

Children

[Family](#), [Children](#)



Child care questions Section 2/Child Care 1. What are your Statutory and policy requirements for identifying observing and reporting young people at risk of harm? - Observe - Report to supervisor - Report to child protection agency - The legislation may vary from state to state and centre to centre. 2. What ethical obligations do you have as stated in the NCAC's (National Childcare Accreditation System) QIAS (Quality Improvement and Accreditation System) principles, service/centre policy and procedures, service agreements, ECA (Early Childhood Australia) Code of Ethics, Child Care Regulations 2003? - Maintaining privacy and confidentiality Providing high quality care 3. What legal instructions do child care workers need to be aware of in order to work with? - Legislation - Custody orders 4. What does "duty of care" mean? Give an example of how you fulfil your duty of care responsibilities. - Awareness of your responsibilities and obligations that you have towards the children in your care Eg: 1. Give them food on time 2. Give medication 3. Provide safe environment 5. How does the service protect the confidentiality of the children and family information? - Files should be kept in a lockable locked cupboard - If computerised, computer is password protected Access to this information's restricted only to authorised staff 6. Identify and discuss the key requirements of the service/centre policies and legislations that relate to the performance of your work role and where/how to access same. - Privacy act - Code of ethics - Child care regulations - Duty of care - Child protection act - Record keeping - Anti Discrimination Act - Medical policy - Infection control policy - Medication policy 7. How do regulations relate to the health and safety of the children in your care? Can you describe some examples of areas of your work that are influenced by regulations, policies

and procedures? Child/ Adult ratio - Medication - Nappy change procedure - Hand washing procedure - First Aid Hygiene policy: - wash you hands - Children was their hands - Teeth brushing 8. What cleaning duties do you perform daily to ensure the health and safety of children? - Cleaning floor - Cleaning tables - Cleaning play area - Cleaning chairs - Cleaning toilet - Cleaning rubbish bins - Cleaning nappy change area - Cleaning sink/ was basin 9. What infection control measures do you perform to reduce risks? - Appropriate waste disposal - Wipes - Used gloves - Nappies - Foods that are left overs - Hygiene practise Hand washing - Disinfect nappy area - Immunisation - Exclusion policy - Wipe the body fluids, blood, vomit, etc 10. Tell me about fire safety messages you give the children at your service/centre. - Remain calm in case of fire and follow the instructions - Introduce them with fire alarm - Tell them how to evacuate the building in case of fire - Where to meet 11. What precautions and basic knowledge does all staff require at the service? - Should know evacuation plan - Location of first aid kit - How to replace smoke alarm - How to order service of smoke alarm - Behaviour that can contribute to an injury 2. What do you do to reduce hazard in the outdoor area? - Use hazards, identification check list - Adequate supervision -Communication13. What is appropriate supervision and how does it vary according to the age/stage of development? - Careful monitoring/observation- Younger children need constant supervision as compared to elder ones Eg: at toileting, 3 years old child needs supervision but for 12 years, you might have to stay outside. 14. What are the high risk areas/activities when caring for children? - Infant learning to eat solid food - Baby sleeping with bottle - Kitchen - Electrical shock SIDS (sudden infant

death syndrome) - Children learning to walk/balance - Meal time 15. What risk reduction practises are in place in your workplace? - Supervision when learning to eat solid food - Don't put them on bed with bottle - Don't allow them to go into kitchen - Cover electrical socket - SIDS (put the body in recommended position) - Safe storage of chemicals - Clean the floor 3. 1. What is N C A C NATIONAL CHILDCARE ACCREDITATION COUNCIL. 4. What is Q I A S? QUALITY IMPROVEMENT AND ACCREDITATION SYSTEM - Section 1 Organisational Requirements (Done) . Identify and discuss the key requirements of the service/centre policies and legislations that relate to the performance of your /how to access -Privacy Act work role and where -Code at ethics -child care regulations -Duty of care -Child protection act -Record keeping -Anti Discrimination act - Medical policy -Infection control policy Where Access is via staff room direction office from Internet 2. What does "Duty of care" mean? Give an example of how you fulfil your duty of care responsibilities? Awareness of responsibilities and obligation that u have to wards children in your care.

Examples: Positive learning environment Good quality food Provide safe environment Provide privacy Provide supervision What is the purpose of the Q I A S Provides a set of standards for quality childcare. 3. 2 How can the QIAS standards affect the daily routines at child care centre? It may be of help for you to give an example in your response. Basic response: you put the food on the table and continue to work around lunch tables High quality care: you put the food on the table and you sit with children and involve them in discussion - You follow dietary policy - You follow hygienic policy 4.

Outline the steps you would take if you suspect a child in child care centre is being abused. Where would you seek guidance from in this instance? Make a record of all symptoms, date, time and condition and talk to your supervisor. . talk to the child . give him/her assurance it will not be harmful . keep privacy and confidentiality. 5. How does a childcare centre protect the confidentiality of the children and families it cares for? • Make a file and put into lockable cupboard • If data computerised must be protected with password. • Access to this data should be restricted only to authorised staff. 6. What is ethical behaviour?

Tell me about an ethical dilemma you may face in the role of child care assistant. What would your thoughts and actions be in response to this dilemma? Ethical behaviour includes trustworthy, commitment, honesty and respect to one another, who use centre's services who come into contact. In order to respond effectively to dilemmas like these, you need to be given clear guidelines for your work; these guidelines are usually contained within the policy and procedures of your organisation. All workers should be introduced to these at their induction. 7. What procedure would be followed if a parent wished to make a complaint?

The parent would be advised to alert a senior staff to any concern. 8. Who is responsible for occupational health and safety in your work please? • Everybody in responsibility 9. Tell me about some of the OH & S responsibilities you have personally? • Complete all safety checks. • follow the hygiene policy • . follow infection control policy • any hazard you must report • incident reporting • provide positive learning environment • provide safe environment • provide supervision • provide nutritious foods • provide

privacy 10. Define a hazard and a risk and identify the difference between the two.

Give an example of each. A hazard is something with the potential to cause harm and risk is the likelihood that the harm will occur from exposure to the hazard. For example The hazard is wet-floor. The risk is the likelihood that someone might be fall down because of wet-floor and causes an accident.

11. What safety signs and displayed in your service and what they are meaning? • wet floor • Exit sign • First aid kit • . No smoke sign • . Nappy change procedure • . Evacuations plan • . S I D S • Hand washing produce

12. Hazard identification is the process of identifying sources of harm.

Related article: Describe How Your Own Behaviour Could Promote Effective Interactions

When do you consider it necessary to inspect the equipment, materials, resources and/or environment? • Before starting new activities • After you changes in the work environment • after any incident or accident • After repairs • During activists, outdoors games 13. In order to reduce hazards,

child care services carry out work place inspections. Some happen daily and others more infrequently- list all the safety checklists. - Indoor checklist - Outdoor checklist - Frist aid register - O H &S report - Cleaning roster 14.

What is the hierarchy of controlling risks? • Director • Manager/coordinator •

Room leader • Immediate supervisor 5. How do new staff members learn about OH&S in the work please? • Workplace orientation • Policy hard book • Staff meeting • Staff training • Emails • News letters 16. What are the

emergency evacuation procedure and the emergency lockdown procedure

for the service and how often are they practiced? • How to evacuate the building in case of any emergency • Emergency evacuation procedure have more than one meeting point • Emergency lock door are kept unobstructed.

- They should be practised every 3 months

17. Who is the designated person for reporting OH&S information to in the service and how may these reports be made? Employer • OH&S representative Report made by---

- Face to face
- Telephone
- Written format
- Specially designed report from Scenario 1

Your room leader often leaves you alone in the room with the children. There are more than twenty preschool aged children in the room. Why is this inappropriate? Does this action breach any regulations, service/centre policies or procedures- if so which ones? Who would you talk about this issue? Scenario 2 Three year old Sebastian wears nappies and has a fright on a change table outside your service.

His mother Miran has told you that Sebastian is very afraid of change tables and screams when required to use one. Miran would rather you use another area as she hopes to toilet train Sebastian soon and wants to build a more positive environment around toileting. How will you change Sebastian's nappies and still observe hygiene regulations, OH & S requirements and high quality care requirements? How does that method support Sebastian's emotional development? How does that method meet the needs of the parent? Scenario 3 When supervising the toddlers sleep time you forgot to check Sarah's record.

The result is that Sarah has slept for two hours. Sarah's parents have requested that she not be allowed to sleep longer than one hour while at the centre. What will you do? What would Sarah's parents be told/ How could you

ensure this does not happen again? Scenario 4 A staff member is sick and you have been asked to help in a room you do not usually work in. It is time for lunch and then the children will transition to sleep. It is important that the children's routine is familiar to them and all appropriate procedures occur. How do you determine what procedures should occur?

How would you ensure procedures happen in accordance with the Centres/Rooms routine? Who could you ask for support/advice? Scenario 5 Javier's father Raul has asked to look at another child's portfolio. Raul would like to compare Javier's progress with another child of the same age. Raul would like to see if other children draw as well as Javier can at this age. What do you do? What do you say to Raul? How could you provide Raul with Raul with relevant information? Scenario 6 The children are about to play outdoors and you notice there is a nail protruding from the wooden floor of the children's cubby house.

Describe the steps you would take upon noticing the nail. What would you do? Who would you inform? Scenario 7 Kay works in the babies' room at the centre. Mitchell is a new child in the room, starting his first week. Mitchell is 9 months old and an only child. Mitchell's mother Julie informs the staff that Mitchell is used to being cuddled and nursed all day by his father or grandma. Mitchell is at the centre from 9.00am till 1.00pm every day and screams whenever Kay puts him down. Kay gets a brief break if she rocks him to sleep in his pram. Mitchell will then sleep for 30mins.

You observe Kay looking very tired and frustrated. How can you support Kay? What advice would you give to Kay you reduce her stress and fatigue? What records could be documented to share this information with other staff and

<https://assignbuster.com/children/>

Mitchell's family? Scenario 8 P59-66/Scn (Done) 1. Erin has created an obstacle course for the preschool children at the service/centre. Erin has been asked by the director to adapt it for the school aged children that are arriving for after school hours care.

The playground area is quite large and there is extra outdoor equipment available. • What adaptations could Erin make in response to the different physical skills? • What key changes would you expect Erin to make when accommodating the two age groups? • What adaptations could Erin make in response to the different physical skills? Different physical skills of the children would to make sure there is running room for the children that like running around, lots of climbing obstacles, swings, trampolines, bikes, balls, skipping ropes, bats, etc. • What key changes would you expect Erin to make when accommodating the two age groups?

The key changes Erin would be expected to make would be making sure that all age appropriate toys are out for the different age groups, that the obstacle course is set to the certain age group such as hard for the older children and easy for the younger children. 2. Corey has just finished an art activity with his 10 preschool children. They have painted and constructed pirate ships and these are drying on the display rack. There is quite a mess to clean up and Corey decides the children can do this. Corey gets them some soapy water and sponges and they start work. • Why is this appropriate for this age group - socially and emotionally? What physical skills will the children practice and refine? • What is Corey's role in this clean up? • How could you implement this 'clean up' routine in the toddler room? • Why is this appropriate for this age group - socially and

emotionally? This is appropriate for this age group because it gives the children a chance to do something for themselves. They talk, work, how they feel with sponges feel, the water, and cleaning. All these make them self confidence. ? What physical skills will the children practice and refine? The children learn and practice and refine motor skills by using the cloth, textures, soapy water.

Her role is guiding children doing in the right way. Corey observes their physical skills and safety. ? What is Corey's role in this clean up? Corey's role in the children's clean up is to guide them in the right direction, suggest ways to make it easier on the children, supervise them making sure that they are doing the right thing and that they aren't throwing the water around or making an even bigger mess. ? How could you implement this 'clean up' routine in the toddler room? In the toddler room, by getting the children to wash down the tables before and after meals, after activities, and when needed. . Darcy has been asked to sit down and miss out on the dance game the children are about to engage in. Darcy is being excluded as he refused to stand next to Abby for dancing. Darcy said this is because 'Abby smells'. Darcy announced this in a loud voice to the whole group. When questioned later Darcy said he just wanted to stand next to Zach and didn't really think Abby smelled. • How would you handle this situation? • How might Abby be feeling? • What may Darcy be feeling? • As it happened publicly, do the other children have a right/need to know what happens? Will you say anything to Abby and/or Darcy's parents when they arrive? Why/why not? ? How would you handle this situation? I would make Darcy sit out of dancing, I would then tell him he did wrong and ask him to apologies to Abby. ? How

might Abby be feeling? Abby may be feeling like she is embarrassed by what Darcy said, she probably be upset and be angry. ? What may Darcy be feeling? Darcy may have realised what he did was wrong he probably feel very guilty and bad. ? As it happened publicly, do the other children have a right/need to know what happens? In my opinion the other children don't need to know what happened.

If a child asks about then I can explain. ? Will you say anything to Abby and/or Darcy's parents when they arrive? Why/why not? I would talk about it and it turned out it that he only said it because he didn't want to stand next to her 4. Rebecca would like to assist the pre-school children with improving their problem solving skills. The children have expressed an interest in changing the layout of the room's equipment. Rebecca suggests the children may like to design a new layout for the area themselves. The children are provided with the necessary resources in order to begin. As it is important that the children discuss their ideas, how would you support this conversation? • What support and resources can Rebecca provide to help the design decisions? • The area will need to be safe, how will this be communicated to the children? • What key safety issues will the children need to understand? ? As it is important that the children discuss their ideas, how would you support this conversation? I would support this conversation by having it with the whole group asking them their ideas. I would write on the board and the children would discuss their ideas and may come up with different ideas together. What support and resources can Rebecca provide to help the design decisions? Whiteboard, and marker, pictures of other rooms, home magazines, books and she would need support from other staff to help

with moving the equipments. ? The area will need to be safe, how will this be communicated to the children? I would explain to the children that it needs to be safe and to do it in a safer way. ? What key safety issues will the children need to understand? There is no dangerous area where they need to move. All power points not in use have to be covered. 5. Toby has been coming to the Centre for about six months.

He has just turned four. Toby is very quiet and seems to watch the other children play rather than join in. Toby is interested in cars and always goes to this area and plays alone or alongside other children. The carer has noticed that when Sam took a car from Toby he looked upset but did nothing about it. • How can you support Toby? • How could the room environment support him? • How could you encourage him to play with others? • What information could you gather about Toby? ? How can you support Toby? Asking him why he doesn't like playing with the other children, Encouraging him to join with other children. How could the room environment support him? By designing activities for two children at a time, and even make the activities about cars. This way you can place Toby and another shy child together to do the activity. ? How could you encourage him to play with others? You could encourage Toby to play with the other children by getting him to play with one child and slowly introduce him to other children, slowly with bigger groups of children each time. ? What information could you gather about Toby? Some information you can gather about Toby is asking his parents if he is shy around children at home, if his shy at home.

Find out if he has always been shy at child care or has it just started. 6. The babies and toddlers have been grouped together for the end of the day. You

have three two and half year old boys, a ten month old boy and a 14 month old girl. They are in a play area and their parents are not expected for another hour. • What activities/equipment would you set up for them? • What activities could they engage in together? • What safety issues would you need to be aware of? • What guidelines would you establish for the toddlers? • What activities/equipment would you set up for them?

You would setup equipment that's age appropriate for each child, making sure the older boys toys are out of reach for babies so maybe out the toddlers in one area of the room and the babies in the other. • What activities could they engage in together? Some activities they could engage together would be singing and reading together, drawing, painting. • What safety issues would you need to be aware of? The safety issues that you need to be aware of are that the babies may go over to the toddlers toys and swallow something, the toddlers could break a baby toy. • What guidelines would you establish for the toddlers?

The guidelines that I would establish for the toddlers is that they need to behave, not to play with the babies toys, and to make sure you don't leave your toys out in the way of the babies. Section 4 Electives Provide care for babies 1. The term baby or infant is used in early childhood when describing a particular group of children. How would you define a baby/infant? • Baby or child up to 2 years is called baby/infant 2. Babies communicate most effectively through crying. This crying can have many meaning. • Hungry • Sick • Tired • Frustration • Discomfort 3.

Baby /infants can also use non-verbal communication methods, describe some of these. Communication methods-- • Eye contact • Response to an
<https://assignbuster.com/children/>

interesting activity • Appear with draw • Smile 4. Adults can communicate with babies in a variety of ways what are some of these? • Talking • Singing • Smiling • Eye contact • Gentle bouncing 5. Baby /infant may be distressed when they first arrive at the service/centre. What signs may indicate this stress? • Crying • No eating food • Child quite • No talking 6. What are some of the methods used to settle babies/infants into the care environment? • Give them toy • Cuddles Introduce to another child • Listening and respond 7. Babies have many individual routines. What are some of the most common routines? • Age to commence toilet training • Eating food with finger • Special toys 7. Babies have many individual routines and rituals which will be linked to their families/cultural experiences. Tell me some you are familiar with or aware of. • Eating food with finger • Special toys • Age to commence toilet training • Special plays 9. It is important that the service/centre care reflect home practices closely but this not always possible. What licensing regulations may impact on babies care? Child /adult ratio • Supervision of sleeping babies • Babies are not left unattended in the toilet • Cannot put a baby on bed with bottle 10. Babies /infants require close supervision. This requires continuous contact even the babies are sleeping. How do you achieve this? • By putting with in physical reach. • In your side • Viewing through glass window • Maintaining sleeping record 11. What potential (high) risks do babies/infants face whilst in a care setting? • Infant learning to eat soiled food. • Baby sleeping with bottle • Kitchen • Electrical socket • S I D S • Children learning to walk • Meal time 12.

Centres have many risk reduction strategies. What are some of the strategies you are familiar with? • Supervision when learning to eat solid

food. • Don't put them on bed with bottle. • Don not allows them to go into kitchen. • Cover electrical socket • S I D S • Safe storage of chemicals • Clean the floor 13. How do you support babies rest / sleep routines. • Make sure baby is not hurry before sleep • Adjust the room temperature • Adjust ventilation • Nappy change before sleeping • Adjust noise , provide soothingmusic14. It is important for babies /infants be encouraged to practice hygiene from an early age.

How can this be achieved? • Wash hand before and after food • Wash hand after toileting • Bruising teeth • Wiping the nose • Rinsing mouth • Toileting how to wipe 15. Outline the keys nutrition issues relevant to this age. Needs • Nutritious food • Balanced food • Meal pattern oven a day • Introduce solids Risks • Poor development 16. How is a baby's bottle prepared for use? • Wash your hands sterilise the bottle • Make the bottle according to formula • Don't put the prepare bottle in the microwave. 17. What policies and procedures do the service/centre that directly relate to infection control? • Wash your hand Disinfect nappy changing area • Clean the toys • Clean the tables and chairs 18. What procedures do you carry out to prevent the spread of infection? • Appropriate waste disposal • Wipes • Used gloves • Nappies • Food that's left over • Hygiene practise hand washing • Disinfect nappy area • Wipe the baby fluids, blood, vomit, etc. 19. When babies are unwell, it may be necessary to administer medication. Outline your service/centre procedure and describe how it meets licensing regulations. • Parents must record medication in the medication book • Medicines should be stored according to the instruction on the label Parents give authority to give medication with dose to given time 20. Outline the steps you would take

with you suspected a baby/infant in the service was being abused? Step 1: - Listen. Do not prompt the child Step 2: - Document immediately Step 3: - Do not judge. Do not make any promises... - Talk to child - Talk to parents Ask guidance from Coordinator. Scenario Section 3 In planning activities for group of children what information will you gather? - Interests - Gender - Movement skill - Needs and requirements 3-5 year olds - Interests - Movement skill - Abilities - Understanding - Social interaction 6-12 year olds Interests - Understanding - Needs - Abilities - Social interaction 1. How can you gather information about children's needs and interests? - By observation - Ask the parents - Ask the child - Ask the other children in the group - Ask the other staff - Checking the environment 2. Children develop across a range of development areas, list these and give a simple definition and/or example of each area. - Physical development : - How we move our body - Cognitive development: - How we think - Social development: - how we interact - Emotional development: - how we feel - Language development: - how we express 2.

Over the period from birth to 12 years children develop a range of skills across each area of development describe typical development for each area. You may find it helpful to group your information by stages of development. Baby and infant: -physical development language development. Social development 3-5years: -physical development, social development, emotional development 5. years: - physical, social, language, cognitive and emotional development 2. What are the physical development skills? Running - Walking - Jumping 1. What are the fundamental movement and gross motor skills? Fundamental movement skill:

Walking, running, jumping, kicking, throwing, balancing Gross motor skills: - activities that involve use of muscle.

2. What aspects of poor early childhood development can impact on children's development? - Poor diet - Lack of care - Sickness - Inheritance - Lack of play - Lack of interaction

2. What long term impacts can aspects of poor early childhood development? - Lack of confidence - Depression-Anxiety- Suicidal attempt - Criminal behaviour - Diseases - Poor social skills

10. What factors may impact on your ability to provide experiences that would support the development of children? Child's medical condition • Personality • Education status of parents • Financial resources • Purpose of your center • Child / adult ratio • Single parents

11. What activities could you plan to support the social development of children? • Group play • Meeting • Setting up venue • walk • traveling with group

12. When working with groups of children we are inevitably working with lots of individuals and children rarely share common needs and interests. What background differences do we need to be aware of when working with groups of children? • Cultural background • Interests • Social context Communication style • Abilities

13. What types of social interaction can be planned for babies and infants? • Singing • Talking in a group • Eye contact • Adult responding to baby crying • Respond signal

14. What types of social interaction can be planned for children age 2-12 years? • Traveling • Group play • Setting up environment • Meeting • Discussion • One to one play

16. How do you encourage children to express themselves? • Given enough time to express • Do not interrupt • Make eye contact Give attention

20. What are the stages of play? • Unoccupied play • On looked play • Parallel play Associate play • Cooperative play

24. How can you promote positive

behaviour? • Encouragement • Rewards • Smile • Appreciation • Physical contact e. g. hugging • Attention

25. How can we gather information from children about their like and dislikes, how do we consult children and what methods can we use? • Ask the children • Observe the children • Use suggestion box's survey • Discussion • Meeting • Ask the parents

26. How do you determine the sleep /rest need of children in your care? • When child tired • Rubbing • Crying • Family routine • Child sleeping records • Child preferences

7. What hygiene practices are children supported encouraged participating in? • Wash your hand before and after food • wash hand after toileting • brushing teeth • wiping the nose • rinsing mouth

32. How do you ensure you meet the nutritional needs of the children in your care? • By following food policy • Educate parents • Discusses with children

SECTION 4

2. What is the management structure of your service? List the management roles and who fills these positions. • Director • Manager • Supervisor • Room leader • Child care worker

3. Where are the policies kept in your service?

Can u tell me about the policies and procedures that relate most directly to procedures that relate most directly to the work you do within the service? • Child protection policy • Medication policy • Hygiene policy • First aid policy • Duty of care • Occupational health and safety policy • Privacy policy

Should be kept in the director's office or the manager office

4. How do you contribute to the policies and procedures of your service? Written feedback Meeting Conversations Participation in committees

5. How can you contact your manager? • By phone • By email

6. How do you share work related information with other staff? Staff meeting • Email • Put on the notice board

7. What are your duties while you are at work? What are your main areas of

responsibility? • Implementation of care routines Main areas responsibilities is • Planning activities • Setting up environment 8. How do you know what do each day and how to complete the tasks you are assigned? • Follow the instruction by room leader or supervisor • By follow the policy and procedure 9. What resources do you need to carry out your duties? Who do you notify when resources are low? What do you do if they run out? • Clearing stuff • Nappies • Toys • First aid supplies • Stationery *If they are low: inform your supervisor by using a check list. *If they run out: - Try to use alternatives and report to supervisor. 10. What are the key issues that support the work team functioning at its best? • Help each other • Respect other ideas • Respect the cultural • Communication • Respect the pole responsibilities • Report the conflict 11. What do you do if a conflict arises between you and another staff member? • Report conflict to your Childcare/2012 Section 1 16. Identify and discuss the key requirements of the service/centre policies and legislations that relate to the performance of your work role and where/how to access same. Privacy act - Code of ethics - Child care regulations - Duty of care - Child protection act - Record keeping - Anti Discrimination Act - Medical policy - Infection control policy Medication policy 17. What does “ duty of care” mean? Give an example of how you fulfil your duty of care responsibilities. - Awareness of your responsibilities and obligations that you have towards the children in your care Eg: 1. Give them quality food on time 2. Give medication 3. Provide safe environment 4. provide privacy 5. provide learning environment 6. provide supervision 3. 1. What is the purpose of the Q I A S

Provides a set of standards for quality childcare. 3. 2 How can the QIAS standards affect the daily routines at child care centre? It may be of help for you to give an example in your response. Basic response: you put the food on the table and continue to work around lunch tables High quality care: you put the food on the table and you sit with children and involve them in discussion You follow dietary policy You follow hygienic police 4. Outline the steps you would take if you suspect a child in a child care centre is being abused. Where/who would you seek guidance from in this instance?

Make a record and talk to you supervision . talk to the child . give him/her assurance it will not be harmful . keep privacy and confidentiality. 5. How does a childcare centre protect the confidentiality of the children and families it cares for? • Make a file put into lock able cupboard • If data computerised must be protected with password. • Access to this data should be restricted only to authorised staff. 6. What is ethical behaviour? Tell me about an ethical dilemma you may face in the role of child care assistant. What would your thoughts and actions be in response to this dilemma? 7.

What procedure would be followed if a parent wished to make a complaint? Child. 3. Scinario Q30/56 Relevant life skills related to their physical needs will vary with the child's age/stage of development. : For babies and infants: • Exploring, eating and feeding skills For toddlers: • Toileting • Eating independently • Care of own possessions • Sun safety practices For 3 to 5 year olds: • Nutrition • Meal time • Dressing and undressing • Selecting clothes to wear • Washing hands • Bathing • Putting away bedding For 6 to 12 year olds: • care of own possessions Preparing snacks and drinks • Care of own health and physical needs • Basic cooking • Prioritizing • Nutritional

needs Adjusting the environment for children's rest may include adjustments to:

- Level of noise
- Light, temperature and ventilation

Personal hygiene may include:

- Hand washing
- Toileting
- Blowing nose
- Brushing teeth/rinsing mouth after meal

Hygiene practices taught may vary with child's age, and may include:

- Flushing toilet paper after use
- Discarding tissues in bin after use
- Washing hands before eating, after toileting
- Cleaning teeth or rinsing mouth after eating

Different family and cultural practices which may be relevant to hygiene include:

- Age to commence toilet training
- Eating food with utensils or fingers
- Hair care practices

For children with a physical or developmental disability: A hygiene plan is developed according to the needs of the child

For clothing, weather conditions that may need to be considered are:

- Heat
- Cold
- Rain

Preparation of food in hygienic manner will be according to:

- Appropriate regulatory requirements relating to food handling and hygiene
- Alternative methods of cooling food and drink may need to be developed in remote or isolated areas (eg.

Hessian cooling bag) Appropriate washing and drying of utensils and crockery and cutlery may include via:

- Hand washing in hot, soapy water
- Dishwashing

Organisational procedures for food preparation may include:

- Use of gloves when handling some foods
- Procedures for supervision

Relevant life skills related to their physical needs will vary with the child's age/stage of development. :

For babies and infants:

- Exploring, eating and feeding skills

For toddlers:

- Toileting
- Eating independently
- Care of own possessions
- Preparing drinks
- Sun safety practices

For 3 to 5 year olds:

- Nutrition
- Meal time
- Dressing and undressing
- Selecting clothes to wear

Fastening shoes • Washing hands • Who to turn to for assistance • Bathing • Doing up/undoing shoes • Putting away bedding • Making choices

For 6 to 12 year olds:

- Responsible for care of own possessions
- Knowing when to act and when to wait
- Decisions regarding use of pocket money on excursions, within parental guidelines and limits
- Who to turn to for assistance and advice
- Preparing snacks and drinks
- Care of own health and physical needs
- Basic cooking
- Relaxation
- Stress management
- Time management
- Prioritising
- Nutritional needs

Ways of fostering the development of self help skills will vary according to the age of the child -

For infants:

- Encourage responding to matching while dressing/undressing eg. Arm to sleeve
- Through care routines and daily experiences

For toddlers:

- Provide sufficient time eg. Undressing before rest
- Encourage efforts
- Children may choose from a range of clothes
- Give support when necessary

For 3 to 5 year old children:

- Provide opportunities for children to learn to fasten their shoes

Store clothes so that they are accessible to children • Personal belongings are stored accessibly

For 5 to 12 year old children:

- Explanation
- Demonstration
- Debate and discussion
- Jointly participating in task
- Use of written instructions

Explanations of nutritional needs will vary according to the age of the child -

For the older child explanations may include:

- Healthy eating patterns
- Body image
- Anorexia
- "Diets"
- Menstruation
- Sexual development

Understanding of physical needs may be promoted through:

- Discussions
- Demonstrations
- Pamphlets
- Guest speakers

A child may display their distress by:

- Withdrawal
- Aggressive behaviour
- Tears

Behaviour which is out of character for an individual child may be:

- Quiet

behaviour in a boisterous child • Noisy behaviour in quiet child Routines to minimise distress at separation of parent and child may include:

- Opportunities for a relaxed and unhurried separation of parent and child
- Repeated prior visits to the service prior to parent's departure
- Routine of short separation times prior to lengthy separations
- Comfortable chairs where parents can relax with child prior to departure

Response to a distressed child may be by:

- Physical comfort
- Sitting and listening
- Talking through a problem
- Giving child their comforter eg. Dummy, toy

Distraction Children's emotional needs may be due to:

- School problems
- Changes in family circumstances
- Accidents that may occur during care
- New to child care, separation from familiar people and places
- Family relationships
- Interactions with other children
- Major changes in child's life eg. Migration, losses
- Death of a pet
- Loss of special toy
- Ill health
- Embarrassing events that occur during time in care or just prior

Children may be involved in decisions about:

- The layout of equipment
- Routines
- Choice of activities

Changes may include:

- Change of countries
- New children/workers starting in the service
- Children/workers leaving the service
- Visitors
- Students

SAC-5 To establish positive and productive relationships with families. A competent professional: Maintains an open, friendly and cooperative relationship with each child's family encouraging their involvement in the program and supporting the child's relationship with his or her family. Respects the varieties of families and maintains unbiased relationships with all families served.

Uses program guidelines for referral of families in crisis. Questions: 1. How do you determine the sleep/rest needs of children in your care? This some

signs that children may be tired could be. rubbing eyes, yawning, getting upset and crying, being irritable showing signs of excess energy. 2. What hygiene practices are children supported/encouraged to participate in? washing of hands, helping clean up toys and activities, washing their own bowls cups etc after they have eaten (for older ages) [pic] 3. How can cultural practices affect routines of care? This question assesses CHCCN302A EI 1 (all), CHCCN305A EI 1. , EI 2 (all) EI 2. 3, EI 3. 5 some kids may not have routine at home that where we all need to step in and teach the child if there parents feed them mouth full by mouthfull they may not want or like to try and eat by themselves so that where we need to meet in the " middle" 4. How do you ensure you meet the nutritional needs of the children in your care? his question assesses CHCCN302A EI 1. 6, EI 2. 1, 2. 4, CHCCN305A EI 1. 2, 1. 3, 1. 4 most child care centres have a chef that will be fully qualified and will no whats right to give the children and whats not so good to give them. . How do you minimise separation anxiety for both parents and children? This question assesses CHCCN302A EI 5 (all), CHCCN305A EI 3 (all) make dropping off time as joyably as you can approach the parent and child as they come in to the room and have a conversation with the parent so then tthe child knows it is safe to let go and play also if a child has a hard time leaving their parent more than once maybe a favourite activty set up would also be a good idea or a special toy it all depends on the child themselves [pic]

Q29/56 Why is it important to create a strong link between home and the service/centre? It is important because it makes family relationship and easy link for children from home to care so they do not feel upset. It helps to

smoothly running the services for them. [pic] 7. It is important to encourage independence and support children's development of self help skills. What are the age/stage appropriate expectations for children 2-12 years? This question assesses CHCCN302A EI 1 (all), EI 3 (all), CHCCN305A EI 1 (all) . How can you foster and support the development of self help skills across the range of ages/stages? This question assesses CHCCN302A EI 1 (all), EI 2 (all), EI 3 (all), CHCCN305A EI 1 (all if they ask them to help you do it and if they keep asking and saying they cant tell them that they have to learn things for themselves try different was for different age groups Q18/51 How will you vary creative and challenging experiences for each age/stage of