

Title	Provide a safe environment to protect and support the holistic wellbeing and care of mokopuna/children in an ECE service		
Level	4	Credits	5

Purpose	<p>People credited with this unit standard are able to: describe regulatory requirements that inform the provision of a safe and hygienic environment to protect and support the holistic wellbeing, safety, health and care of mokopuna/children in an ECE service; implement and evaluate practices that minimise the risk of harm and enhance mokopuna/children's holistic wellbeing, safety and health in an ECE service; and implement and evaluate care practices that minimise harm and enhance mokopuna/children's holistic wellbeing in an ECE service.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850].</p> <p>This unit standard is an introduction to education and care of children in an ECE service. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in ECE.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Educational Theory and Practice
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Available grade	Achieved
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Guidance Information

- 1 Recommended skills and knowledge:
Unit 32988, *Describe and demonstrate basic care needs and practices for young mokopuna/children*, and Unit 10019, *Describe and contribute to safe practices and a safe environment for mokopuna/children in an early childhood setting*, or demonstrate equivalent knowledge and skills.
- 2 Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector. Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through providing a safe environment to protect and support the holistic wellbeing and care of mokopuna/children in an ECE service.

- 3 Learners may refer to relevant holistic and culturally inclusive models such as Te Whare Tapa Wha, Te Wheke, Fonofale, Maslow's Hierarchy of Needs.
- 4 Definitions
Children refers to the three broad overlapping age ranges for mokopuna/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.
 For this standard, the intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.
 An *Early Childhood Education (ECE) service* refers to a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.
Educator may be persons and groups including teachers, kaiako, supervisors, coordinators, whānau/families, and nannies who are involved in the learning and development of children.
 A *hazard* is a risk that may result in a health and safety issue. Hazards may occur indoors, outdoors, on excursions, in play areas, with resources, and with equipment.
- 5 Legislation and regulations include but are not limited to:
 Care of Children Act 2004
 Children's Act 2014
 Civil Defence Emergency Management Act 2002
 Education and Training Act 2020
 Education (Early Childhood Services) Regulations 2008
 Food Act 2014
 Harmful Digital Communications Act 2015
 Health and Safety at Work Act 2015
 Health (Immunisation) Regulations 1995
 Privacy Act 2020
 United Nations Convention on the Rights of the Child (UNCRC), 1989 and subsequent amendments.
- 6 Licensing criteria for ECE services
 The regulatory framework for ECE includes the relevant certification or licensing criteria for the different types of ECE service (e.g. playgroups, centre-based, home-based, hospital-based, ngā kōhanga reo), which are available from the Ministry of Education at <https://www.education.govt.nz/early-childhood/licensing-and-regulations/the-regulatory-framework-for-ece/licensing-criteria/>.
- 7 References
 Health Navigator New Zealand, *Food guidelines for kids at EC centres*, available at <https://www.healthnavigator.org.nz/healthy-living/f/food-guidelines-for-kids-at-ece-centres/>.
 Kids Health, *Keeping kids healthy*; available at <https://www.kidshealth.org.nz/taxonomy/term/602/descendants>.
 Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at <http://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

Ministry of Health, *Healthy Living - Stop the spread of disease*, available at <http://www.health.govt.nz/your-health/healthy-living/>.

Ministry of Health, *Reducing food-related choking or babies and young children at early learning services*, available at <https://www.health.govt.nz/publication/reducing-food-related-choking-babies-and-young-children-early-learning-services>.

Ministry of Health, *Well Child - Tamariki Ora services*, Wellington 2006 and subsequent changes; available at <http://www.health.govt.nz/our-work/life-stages/child-health/well-child-tamariki-ora-services>.

New Zealand Police, *Keep our children safe*, available at <https://www.police.govt.nz/advice/personal-community/keeping-safe/children-safe>.

Oranga Tamariki - Ministry for Children, *Working with Children*, available at <https://www.orangatamariki.govt.nz/working-with-children/>.

Plunket - Whānau āwhina, *Caring for your child – Safety*; available at <https://www.plunket.org.nz/caring-for-your-child/>.

Starship, *SafeKids Aotearoa, resources on burns, falls, poisoning, water safety etc*, available at <https://www.starship.org.nz/safekids/>.

Strategies with Kids – Information for Parents (SKIP), *Tips for parents*; available at <https://whanau.skip.org.nz/>.

Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa, (2017)*; available at <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.

Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility – Examples in Practice, 2017*; and other resources; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/#examples>.

Outcomes and performance criteria

Outcome 1

Describe regulatory requirements that inform the provision of a safe and hygienic environment to protect and support the holistic wellbeing, safety, health and care of mokopuna/children in an ECE service.

Performance criteria

1.1 Regulatory requirements that inform the provision of a safe environment for mokopuna/children in an ECE service are described.

Range safe environment includes but is not limited to – indoor and outdoor premises and facilities; transition area; sleep area; sanitary facilities; food preparation; excursions.

1.2 Regulatory requirements that inform the provision of a hygienic environment for mokopuna/children in an ECE service are described.

Range hygienic environment includes but is not limited to – indoor and outdoor premises and facilities; sleep area; sanitary facilities; food and drink.

1.3 Practices and procedures for minimising hazards are described in relation to providing a safe and hygienic environment.

Range includes but is not limited to – visual and auditory scanning; monitoring high risk areas; positioning; checking systems.

1.4 Regulations, policies and procedures for planning for and responding to emergencies are described in terms of current ECE practice.

Range includes but is not limited to – Emergency Plan and emergency drills for use in a range of emergency circumstances; evidence of at least two emergency procedures.

Outcome 2

Implement and evaluate practices that minimise the risk of harm and enhance mokopuna/children's holistic wellbeing, safety and health in an ECE service.

Performance criteria

2.1 Checking systems to provide a safe environment in accordance with current ECE practice are implemented and evaluated.

2.2 Safe practices that minimise the risk of harm and provide and maintain a safe environment in accordance with current ECE practice are implemented and evaluated.

Range safe practices include but are not limited to – visual and auditory scanning, monitoring high risk areas, positioning.

2.3 Environmental hygiene practices to minimise the risk of harm and provide and maintain a safe environment are implemented and evaluated.

Range evidence of two hygiene practices.

Outcome 3

Implement and evaluate care practices that minimise risk of harm and enhance mokopuna/children's holistic wellbeing in an ECE service.

Performance criteria

3.1 Care practices are implemented that minimise harm, are culturally responsive, and enhance mokopuna/children's holistic wellbeing in an ECE service.

Range care practices include but are not limited to – feeding (preparation, handling and consumption of food), sleeping, cleanliness and bathing, nappy changing and/or toileting.

3.2 Areas for development in provision of care are identified through evaluation of own care and safety practices in an ECE service.

Planned review date	31 December 2026
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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	31 December 2024
Review	2	24 February 2022	N/A

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

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.