Title: Contribute to providing an early childhood environment that enhances the health, wellbeing, care and safety of children

Level: 4

Credits: 7

Purpose:
People credited with this unit standard are able to: demonstrate knowledge of ways to provide an inclusive ECE environment that enhances children's holistic health, wellbeing, care and safety; implement and evaluate practices that minimise harm and enhance children's holistic health, wellbeing, care and safety in an ECE service.

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].

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.

Classification: Early Childhood Education and Care > Early Childhood: Educational Theory and Practice

Available grade: Achieved

Entry information

Recommended skills and knowledge:
Unit 29854, *Describe personal and environmental hygiene and safety practices for the care of young children*; Unit 10019, *Describe and contribute to safe practices and a safe environment for children in an ECE service*.

Explanatory notes:
1. Candidates 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.
2 *Children* refers to the three ‘broad age categories’ as defined in *Te Whāriki* for children. These are overlapping age categories and are defined 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.

3 **Definitions**

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, 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. *Models of health and wellbeing* refers to holistic and culturally inclusive models such as Whare Tapa Wha, Te Wheke, Fonofale, Maslow’s Hierarchy of Needs.

4 **Legislation and regulations** include but are not limited to:
- Care of Children Act 2004
- Civil Defence Emergency Management Act 2002
- Education Act 1989
- 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
- Vulnerable Children Act 2014
- and subsequent amendments.

5 **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 [http://www.education.govt.nz/early-childhood/running-an-ece-service/the-regulatory-framework-for-ece/licensing-criteria/](http://www.education.govt.nz/early-childhood/running-an-ece-service/the-regulatory-framework-for-ece/licensing-criteria/).

6 **References**


*Education Council New Zealand,* *Practising Teacher Criteria*; available at [https://educationcouncil.org.nz/content/practising-teacher-criteria](https://educationcouncil.org.nz/content/practising-teacher-criteria).


### Outcomes and evidence requirements

#### Outcome 1

Demonstrate knowledge of ways to provide an inclusive ECE environment that enhances children's holistic health, wellbeing, care and safety.

**Evidence requirements**

1.1 Holistic and culturally inclusive models of health and wellbeing are described in terms of philosophies and key features.

1.2 ECE environment is described in terms of how it enhances children's holistic health, wellbeing, care and safety.

Range includes but is not limited to – indoor and outdoor physical environment; risk and hazard management; interpersonal environment; emergency planning; safe supervision techniques; care practices.

1.3 ECE environment is described in terms of inclusive practice that promotes children’s holistic health, wellbeing, care and safety.

Range includes - nutrition; hygiene; physical, emotional, and cultural safety; special needs.

#### Outcome 2

Implement and evaluate practices that minimise harm and enhance children’s holistic health, wellbeing, care and safety in an ECE service.
Evidence requirements

2.1 Care practices are implemented that minimise harm and enhance children’s holistic health, safety and wellbeing in an ECE service.

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

2.2 Safe practices that minimise harm and enhance children’s holistic health, safety and wellbeing in an ECE service are implemented and evaluated in terms of their effectiveness and cultural safety.

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

2.3 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 2021

Status information and last date for assessment for superseded versions

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Consent and Moderation Requirements (CMR) reference 0135


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 (CMRs). 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 if you wish to suggest changes to the content of this unit standard.