
Care Cluster

Early Childhood Education and Care

Off-the-Job Assessment

LA016763

Please note that all five (5) units in the Care Cluster are now co-assessed. This is the only written off-the-job assessment to be completed for all five (5) units. Please ensure that you have read the learning materials for all five (5) units and completed the online tests for all five (5) units prior to commencing this assessment.

Checklist:

- ☐ I have read the learning resource CHCECE002
- ☐ I have completed the online tests for CHCECE002, LA016753 and LA016754
- ☐ I have read the learning resource CHCECE003
- ☐ I have completed the online test for CHCECE003, LA016755
- ☐ I have read the learning resource CHCECE004
- ☐ I have completed the online tests for CHCECE004, LA016756 and LA016757
- ☐ I have read the learning resource CHCECE005
- ☐ I have completed the online test for CHCECE005, LA016758
- ☐ I have read the learning resource CHCECE007
- ☐ I have completed the online tests for CHCECE007, LA016759
- ☐ I have attended a live/recorded Connect Session for this cluster of units (optional)
- ☐ I have accessed the forums for assistance with this unit (optional)

You are NOW ready to start this assessment. Good luck!

Assessment Summary

This assessment is ungraded. Learners will receive a *Satisfactory or Unsatisfactory result* in accordance with TAFE NSW Assessment Guidelines.

All tasks must be completed to a satisfactory level to gain an overall Satisfactory result.

You should read the **Learner Evidence Guide** to ensure that you have provided satisfactory responses for all questions and tasks.

What you have to do

TASK OVERVIEW

Read the Case study then write your answers to the questions relating to the following topics using the information provided in the case study and your knowledge and understanding gained from your readings of the units within the Care Cluster. Your responses need to cover the following topics:

1. Settling babies and toddlers into care
2. Providing healthy and culturally appropriate meals, snacks and drinks
3. Providing support to families and children to promote healthy drinking and eating
4. Preparing children for change
5. Safe collection of children

Case Study

Read through the case study carefully and answer the questions under each topic heading.

Amanda has just enrolled her baby, Katherine (10 months), in care at Forrest Early Learning Centre. Joel (4 years), Katherine's brother, has been enrolled at the service for six months and has settled in well. Amanda has been offered part time work at a local solicitor's office on a Tuesday and Thursday. However, she is still breastfeeding Katherine and she is concerned about how Katherine will settle into care, *how the educators will know how to read her cues and respond to what she needs* - if the staff will know when she is tired or hungry or just in need of a cuddle, *what will happen if she is upset or hurt*, *how do the staff make sure the centre is safe for such young babies* and *will the staff have time to attend to Katherine as an individual* when there are nine other children in the room.

Katherine is generally an easy baby to care for and has slept through the night from 8 weeks of age and goes down without too much fuss. She is usually very happy and content throughout the day and enjoys playing with her mother.

The only occasion when Amanda has left Katherine with another person was when a neighbour offered to babysit. Katherine screamed for 30 minutes but settled eventually when given her dummy and a cuddle.

The infant (0-2 year old) room has three educators and eleven enrolments, including Katherine, and operates with three primary care groups that have a primary educator assigned to each. Typically if any of these staff are away, the centre prioritises the use of the same familiar casual staff where possible.

Joel is in the preschool room (20 children with two educators) he attends on Tuesdays and Thursdays each week. Joel has made friends with Michael and looks forward to seeing him each day. He enjoys playing with the train track and the construction equipment.

Joel was diagnosed with a glue ear earlier this year and is due to go into hospital for an operation to remove his tonsils and insert grommets in three weeks' time. Amanda has talked to Joel about the operation but she is concerned how he will cope with this stressful event. Amanda will stay with Joel in the hospital overnight and her mother is coming to stay for the week to look after Katherine.

Since starting at the centre, Amanda has packed a lunch box for Joel as he is a fussy eater. Now that Katherine is enrolled Amanda would like Joel to have the cooked lunches and snacks prepared by the centre cook. Joel tends to prefer to eat sweet and salty snacks and plain rice for lunch. Amanda would like to encourage him to eat a more varied diet.

Joel brings chocolate milk in his drink bottle every day. Amanda believes it is good for Joel to drink plenty of milk and he will not drink milk without the chocolate.

Information from Katherine's enrolment form

Name: Katherine **Age:** 10 months

Family Information:

Father: Ben works in mining industry, Amanda and Ben separated shortly after Katherine was born; he moved from Sydney to Western Australia and rarely sees the children

Mother: Amanda is starting work as a part time secretary

Extended family Ben's parents live in France, Amanda's mother lives in South Australia

Sibling(s): Joel 4 years

Cultural background: Amanda Australian, Ben - French

Cultural practices: Family celebrates Easter, Birthdays, and Christmas.

Language background: English

Required hours of care Katherine and Joel will attend care Tuesday and Thursday 8:30 – 4:00 pm. The children will be dropped off and collected by Amanda

Food preferences: The family are lacto-vegetarians.

Particulars of persons, other than parents, authorised to collect your child:

Name: Pam Jones

Address: 11 City Road, Adelaide, SA

Phone: 08 567 894

Relationship: Grandmother (Amanda's mother)

Comforters: dummy and physical contact.

Sleep routine: Katherine is breastfed just before sleep time. Katherine usually sleeps in the morning at around 9.15 am for 30 minutes and in the afternoon at around 1pm for 60 to 90 minutes. When tired Katherine becomes a little whiny, has difficulty coordinating movements and will rub her eyes. Her sleep ritual involves being told "Very tired, time for bed" being placed in her baby sleeping bag whilst being sung a lullaby 'ten teddy bears sitting on the wall' and then gently rocked for a minute or two. Katherine is then placed in her cot "Very tired, time for bed" and the adult then leaves the bedroom. Katherine responds to these words, the song, the ritual of being put into her sleeping bag and gentle rocking as significant bedtime cues that assist her in settling to sleep quickly. Her sleeping environment is usually kept quiet and the any curtains or blinds are closed slightly to darken the room a little.

Meals: Katherine is beginning to self-feed using her hands and bite sized pieces of soft-cooked food although she is used to having an adult available to support her. She likes to have an extra spoon at meal times and will attempt to use it. Favourite foods seem to be banana, zucchini, yoghurt and cooked pasta. Katherine is beginning to drink boiled water from a lidded, two-handled cup. Expressed breast milk will be provided in two (2) bottles that will need to be given to Katherine before each sleep time

Toys and games enjoyed: Katherine enjoys playing with objects that can be put inside each other, e.g. stacking cups, posting boxes, pots and pans. She also enjoys books and stories and has a collection of cardboard books that she likes to chew and manipulate. Another favourite game is Round and Round the Garden and other tickle rhymes

1. Settling Katherine into care

Read through the information on Katherine's enrolment form and then answer the questions below.

- a. What advice would you give Amanda to address her concerns about separation and increase her confidence in the service? How will you support Amanda to continue breastfeeding? You should identify at least two strategies.
- b. What strategies would you implement to assist Katherine and her family to settle into care? Include any actions you would carry out **prior to Katherine starting** as well as actions you may complete **on her first day**? How do your responses comply with the quality standards from the National Quality Framework? You should identify at least five strategies.
- c. How will you develop a nurturing relationship with Katherine? Describe how you will ensure consistency of care routines and provide a rich environment for Katherine that will support her skill development? Use the information in the case study in your answer. You should identify at least five strategies.

Your answers need to include your actions/strategies and examples of your communication with Amanda and Katherine.

2. Providing healthy and culturally appropriate meals, snacks and drinks

- a) Below is the service menu for next week. Please adapt it to meet the needs of Katherine and Joel.
- b) Develop a second week's menu of the menu planning cycle according to the dietary guidelines, Nutrition Checklist for Long Day Care Menu Planning. Ensure the menu cycle provides a nutritious and balanced diet for all children including Joel and Katherine. **Include the solid foods that you will prepare for Katherine.**
- c) Complete a Nutrition Checklist for Long Day Care Menu Planning for the two week cycle. You will find a template to use for this checklist at the end of this assignment.
- d) Outline how the menu cycle complies with the Education and Care National Regulations and Quality Standards.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning tea	Breakfast biscuit with milk Orange segments	Toasted crumpet with fruit spread Fruit Smoothie	Toast and spread Fruit Milk	Raisin toast Fruit Milk	Toasted Muffin with cheese Fruit Milk
Lunch	Chicken Chow Mein Green beans Corn niblets Fruit yoghurt Water	Taco filled with Mince and cheese Fruit sponge pudding and Custard Water	Lentil and Ham Soup Crusty French bread Fruit Platter Water	Spinach and ham slice Fruit Platter Yoghurt Water	Oodles of Noodles with Chicken Beans and carrots Custard and fruit salad Water
Afternoon tea	Wholemeal fruit bread, spread and Milk	Ribbon sandwiches Milk	Pita bread, Vegetable sticks and Humus dip Milk	Pineapple and Ricotta dip served with Pita bread and apple slices Milk	Cream Cheese and Vegemite Sandwiches Milk
Tally Red meat White meat Vegetarian Iron Vegetable & Fruit Dairy Cereal etc.					

3. Providing support to families and children to promote healthy drinking and eating

- What impact will Joel's preference for sweet drinks and foods have on his dental and general health? Identify at least two impacts.
- How will you increase Joel's and Amanda's awareness of healthy foods and drinks? Describe at least two strategies you would use and include examples of communication or conversations you would have with both Amanda and Joel.
- Select two practices from the Australian Early Childhood Code of Ethics that guide you in determining your response to this situation.

4. Preparing Joel for going into hospital

List at least three ways to prepare Joel for his stay in hospital to reduce the stress and fear that he might be experiencing and help him to express his feelings. How will you encourage him to talk about his fears? What would you say to him?

5. Safe collection of children

Today, a lady arrives to pick up Katherine and Joel. You have never seen her before. She says her name is Pam, Joel and Katherine's grandmother, who has just arrived from Adelaide for a long weekend.

- a) Outline your response to Pam's request and the steps you will take to ensure the children get home safely.
- b) How does your response reflect the Education and Care National Regulation's requirement for the collection of children?

Assessment checklist

Case study

I have:

- ☐ Recorded responses to all parts of the five (5) questions as listed in the task.
- ☐ Attached the completed menu format including the two week menu planning checklist.
- ☐ Read the Learner Evidence Guide to ensure that I have provided satisfactory responses for all questions and tasks.



NUTRITION CHECKLIST

for Long Day Care Menu Planning



Use this checklist to plan each two-week cycle of your menu. The number of serves recommended is the minimum required to meet the nutritional needs of children in care when one main meal and two snacks are provided.

MAIN MEALS

BEEF/LAMB

- Lean red meat is included on the menu at least 4 times per fortnight ☐

CHICKEN/FISH/PORK/VEAL

- Lean white meat is included on the menu at least 3 times per fortnight ☐

VEGETARIAN MEALS

- A vegetarian meal is included on the menu at least 2 times per fortnight ☐
- Vegetarian meals are based on eggs, cheese, tofu or legumes ☐
- A fruit or vegetable high in vitamin C is served with the vegetarian meal ☐

Fruit and vegetables high in vitamin C



IRON-CONTAINING FOODS

- On each day that a white meat or vegetarian meal is served, at least 1 other iron containing food is included on the menu ☐

Other iron containing foods



VEGETABLES AND FRUIT

- The menu includes at least 2 'child size' serves of vegetables daily ☐
- The menu includes at least 1 'child size' serve of fruit daily ☐
- Fruit juice, if served, is diluted and limited to once per day ☐

**A variety of vegetables and fruit throughout the menu is important.*

DAIRY FOODS

- The menu includes 3 'child size' serves of dairy foods per day ☐

Each of the following is 1 serve:



1/2 cup (100ml) milk



1/2 small tub (1/3 cup) yoghurt



1 slice processed cheese or 20g block cheese



1/2 cup custard

**It is recommended that milk is offered at both morning and afternoon tea*

• Cream, sour cream and butter are not substitutes for milk, yoghurt and cheese

BREADS, CEREALS, RICE AND PASTA

- The menu includes at least 2 'child size' serves of bread, cereal, rice or pasta foods per day ☐
- High fibre varieties (eg multigrain, wholemeal, white high fibre) are included at least 4 times per fortnight ☐

Breads include:

Pita, lavash, Turkish, Lebanese, fruit bread, scones, finger buns etc

SNACKS

- Snacks are planned on the menu as part of the total day's intake of dairy foods per day ☐
- At each snack time a bread/cereal-based food appears on the menu ☐
- Vegetable or fruit is included if necessary to meet the recommended daily number of serves ☐

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NORTHERN SYDNEY
CENTRAL COAST
NEW HEALTH

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning tea					
Lunch					
Afternoon tea					
Tally Red meat White meat Vegetarian Iron Vegetable & Fruit Dairy Cereal etc.					

Two Week Menu Planning Checklist

Use this checklist to ensure that you have met all of the essential nutritional requirements in the two week menu plan that you have developed.

Serving type	Menu week one total number of serves	Menu week two total number of serves	Total number of serves for fortnight	Minimum number of servings for fortnight met
Red meat				<input type="checkbox"/>
White meat				<input type="checkbox"/>
Vegetarian				<input type="checkbox"/>
Iron				<input type="checkbox"/>
Vegetable & fruit				<input type="checkbox"/>
Dairy				<input type="checkbox"/>
Cereal etc.				<input type="checkbox"/>