

<b>Title</b>	<b>Demonstrate knowledge of the basic needs and nutrition that support young children’s holistic wellbeing and development</b>		
<b>Level</b>	<b>2</b>	<b>Credits</b>	<b>4</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to: describe the basic needs of young children; and demonstrate knowledge of age-related food requirements relevant to healthy eating for young children.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Learning and Care (Level 2) [Ref: 2848].</p> <p>This unit standard is an introduction to early childhood learning and life skills. It is designed for people who care for young children in parenting roles, or as support for carers of infants, toddlers and/or young children in a supervised environment.</p>
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<b>Classification</b>	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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<b>Available grade</b>	Achieved
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<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	Unit 29853, <i>Demonstrate knowledge of health issues and services available to protect and enhance the wellbeing of young children</i> ; and Unit 29857, <i>Describe patterns of development and learning for young children</i> .

**Explanatory notes**

- 1 All activities associated with this unit standard must accommodate differing cultural attitudes and approaches to parenting styles, child rearing practices and care of children.
- 2 All people concerned with the teaching/learning and assessment relating to this unit standard must be aware of, and respect, any issues of privacy and confidentiality. Such issues must be treated sensitively, recognising that there may be personal information and some subjective judgement involved.

## 3 Definitions

*Environmental influences* refer to socio-economic, legal, physical and/or geographic, cultural including whānau/families.

*Four major food groups* refer to those defined in the Ministry of Health's food and nutrition guidelines – vegetables and fruit; breads and cereals; milk and milk products (or suitable alternatives); lean meat, poultry, seafood, eggs, legumes, nuts and seeds.

*Holistic wellbeing* refers to a child's physical, social, spiritual, mental and emotional state, with a focus on the child as a whole and not just the individual parts.

*Whānau/families* may be parents, guardians, or members of the extended family who have an interest in the child.

*Young children* in this standard refers to an infant, toddler or young child from birth to school entry age. There are three overlapping 'broad age groups' for children as defined in *Te Whāriki* as:

infant – birth to 18 months;

toddler – one year to three years;

young child – two and a half years to school entry age.

## 4 Legislation and Conventions include but are not limited to:

Care of Children Act 2004

Food Act 2014

Human Rights Act 1993

United Nations Convention on the Rights of the Child (UNCRC) 1989

Vulnerable Children Act 2014

and subsequent amendments.

## 5 References

*Food and Nutrition Guidelines for Healthy Infants and Toddlers (Aged 0-2): (4th ed)*. (Wellington: Ministry of Health, 2008); available at

<http://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-infants-and-toddlers-aged-0-2-background-paper-partially>.

*Food and Nutrition Guidelines for Healthy Children and Young People (Aged 2-18 years): (Wellington: Ministry of Health, 1997 – partially revised February 2015)*

available at <http://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>.

*Food Safety - Resources*, Ministry for Primary Industries, available at

<http://www.mpi.govt.nz/food-safety/food-act-2014/resources/>.

HealthEd, *Eating for Healthy Babies and Toddlers/Ngā kai tōtika mō te hunga*

*kōhungahunga*, available at <https://www.healthed.govt.nz/resource/eating-healthy-babies-and-toddlersng%C4%81-kai-t%C5%8Dtika-m%C5%8D-te-hunga-k%C5%8Dhungahunga>.

HealthEd, *Eating for Healthy Children aged 2 to 12/Ngā Kai Tōtika mō te Hunga*

*Kōhungahunga*; available at <https://www.healthed.govt.nz/resource/eating-healthy-children-aged-2-12ng%C4%81-kai-t%C5%8Dtika-m%C5%8D-te-hunga-k%C5%8Dhungahunga>.

Strategies with Kids – Information for Parents (SKIP), *Tips for Parents* available at

<https://whanau.skip.org.nz/>.

*Te Whāriki: He Whāriki Mātauranga mō ngā Mokopuna o Aotearoa. Early Childhood Curriculum* (Wellington, Learning Media); available at

<http://www.education.govt.nz/early-childhood/teaching-and-learning/ece-curriculum>.

*You and your child*, Plunket, available at <http://www.plunket.org.nz/your-child/>.

*Children need 6 things to grow into happy capable adults*, Strategies with kids – information for parents (S.K.I.P.), available at <http://whanau.skip.org.nz/childrens-needs/>.

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## Outcomes and evidence requirements

### Outcome 1

Describe the basic needs of young children and associated impacts.

#### Evidence requirements

- 1.1 Basic needs of young children are described in terms of their impact on the health and holistic wellbeing of children.
- Range basic needs include but are not limited to – nurturing, clothing, nutrition, sleep, shelter, bathing, cleanliness; evidence for infant, toddler, young child.
- 1.2 Basic needs of young children are described in terms of how they may impact on learning and development of children.
- Range basic needs include but are not limited to – nurturing, clothing, nutrition, sleep, shelter, bathing, cleanliness; evidence is for young children as a whole group or on a continuum; each of the age categories is not intended to be assessed individually for each basic need.
- 1.3 Environmental influences are described in terms of their impact on the provision of basic needs for young children.
- Range evidence of three environmental influences; evidence is for young children as a whole group or on a continuum; each of the age categories is not intended to be assessed individually.

### Outcome 2

Demonstrate knowledge of age-related food requirements relevant to healthy eating for young children.

#### Evidence requirements

- 2.1 Nutritious foods and liquids suitable for healthy eating for young children are identified in accordance with the Ministry of Health's food and nutrition guidelines.
- Range evidence for infant, toddler; evidence of two foods from each of the four major food groups; evidence of recommended and not recommended liquids.

- 2.2 Age-related food requirements for young children are compared in terms of preparation, serving size, and nutritional requirements, and in accordance with the Ministry of Health's food and nutrition guidelines.

Range evidence for infant, toddler, young child;  
evidence of three foods.

<b>Replacement information</b>	This unit standard and unit standard 29866 replaced unit standard 10021 and unit standard 26712.
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<b>Planned review date</b>	31 December 2021
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0135
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

#### Comments on this unit standard

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.