement. | Centre manager |
| 14 | Child health needs are discussed as part of the services enrolment procedures | YES NO | They keep record of dietary choices, sleeping routine and kid’s interests. | Keep doing the record keeping and discuss as part of the enrolment procedures. | Office staffs and centre manager |
| 15 | Procedures are in place for ongoing discussions of children’s health needs with families | YES NO | Educators discuss with children’s families | Follow centre policy | All staffs |
| 16 | Procedures are in place and followed to contact and inform families of any health concerns with a child including cases of infectious diseases | YES NO | Yes, procedures are in place and strictly followed. | If any child shows sign of infectious disease, service contact with parents and emergency personals to take the child out of the centre. | All staff members, parents |
| 17 | Child immunisation records up to date. | YES NO | All children’s immunisation records are up to date. | Regularly keep checking to ensure immunisation records are up to date | All staff members |
| 18 | A procedure is in place to monitor and maintain immunisation records. Families and educators are provided information about the child and adult immunisation recommendations | YES NO | Service maintains immunisation records | Ask parents to collect updated immunisation records from Australian Immunisation Register (AIR) | Office staffs, centre manager |
| 19 | A procedure is in place to ensure relief educators are aware of supervision arrangements and practices | YES NO | Procedure is in place | Follow supervision policy, safety checklist | All staffs |
| 20 | Schedule for toy and equipment washing checked regularly and written record of days completion has been entered | YES NO | Washing schedules are checked and written records are kept. | Follow bathroom checklist, cleaning policy and WHS safe environment policy | All staffs |
| 21 | The safety of cooking utensils and appliances is checked for safety when used as part of the program. | YES NO | Regular safety checking is in place as part of the program | Use different utensils as part of the program and perform safety check | All staffs |
| 22 | A process for monitoring who enters and leaves the service is developed and maintained at all times. | YES NO | Surveillance process is in place to monitor who enters and leaves the service | Parents need to use their own entry password.  Use intercom if any visitor wants to enter the service.  Always be vigilant about who enters and leaves the service. | All staffs |

Part 2 Set up and supervise an afternoon routine

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *To complete this part of the assessment, students are required to participate in a practical demonstration of setting up and supervising the afternoon routine following the services procedures. This procedure will start at lunchtime and progress to rest and onto wake and play after rest routine. You will also be required to write some journal entries to explain your practices in a variety of situations relating to establishing and maintaining a safe and healthy environment.*  *Your workplace supervisor will observe you completing this routine and provide feedback to your TAFE Assessor – see below in instructions for further information.* | |
| **When will the assessment take place?** | |
| *The practical demonstration will be demonstrated in an education and care setting. The written questions of the assessment task may be completed outside of work placement hours.* | |
| **Where will the assessment take place?** | |
| *Must be completed in a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Access to the service’s health and safety procedures and policies, including food-handling.* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to an emergency or unplanned procedure where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* | |

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| **TASK 1** | **(Part 2)** |
| **Instructions:**  This demonstration will take place from the start of the lunch time routine through to the end of afternoon playtime (when some children start to be collected). You are required to demonstrate how you followed the service’s procedures to set up and supervise this entire routine / session. You will respond to the questions below to reflect on your implementation of the procedure.  **How you will be assessed:**  **During your skill demonstration, you are required to follow the service’s routine for the afternoon period, performing the following activities:**   1. Effectively coordinate the supervision of children throughout this time 2. Support the administration of medication to any child in an appropriate manner within their job role. If there is no child with medication, you are to discuss this with your supervisor and record the information below. 3. Use appropriate strategies throughout the afternoon to support children’s health, wellbeing and safety. This may include but is not limited to talking about healthy food and drink, ways of being safe and role modelling safe practice in the environment such as using toys safely and putting them away after use. 4. Arrange the beds in a way to minimise risk of illness, injury and/or overcrowding following the service’s procedures. 5. Set up a rest space to enable quiet rest time following the service’s procedures. 6. Provide appropriate environments after rest time including a balance of active and restful experiences that takes supervision into account to ensure the safety and wellbeing of children. 7. Group children to minimise risk of injury and maximise comfort taking into account the activity type and ages of children. 8. Support children to make appropriate decisions regarding participation in experiences.   This practical assessment will be observed where possible by the TAFE NSW Assessor and documented on the skills demonstration in the evidence guide below. You will need to organise a time to implement this demonstration in collaboration with your TAFE NSW Assessor and your Workplace Supervisor. Where this is not possible, the practical assessment will be observed by the workplace supervisor and detailed feedback provided to the Assessor using the skills demonstration report.  You may need to respond to questions about the routine reflecting on their practical demonstration. The questions and your responses will be recorded in the evidence guide at the end of this assessment. | |
| You will coordinate the afternoon routine following the service’s procedures. In each of the sections below, answer each of the questions to explain what you did to ensure the safety and well-being of children at all times. | |

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| **A.** | **Lunch:** How did you: (75-200 words) | |
| Set up the environment for lunch in an aesthetic manner and to ensure the safety of children and avoid overcrowding? | | *In our service before lunch we do group activities with children. Lunchtime we call children’s names one by one for handwash. One of our educators always supervises during handwash time and provide them handwash instructions.* |
| Coordinate the supervision of children during lunchtime including implementing safe food handling practices and managing the group sizes of children to be safe and avoid overcrowding? | | *After handwash, we send children to the lunch table. Everyone sits on the table calm and quietly. To avoid overcrowding, six children are allowed for one table. Before touching any type of food items, educators clean their hands and put on gloves. Use utensils for serving foods.* |
| Support the safe administration of medication? If no child has medication, discuss the process required with your supervisor and document what you would have done to ensure medication is administered safely? | | *In our service, we have medication policy. If any child needs medication, at first parents fill up medication form. Educators give medication as per the instructions given in medication form. After giving medication, educators also document the time and quantity. Service stores medication according to medication storage instruction.* |

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| **B.** | Discuss the three (3) strategies you used with children to increase their responsibility for their own health and physical wellbeing. An example could be that you have talked about the importance of drinking water regularly during the day. (50-100 words) |
| **1** | ***Handwashing****: Educators encourage children washing their hands. Educators advise children to wash their hands before and after eating their meal, after outdoor play, after toileting, in case of touching any dirty things. Handwashing is very important to maintain health hygiene.* |
| **2** | ***Healthy foods:*** *Our service maintains healthy food items for morning tea-time, lunch time and afternoon tea time. We educate children which foods are healthy. We also tell children that if they want to be strong and intelligent, they need to eat plenty of health foods.* |
| **3** | ***Sunscreen:*** *Sunscreen is very important for young children. We have sunscreen policy in our centre. Some children do not want to put on sunscreen. We encourage children to put on sunscreen and tell them that otherwise their skin will be burnt. We put on sunscreen 20 minutes before going outside activities. We put sunscreen in every exposed parts of the skin.* |

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| **C.** | **Rest/sleep**: Discuss how you set up the sleep/rest-time space using the following strategies:  (75-100 words in total) | |
| Placed beds in an arrangement to minimise the risk of illness, injury and/or overcrowding and maximise children’s comfort | | *When we arrange sleeping are for children, we follow rest and sleep policy. We put on low (safe) height bed on the floor. We make sure the bed sheets are always clean. We setup beds maintaining safe distance. We follow the head and tail system for arranging the beds to avoid germs transmission. After sleeping time, we clean all beds with disinfectant.* |
| In a way that supported children to engage in rest or quiet activities if not sleeping as per the service’s procedures | | *Some children don’t want to sleep. We arrange quiet play activities for them. One organize table in a corner of the room for quiet play. Educators can easily supervise both awake children and sleeping children. Service also arranges quiet play stuffs like painting, play dough, reading books, or play in the home corning quietly.* |

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| **D.** | **After rest period**: When the sleep/rest-time period is finished, discuss how you:  (75-100 words total) | |
| Provided a balance of active and restful experiences, taking into account effective supervision strategies | | *Create a relaxing atmosphere for resting children by playing*  *relaxation music, reading stories, cultural reflection, turning*  *off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.*  *If children are awake In this time, they will be*  *provided quiet activities for the duration of rest time*  *Maintain adequate supervision and maintain educator ratios throughout the rest period. Maintain sleeping duration time record and uploaded xplor parents can also watched it.* |
| Grouped the children considering the play space size to minimize the risk of injury and maximize comfort and appropriate privacy when needed | | *In sleeping time group of children are awake . So educators provide them quiet activities , stories reading, on chair and table drawing/ painting and playdough activities. This group children play one side or corner in the room educators can easily supervised them.* |
| Supported children to make appropriate decisions of participation in experiences | | *Educators arranged for children different kinds of quiet activities, children chose their interesting quiet activities when another group of children are sleeping.* |