Certificate III in Children’s Services

21867A

OpenColleges

Written assessments
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Assessment task 001: Legislation 1

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCS400B Work within a legal and ethical framework

Element 1. Demonstrate an understanding of legislation and common law relevant to work role

This task assesses essential knowledge

In each State/Territory out-of-home care services for children prior to legal school age must comply with a range of legislative requirements.

Match the 'Legislation & guidelines' to the correct number 'Description/Obligation'.

Go to pp. 31-35 of your text. Go to Readings:


- Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3)

Go to Website: Australian Children’s Education and Care Quality Authority http://www.acecqa.gov.au/

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>LEGISLATION &amp; GUIDELINES</th>
<th>DESCRIPTION/OBLIGATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Education and Care Services National Regulation, 2011</td>
<td>Requirement to notify health authorities of contagious outbreaks and immunisation records; exclusion of unimmunised children during an immunisable disease outbreak.</td>
</tr>
<tr>
<td>5.</td>
<td>The Early Childhood Inc. “Code of Ethics”</td>
<td>In order to protect children, the employer has the responsibility to screen all prospective employees according to this Act.</td>
</tr>
<tr>
<td>6.</td>
<td>National Quality Standards</td>
<td>Children are human beings with rights of their own.</td>
</tr>
<tr>
<td>7.</td>
<td>Occupational Health &amp; Safety legislation</td>
<td>They ensure there is no discrimination in employment opportunities and in the workplace: gender, physical or intellectual disability, religion, marital status, race, medical status, colour, nationality, age, parental status (preg), political opinion, sexual preference, social origin.</td>
</tr>
<tr>
<td>8.</td>
<td>Anti-Discrimination Legislation &amp; Equal Employment Opportunity (EEO)</td>
<td>Act protecting and preventing child abuse. All staff working in children’s services are mandatory reporters. There is a mandatory obligation to report any suspected risk of harm.</td>
</tr>
</tbody>
</table>
Public Health (immunisation) legislation

9. Legislation relating to confidentiality and the disclosure/non-disclosure of families’ personal details.


10. All workplaces must comply. Aim to reduce incidences of OHS injuries and diseases. Employer and employees share responsibility for managing risk in workplace.

Industrial Relations legislation

11. Set standards for food preparation to ensure it is both safe and suitable for human consumption. Stipulates food handling, and food preparation and storage.

Food Safety legislation

12. Act has minimum standards for the conduct of industry. Employees have the right to be paid according to the appropriate award and conditions adhered to.

Assessment task 002: Legislation 2

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCS400B Work within a legal and ethical framework

Element 1. Demonstrate an understanding of legislation and common law relevant to work role

Element 3. Work ethically

This task assesses essential knowledge

In each State/Territory out-of-home care services for children prior to legal school age must comply with Regulations and Quality Standards

For this task, go to Readings:


- Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3)

Go to website: Australian Children's Education and Care Quality Authority http://www.acecqa.gov.au/

1. Complete this sentence:

Under the Education and Care Services National Regulation 2011 (Part 4.4, Division 1, 133) the approved provider must designate a suitably _________ and ___________ educator, co-ordinator or other individual as the _________ _________ at the service to lead the development and implementation of the educational programs in the service.

2. Refer to the Education and Care Services National Regulation 2011 (Part 4.4, Division 6, 136). What non-childcare qualification other than children’s services/early childhood is at least one staff member on the premises required to have for safety?

3. State the minimum staff: child ratios required for the Education and Care Services National Regulation 2011 (Part 4.4, Division 3, 123)

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>STAFF:CHILD RATIO</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 2 years</td>
<td></td>
</tr>
<tr>
<td>2 – 3 years</td>
<td></td>
</tr>
<tr>
<td>3 – 5 years</td>
<td></td>
</tr>
</tbody>
</table>
4. State the number of staff required to care for the following numbers of children. Use the Education and Care Services National Regulation 2011.

<table>
<thead>
<tr>
<th>NO. &amp; AGE GROUP</th>
<th>MINIMUM STAFF NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 children: 0 – 2 years</td>
<td></td>
</tr>
<tr>
<td>12 children: 2 – 3 years</td>
<td></td>
</tr>
<tr>
<td>25 children: 3 – 5 years</td>
<td></td>
</tr>
</tbody>
</table>

5. In your own words explain what are ‘duty of care’ obligations? Give an example of how you ensure you meet your “duty of care” in the workplace. Go to pp. 35 of your text.

6. In relation to duty of care, what proof is required to establish negligence?

7. For this task you need to list the seven parts of the operational requirements of the Education and Care Services National Regulation, 2011 (Chapter 4) which are also the seven Quality Areas of the National Quality Standard.

**Assessment task 003: Disclosure of information**

**TEXT REFERENCE: THE BIG PICTURE: Chapter 2**

**CHCCS400B Work within a legal and ethical framework**

*Element 1. Demonstrate understanding of legislation and common law relevant to work role*

*Element 3. Work ethically*

*This task assesses essential knowledge*

While it is important for families to feel comfortable to share information about the child with the educator there should never be an expectation that everything about the family should be shared with the service.

For this task please obtain a copy of an Enrolment form from a child care centre or use the example at the back of this learner guide.

To assist you with this task please refer to the website www.acecqa.gov.au

1. List the mandatory information that must be provided by the family as part of the enrolment process according to Education and Care Services National Regulations.

2. List the information that parents are asked to share but that is not mandatory.

To assist you with this task go to pp.178 in your text .

3. If a parent asked you why the service required the non-mandatory information how would you respond?
Assessment task 004: Legislation and Policy

TEXT REFERENCE: THE BIG PICTURE : Chapter 2

CHCCS400B Work within a legal and ethical framework

*Element 1. Demonstrate an understanding of legislation and common law relevant to work role*

*Element 2. Follow identified policies and practices*

*Element 3. Work ethically*

*Element 4. Recognise and respond when client rights and interests are not being protected*

This task assesses essential knowledge

The Early Childhood Australia Inc. Code of Ethics (ECA Code of Ethics) aims to provide guidelines for professional behaviour and to assist decision-making about issues that affect child care.

Go to pp. 52-57 of your text.

Go to Readings:

- Early Childhood Australia: Code of Ethics
- National Childcare Accreditation Council: Ethics: A part of everyday practice in childcare

1. Define what is meant by the term ‘ethical dilemma’ in your own words.

2. List the key areas covered by the ECA Code of Ethics:

3. Select one principle from each of the following key areas and describe how this principle can be put into practice by providing an example from the workplace.

   a. In relation to children

   Principle:

   Example from workplace:
4. Describe the key values ECA Code of Ethics

5. Describe the process that can be followed when attempting to address an ethical dilemma.

6. In each State/Territory out-of-home care services for children prior to legal school age must comply with Children’s Services Regulations and Licensing Guidelines. Regulations are translated into practice through the development of written policies and procedures. Privacy and confidentiality are important policies that help protect the child and the family and build a relationship of trust with the service.

When answering questions related to the scenarios below access and apply information from the service policies relating privacy and confidentiality.

Go to pp. p 31-78 of your text.

Go to your State/Territory Child Protection Legislation website pp. 58-59 of your text

Go to your State/Territory Children Services Regulations website pp. 35 of your text

Go to Readings:

- Early Childhood Australia: Code of Ethics
- Royal Children’s Hospital: Duty of Care. What do we mean by Duty of care?
- Australian Government Office of Australian Information Commissioner: Privacy snapshot
- Privacy Victoria: You have privacy rights
- Raising Children Network: Anti-Discrimination Law in Australia

a. Immunise

Lia’s mother is completing the enrolment form for her daughter. One of the questions on the form relates to Lia’s immunisation status. Lia’s mother refuses to answer the questions as she believes it is a privacy issue and her choice whether or not she has Lia immunised.
Is this a privacy issue? Is the parent required to disclose/answer? Why/why not?

What should the educator do? Explain?

b. Under the Influence?

The educator has heard rumours that Tyler’s mother, Libby, spends most days at the club drinking and gambling. There have been days when the educator thought Libby looked a little unsteady and smelled of alcohol.

Is this a privacy issue? Can the educator disclose this information? Why/why not?

What should the educator do?

Assessment task 005: Service complaints policy

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCS400B Work within a legal and ethical framework

Element 2. Follow identified policies and practices

Element 4. Recognise and respond when client rights and interests are not being protected

This task assesses essential knowledge

There will be times when the service provided to a family does not meet their needs. There will also be occasions when a family feels they have been unfairly or poorly treated. At these times it is essential to follow the organisation’s complaints policy.

Go to pp. 40-57 and 172-173 of your text.
Go to Readings:
› Early Childhood Australia: Code of Ethics
› National Childcare Accreditation Council: Ethics: A part of everyday practice in childcare
› National Childcare Accreditation Council: Managing Complaints
› Royal Children's Hospital: Duty of Care. What do we mean by Duty of Care?

1. For this task please obtain a copy of a Complaints Policy form from a child care centre or use the example at the back of the learner guide.

2. Read the scenario and answer the following question.

Fed-up

Mr Brown arrives early to collect his daughter, Tara (4.6 yrs). The children are playing outside. Tara has been helping an educator to weed and water the garden and her clothes are wet and muddy.

When Mr Brown sees Tara he becomes quite angry. The following exchange takes place:

‘Tara, get inside and change your clothes. How can I take you shopping looking like that?’

Mr Brown then turns to the educator, ‘I don’t pay a fortune every day for you to play in the mud with my daughter. This is supposed to be an educational program, where’s the education? I’m sick of coming here and seeing Tara involved in stupid games.’

Mr Brown then storms off and can be heard yelling at Tara to hurry up.

The following day Mr Brown hands the director a letter of complaint. His concerns include:
› allowing Tara to get dirty
› not providing educational activities
› too much senseless play and not enough preparation for school.

Using the complaints policy as a guideline describe how the complaint above would be addressed. In resolving the issues think about and refer to:
› Childcare knowledge
› Service documents
› Possible compromises that could be suggested

Response
Assessment task 001 - Legislation

TEXT REFERENCE: The Big Picture p 79-100

HLTOHS300B Contribute to OHS processes

These tasks assess essential knowledge

1. Each State and Territory has legislation relating to occupational health and safety. All employers and employees have responsibility under this legislation for contributing to workplace safety.

   Every employer must observe a general duty of care towards their employees, and others who may be exposed to health and safety risks arising from the conduct of the employer’s business undertaking.

   Go to pp. 79 -100 in your text.

   Go to Reading: Worksafe Victoria: Children’s Services - Occupational Health and Safety Kit.

   i) What are the primary aims of OHS legislation?

   ii) In addition to the general duty of care, there are a number of employer obligations which include:

   iii) In children’s services, duty of care requires employers to ensure that:

   iv) Why are employers required to consult and communicate with employees in relation to OHS?

   v) The OHS responsibilities of the employer are to ensure that:

   vi) What is meant by the term ‘due diligence’ in relation to OHS?

2. The photographs below demonstrate strategies to minimise risk of personal injury. For each photograph identify and describe how the risk is being minimised eg. actions, protective procedures and clothing etc. Give a reason for your response eg. Why is it important? What is it preventing?
A. Moving furniture

Response: ________________________________

Reason: ________________________________

B. Comforting child

Response: ________________________________

Reason: ________________________________
C. Using step ladder

Response:

Reason:

D. Removing cover from sandpit

Response:

Reason:
E. Applying sunscreen

Response

Reason:

F. Using a long-handle dustpan & brush

Response

Reason:
G. Protective clothing

Response

Reason:

H. Using computer

Response

Reason:
I. Protective footwear

Response

Reason:

Assessment task 002 - Hazards

TEXT REFERENCE: The Big Picture p 79-100

HLTOHS300B Contribute to OHS processes

Element 1. Plan and conduct work safely

Element 2. Support others in working safely

Element 3. Contribute to OHS participative processes

Element 4. Contribute to hazard identification, OHS risk assessment and risk control activities

These tasks also assess essential knowledge

Hazards in the workplace can occur as a result of a range of factors. Often accidents or near misses occur because OHS procedures are not followed or because of unforeseen incidences.

1. For each of the following situations:
   i. Identify the potential hazards and/or risks in each situation.
   ii. Suggest the action that should be taken.
a. Staff members in the Child Care Centre sit outside in the sun whilst supervising the children. The staff do not wear sunscreen or hats and even roll up their trouser legs to brown their legs.

**Hazard/Risks:**

**Actions:**

b. The infants and toddlers have a number of new children in each room. The children are in need of constant cuddles and several cry if they are not being carried. Additional staff have not been provided. Educators have resorted to carrying children on their hip as they attend to other children.

**Hazard/Risks:**

**Actions:**

c. You are on early shift and arrive at the centre to find that the walkway to the front door is covered in broken beer bottles and take-away food rubbish.

**Hazard/Risks:**

**Actions:**

d. One staff member of a team of three working in the nursery is always in a bad mood – the others avoid her.

**Hazard/Risks:**

**Actions:**
2. Each State and Territory has legislation relating to occupational health and safety. All employers and employees have responsibility under this legislation for contributing to workplace safety.

Name each of the following OHS signs and provide a brief explanation of their meaning and when they might be used. To assist you with this task-

Go to Readings:
- Australian Flexible Learning Framework: Hazard Signs- What do they mean?
- Brass Me In: Understanding Safety Signs

Go to Website:
- Adept Safety Online: Safety Sign Categories

Safety sign categories:
- First Aid Signs
- PPE Signs
- Childcare Signs
- Fire Safety Signs
- Manual Handling Signs
- Slippery Surfaces Signs

**Understanding safety signs: Brief explanation of use of signs**

http://brassmein.com/safety/topics/print/signs.htm

<table>
<thead>
<tr>
<th>Signs</th>
<th>Name and Meaning of Sign</th>
<th>When/Where/How Used in Childrens Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Infectious Substance Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2" alt="Personal Protective Equipment Sign" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Gloves Sign" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment task 003 - Cluster 1.2 Hazard identification: Hierarchy of risk Control

TEXT REFERENCE: The Big Picture p 91-97

HLTOHS300B Contribute to OHS processes

Element 3. Contribute to OHS participative processes

Element 4. Contribute to hazard identification, OHS risk assessment and risk control activities

These tasks assess essential knowledge

1. Hazards in the workplace can occur as a result of a range of factors. Often accidents or near misses occur because OHS procedures are not followed or because of unforeseen incidences. Read the following scenario, identify the hazards and use the risk assessment matrix to determine the risk. Go to pp. 85-97 of your text.

For the following Playgroup scenario identify the potential hazards and/or risks using a highlighter pen.

Playgroup

Today is a very busy day at playgroup. There are:

- 15 educators
- 3 staff from the co-ordination unit
- 2 students
- 30 children
  - 4 (3 mths-9 mths); 5 (9 mths-18 mths); 5 (18 mths-2 yrs)
  - 6 (2-3 yrs); 10 (4-5 yrs)

Although it has been raining heavily all week today is quite sunny, and everyone is eager to spend some time outside. The rain and wind has caused the following damage:

The cover on the sandpit has blown off in the rain and the sand is quite wet. Several of the trees in the outdoor area have lost branches which are scattered in the yard. Rain has also caused further damage to the main path leading from the back step to the playground – some parts of the cracked path have lifted creating an uneven surface.

The awning over the back verandah is torn, allowing extra sunlight onto this covered area. Several parts of the playground are still quite wet and boggy.

As staff go into the outdoor storage shed they are confronted with water pooling on the cement floor, probably caused by a leaking roof. Some of the equipment is also lying in water. Water has leaked into the kitchen. The fridge is standing in water.
The OHS legislation requires efficient recording of hazards identified and assessed. All workplace injuries and near misses need to be properly and accurately recorded.

**EXAMPLE:**

**Hazard Identification and Risk Control Matrix**

<table>
<thead>
<tr>
<th>Hazard: Cracked path creating an uneven surface causing a tripping hazard</th>
<th>How severely could it hurt someone or how ill could it make someone? (Consequences)</th>
<th>Assessed level of risk</th>
<th>Probability</th>
<th>HIERARCHY OF RISK CONTROL - Risk control measure (describe the strategy you would use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Kill or cause permanent disability or ill health</td>
<td></td>
<td></td>
<td></td>
<td>1. Eliminate the hazard</td>
</tr>
<tr>
<td>! Long-term serious illness or serious injury</td>
<td></td>
<td>!</td>
<td>2</td>
<td>2. Substitute something else for the hazard</td>
</tr>
<tr>
<td>!! Medical attention and several days off work</td>
<td></td>
<td>!!</td>
<td>2</td>
<td>3. Isolate the hazard</td>
</tr>
<tr>
<td>!!! First aid needed</td>
<td></td>
<td>!!!</td>
<td>2</td>
<td>4. Change the design</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. Change the work practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Provide PPE</td>
</tr>
</tbody>
</table>

**RISK ASSESSMENT MATRIX**

Probability, scale of risk:

1. How likely could it happen? Severity of Injury?
2. 1 = High priority - do something immediately
3. 6 = Low priority - do something when possible

2. From the Playgroup scenario, a potential hazard/risk has been identified: The Fridge is Standing in Water

a. Using the Hierarchy of Risk Control, state the most appropriate risk control measures in relation to the identified hazard

**Hierarchy of Risk Control**

i. Can you eliminate the hazard?
ii. Can you substitute something else for the hazard?
iii. Can you isolate the hazard or remove the person from risk?
iv. Can changing the design of furniture or using equipment reduce or eliminate the risk?
v. Can the work practice be changed or could the person be trained to avoid the risk eg. manual handling?
vi. Provide the person with personal protective equipment (PPE). PPE must be worn and used correctly. PPE is a last resort.
b. Provide reasons for your response and possible resolutions


3. Complete the following Hazard Identification and Risk Control Matrix. Use:
   > Your previous Playgroup scenario evaluation
   > The Risk Assessment Matrix

Assess the level of the identified risk, probability, and apply the risk control measures and strategies.

**Hazard Identification and Risk Control Matrix**

<table>
<thead>
<tr>
<th>Indoor Hazard: Fridge is standing in water</th>
<th>Assessed level of risk</th>
<th>Probability</th>
<th>Risk control measure (describe the strategy you would use)</th>
</tr>
</thead>
</table>
| How severely could it hurt someone or how ill could it make someone? (Consequences) | | | 1. Eliminate the hazard  
2. Substitute something else for the hazard  
3. Isolate the hazard  
4. Change the design  
5. Change the work practice  
6. Provide PPE |
| X Kill or cause permanent disability or ill health | | | |
| ! Long-term serious illness or serious injury | | | |
| !! Medical attention and several days off work | | | |
| !!! First aid needed | | | |

**RISK ASSESSMENT MATRIX**

Probability, scale of risk:
- How likely could it happen? Severity of Injury?
  - 1 = High priority - do something immediately
  - 6 = Low priority - do something when possible

4. The identification and elimination or reduction of hazards in the workplace is a primary OHS goal and requires the participation and co-operation of all members of the organisation

a. Read the following scenario Nathan and identify a minimum of three key potential hazards and/or risks using a highlighter pen.
Nathan

At Sam’s Kindy on the 20/9/10 at 3pm Kylie has asked Nathan to help put up a display of the children’s art work. Nathan is tall and can easily reach the display boards. Today, however, he is trying to attach some string to the top of the window with a thumb tack and he can’t quite reach so he as it is above shoulder height.

Nathan would normally use the step ladder but it was broken some time ago and has not been repaired or replaced. Nathan decides to stand on a child-size chair. The thumb tack proves hard to push into the wood so Nathan stretches higher, twisting a little as he pushes. The chair overbalances and Nathan falls off.

To break his fall Nathan grabs hold of the shelf where the CD player stands. The CD player and the box of CDs fall to the floor. The lid of the player smashes into several pieces and the player lands on Kylie’s foot. Nathan is lucky not to have fallen through the window.

Nathan has jarred his shoulder and scraped his back on the shelf. Kylie’s foot is badly bruised. They are both grateful no children were hurt.

Samantha, their employer, witnesses the incident and applies first aid. She assesses the injuries bruises and applies a cold compresses to his Nathan’s shoulder and Kylie’s foot. Kylie is sent home. Nathan finishes his shift and returns to work the following day. Samantha completes incident form and follows up on accident.

5. From the Nathan scenario, a potential hazard/risk has been identified: Standing in on a child sized chair

a. Using the Hierarchy of Risk Control, state the most appropriate risk control measures in relation to the identified hazard

Hierarchy of Risk Control

i. Can you eliminate the hazard?

ii. Can you substitute something else for the hazard?

iii. Can you isolate the hazard or remove the person from risk?

iv. Can changing the design of furniture or using equipment reduce or eliminate the risk?

v. Can the work practice be changed or could the person be trained to avoid the risk eg. manual handling?

vi. Provide the person with personal protective equipment (PPE). PPE must be worn and used correctly. PPE is a last resort.
b. Provide reasons for your response and possible resolutions


6. Complete the following Hazard Identification and Risk Control Matrix. Use:
   › Your previous Nathan scenario evaluation information
   › The Risk Assessment Matrix

Assess the level of the identified risk, probability, and apply the risk control measures and strategies.

<table>
<thead>
<tr>
<th>Hazard 1: Standing on Child Sized Chair</th>
<th>Assessed level of risk</th>
<th>Probability</th>
<th>Risk control measure (describe the strategy you would use)</th>
</tr>
</thead>
</table>
| How severely could it hurt someone or how ill could it make someone? (Consequences) | | | 1. Eliminate the hazard  
2. Substitute something else for the hazard  
3. Isolate the hazard  
4. Change the design  
5. Change the work practice  
6. Provide PPE |
| X Kill or cause permanent disability or ill health | | | |
| ! Long-term serious illness or serious injury | | | |
| !! Medical attention and several days off work | | | |
| !!! First aid needed | | | |

RISK ASSESSMENT MATRIX
Probability, scale of risk:
How likely could it happen? Severity of injury?
1 = High priority - do something immediately
6 = Low priority - do something when possible

a. All employers are required by law to record and report all serious accidents and injuries to the appropriate State/Territory WorkCover authority
Use the following 'Sample accident/injury report' form to record the accident on behalf of Nathan.

**SAMPLE ACCIDENT/INJURY REPORT**

To be used for accidents/injuries/illnesses or near misses involving EMPLOYEES

This report relates to:  [ ] Accident  [ ] Near miss

<table>
<thead>
<tr>
<th>Name of person injured/involved:</th>
<th>Birth date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Incident date:</th>
<th>Time of incident:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name(s) of others present:/Witness(es):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Next of kin notified by:</th>
<th>Time notified:</th>
<th>Not required:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Employer notified:</th>
<th>Time notified:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Place of Incident:</th>
<th>Indoors</th>
<th>Outdoors</th>
</tr>
</thead>
</table>

Attach a sketch of area to show position of victim, position of other staff, position of equipment, materials etc.

Describe the cause of accident/ injury or near miss

Describe injury sustained

<table>
<thead>
<tr>
<th>First Aid required?</th>
<th>Required</th>
<th>Not required</th>
</tr>
</thead>
</table>

Who gave first aid?

Describe first aid given:

<table>
<thead>
<tr>
<th>Was an ambulance required?</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
</table>

Where was injured person taken?

Who accompanied injured person?

Report completed by:  Position:

Signature:  Date:

**FOLLOW-UP OF ACCIDENT/NEAR MISS**

Corrective action needed for prevention:

Follow-up report completed by:  Position:

Signature:  Date:

Copy of report to:  Employee  WorkCover  OHS Log
Assessment task 004 - Checking stress

TEXT REFERENCE: The Big Picture p 98-100

HLTOHS300B Contribute to OHS processes

Element 1. Plan and conduct work safely

Element 2. Support others in working safely

These tasks assess essential knowledge

Caring for children can be both mentally and physically demanding. Child care workers must not only cope with day-to-day care issues, but are often expected to support families in various crisis or emotionally stressful circumstances.

Go to pp. 98 -100 of your text.

Go to Reading: National Childcare Accreditation Council: Managing Stress in Child care Services

Listed below are some of the commonly reported stressors in children’s services. Select those that you find most stressful (or would consider to be most stressful) and suggest how you go about reducing the related stress.

a. being asked to do something you are not comfortable with – compromising your ethics
b. being expected to do a job that is outside your role and for which you are not trained
c. inadequate ratios of educators to children
d. length of shifts
e. length of breaks away from children throughout the day
f. lack of privacy and a place to relax – having to stay at the service during breaks
g. lack of preparation time
h. unrealistic rosters and workloads
i. communication problems within the service, between educators, management and with parents
j. inadequate employment of relief staff
k. unclear policies, practices and procedures
l. lack of sufficient recreation leave
m. lack of opportunities for professional development as part of work
n. low wages
o. undervaluing of the importance of the role of child care workers and their professional status  

p. dealing with difficult parents  

q. inadequate resources and supplies  

r. high noise levels  

s. badly designed environment and equipment

<table>
<thead>
<tr>
<th>Things I find stressful</th>
<th>Action I could take to reduce stress</th>
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</table>
Assessment task 005 - Putting it all together

TEXT REFERENCE: The Big Picture p 79-153

HLTOHS300B Contribute to OHS processes

Element 3. Contribute to OHS participative processes

These tasks assess essential knowledge

Each State and Territory has legislation relating to occupational health and safety. All employers and employees have responsibility under this legislation for contributing to workplace safety.

Go to pp. 79 -100 of your text.

Go to Readings:

- National Childcare Accreditation Council: Safety in Children’s Services
- Worksafe Victoria: Children’s Services - Occupational Health and Safety Kit.

1. Name three OHS policies that could be found in a children’s services workplace.

2. What records and details must be recorded and kept in relation to employee injury or accidents in the workplace?

3. What does the term ‘hazard’ mean in relation to OHS?

4. Describe what is meant by the risk assessment in relation to OHS.

5. What is the purpose of a chemical register?
6. In order for OHS to be effective all members of the organisation must work together to ensure compliance with policies and procedures.

Read the following 2 scenarios and answer the related questions.

a. Can’t wait

Due to heavy rain the outdoor activities were not set up this morning. Instead of waiting for another educator to assist, as the service policy requires, Mia decides to start putting out some equipment from the outdoor storage shed. She leans a large plank against the wall so she can access some containers. Mia reaches the container she is after, but as she turns towards the door she knocks the plank she leant against the wall. The plank falls, hitting Michael, another educator, on the shoulder as he enters the shed.

i. Who was responsible for this accident?

Employer responsibilities:

Employee responsibilities:

ii. Describe the factors that contributed to the accident.

iii. How could the accident have been avoided?

b. Finger paint

The preschool children have enjoyed finger painting today, but it has been very messy. The children are encouraged to clean up after themselves but the experience still requires a great deal of supervision and takes time to clean up properly.

Before lunch, the educator, Luke, sits down with a small group for a story. He notices there is quite a bit of paint on the floor under one of the tables, but thinks he will have time to clean it up when the tables are rearranged for lunch.

Luke is in the bathroom supervising toileting when he hears a loud noise and a scream. The other educators, Ann and Lucy, have been moving the tables. Ann stepped in the finger paint left on the floor. She dropped her end of the table as her feet slid out from under her. Ann injured her tailbone and Lucy pulled a muscle in her back.
Answer the following questions and describe how this accident could have been avoided.

i. What should Luke have done?

ii. What should Ann and Lucy have done?

iii. In this situation how could the children have been involved in accident prevention?

3. Select T (true) or F (false) in response to the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>T / F</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Each State or Territory has legislation in place to protect the safety of workers in the workplace</td>
<td></td>
</tr>
<tr>
<td>b. It is solely the responsibility of the employer to ensure a safe workplace</td>
<td></td>
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<tr>
<td>c. QIAS and FDCQA do not include any reference to OHS as a quality care issue</td>
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<tr>
<td>d. OH&amp;S is a shared responsibility between the employer and employees</td>
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<tr>
<td>e. Everyone in the workplace should contribute to the development of OH&amp;S policies</td>
<td></td>
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<tr>
<td>f. Daily inspections of the physical environment can help to eliminate workplace hazards</td>
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<tr>
<td>g. Step three in the ‘principle of risk management’ is to control or manage the risk</td>
<td></td>
</tr>
<tr>
<td>h. Hazards should be prioritised according to the level of risk they involve</td>
<td></td>
</tr>
<tr>
<td>i. The first step in the ‘hierarchy of risk control’ is to determine if the hazard can be eliminated</td>
<td></td>
</tr>
<tr>
<td>j. Isolating the hazard is one of the ways of controlling risks in the workplace</td>
<td></td>
</tr>
<tr>
<td>k. Reporting ‘near misses’ is a waste of time and does not help to minimise workplace risks</td>
<td></td>
</tr>
<tr>
<td>l. Cross-infection cannot occur as a result of one person touching another person</td>
<td></td>
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<tr>
<td>m. Hand washing is a key strategy in minimising cross-infection</td>
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<tr>
<td>n. It is not necessary to wear disposable gloves when changing a nappy</td>
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<tr>
<td>o. Regular cleaning helps reduce the risk of cross-infection</td>
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<tr>
<td>p. It is only blood, and not other body fluids, that should be considered as a potential source of risk for infection</td>
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</tr>
<tr>
<td>q. Children who are not immunised may be excluded from the service if there is an outbreak of an infectious disease</td>
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<tr>
<td>r. Workplace stress is not considered to be a legitimate OH&amp;S risk in the workplace</td>
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<tr>
<td>s. When lifting a heavy object you should hold the object at least as far away from your body as possible</td>
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<tr>
<td>t. A ‘Chemical Register’ is not required in a children’s services workplace</td>
<td></td>
</tr>
</tbody>
</table>
Assessment task 001: Reflecting on practice

TEXT REFERENCE: THE BIG PICTURE: Chapter 1

CHCORG303B Participate effectively in the work environment

Element 1. Contribute to the effective operation of the workgroup

Element 2. Review and develop own work performance

Element 3. Work co-operatively with others

Element 5. Report concerns regarding administrative policies, practices and procedures to the supervisor

This task assesses essential knowledge

In order to continually improve your skills as an early childhood practitioner you need to get into the habit of thinking critically about your values and beliefs, and your workplace performance.

Go to pp. 1-27 of your text.

Go to Readings:

› National Childcare Accreditation Council: Developing a Service Philosophy Factsheet

› National Childcare Accreditation Council: Developing a Service Philosophy Extract

1. The purpose of this task is to help you reflect on how your personal values and beliefs influence your professional behaviour. Use A4 paper (as many sheets as you need) to create a visual description of your personal beliefs and values about:

a. life in general – what you value most, what behaviours you feel are essential/value etc

b. children and childhood

c. families and childcare

d. your role as an educator

For each point you can use magazine pictures or photographs which should be accompanied by a short written statement beginning with “I believe” or “I value”.

Sample:

“I believe in a ‘fair go’ for everybody. It shouldn’t matter about a person’s background. Even when someone behaves badly I try to look past the behaviour and understand why they do that. I try to treat everyone with respect.”
2. The purpose of this task is to help you reflect on your personal qualities, characteristics, interests, knowledge and abilities and how these impact on your role as an educator. Write a response to each dot point.

a. What does “being a professional educator” mean to you?

b. Your best qualities/characteristics.

c. Some personal characteristics/qualities I would like to change or improve.

d. Interests, knowledge and abilities that I bring to my role as an educator.

e. Knowledge and abilities that I would like to develop which would contribute to my role as an educator.

f. Write one professional goal for yourself and outline how it can be achieved.

g. Write one personal goal for yourself and outline how it can be achieved.

3. Working in children’s services requires a strong commitment to teamwork. Children’s services are a busy workplace and it is essential that everyone takes responsibility for ensuring the smooth running of the service. For each situation describe the immediate action you would take to address the issue.

a. You go to the bathroom and use the last paper towel. When you open the cupboard below it is empty. Additional supplies are kept in the large storeroom at the other end of the building. You are expected to return to the room immediately.
What action would you take? Why?

b. You are preparing the art and craft materials for tomorrow. When you open the black paint there is a sickly odour. You open another and it’s the same. You then check several more and find they all have a strong sour smell.

What action would you take? Why?

4. Working in children’s services requires a strong commitment to teamwork. Each member of the team must work towards a set of common goals. Teamwork is built on clear communication and a willingness to listen and support others. It also requires respect and tolerance for different points of view.

For each statement explain why the response is inappropriate

a. Educator comments to a colleague after the Director has been into the room and expressed her concern about the level of noise in the preschool, including children yelling, blocks crashing and raised voices from educators.

“I’m sick of her coming and telling us what to do. It’s all right for her she just sits in the office all day doing nothing.”

Why is the response inappropriate?

b. The senior educator explains to her team that Joe’s mother has asked that he not be allowed to sleep for more than 1 hour in afternoon as he won’t go to bed at night until after 11pm and his parents are exhausted. Joe is 18mths and a very active little boy.

Team Member A Response: “Oh that would be right. Joe’s mother is so selfish. All she thinks about is herself!”
Team Member B response: “You’re not wrong there. Joe is such a handful. What about us. We need a break from him. The only time he’s still is when he’s asleep!”

Why is the response inappropriate?

A senior educator surveys the outdoor set up which has just been completed by two trainees. “Okay, everything looks fine except for the walking boards, they’re too close to the path. You need to move them back so that if a child falls they won’t fall onto the path.”

As they move the walking boards one trainee comments to the other: “What a waste of time. The boards are only 30 cm off the ground. How much damage can you do falling form that height? He always has to find fault!”

Why is the response inappropriate?

All children’s services will have in place an organisational structure that ensures that job roles and responsibilities are clearly defined so all legislative requirements can be met. Think about the tasks you are responsible for at work.

a. List (and number) a minimum of 10 key tasks (priorities) which must be done every day.

b. List (and number) other tasks which should be done if there is time.
c. Identify (by number) any of the above tasks that you often/sometimes don’t have the time to complete and say why you think this happens.

6. To be an effective team member you must be able to organise your work and set priorities. This requires you to plan ahead, seek clarification if needed and be aware how effectively you use your time.

a. The following table lists some common ‘time stealers’ to avoid. As you read through the list on the left, tick any that are a problem for you.

<table>
<thead>
<tr>
<th>Common Time Stealers</th>
<th>Time Management Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks that could have been delegated</td>
<td>Be an effective “delegator” – at home and at work</td>
</tr>
<tr>
<td>Procrastination and indecision</td>
<td>Don’t procrastinate – make decisions, don’t avoid them</td>
</tr>
<tr>
<td>Acting with incomplete information</td>
<td>When unsure, ask for help or advice</td>
</tr>
<tr>
<td>Crisis management</td>
<td>Plan ahead – set daily and weekly priorities and goals</td>
</tr>
<tr>
<td>Ineffective communication</td>
<td>Let others know what you need</td>
</tr>
<tr>
<td>Inadequate knowledge</td>
<td>Participate in ongoing learning</td>
</tr>
<tr>
<td>Unclear objectives and priorities</td>
<td>Take time to familiarise yourself with your role and responsibilities</td>
</tr>
<tr>
<td>Lack of planning</td>
<td>Use a “to do list” – at work and at home – tick things off as they are achieved</td>
</tr>
<tr>
<td>Inability to say “No”</td>
<td>Be assertive and learn to say “no”</td>
</tr>
<tr>
<td>Personal disorganisation</td>
<td>Take some time to organise – this will save you time</td>
</tr>
<tr>
<td>Interruptions telephone/visitors</td>
<td>Use a message service on the telephone</td>
</tr>
<tr>
<td>Needs of family members</td>
<td>Don’t attempt to do too much – be realistic about what you can achieve</td>
</tr>
</tbody>
</table>

b. Think about the tasks you listed in 5 (c). Suggest what you could do better to manage your time? Strategies you could use?
When working in a team it is important to be familiar with and take responsibility for your own duties. It is also important to be aware of how your role contributes to the overall operation of the service.

Read the following scenarios and identify the action that should have been taken by both educators to clarify the task/situation.

I. Connor

Connor (19 yrs) is new to the service and is anxious to please. He is a little overwhelmed by the efficiency of the other educators and worries that he will ‘not come up to scratch’. This week Connor has been assigned laundry duties which includes washing items from the nursery such as bibs, spare sheets, wash clothes etc. He has also been asked to remove and wash the cushions covers in each of the four rooms.

Connor has never used a washing machine in his life but doesn’t want to admit this to his predominantly female team members. He decides it can’t be too difficult and simply follows the instructions. He vaguely recalls seeing different piles of clothes on the laundry floor when his mother does the washing and so decides to sort the washing – he puts all of the face washers together, bibs, cushions covers etc. Connor is quite pleased with his efforts until he removes the cushion covers from the machine. The darker colours have run into the lighter colours and now they are all an unattractive greyish brown.

a. How could Connor have communicated more effectively?

b. How could Connor’s team members communicated more effectively?

II. Zavart (22 yrs)

Zavart is a real live wire! She always has lots of things happening in her life and loves to take on new challenges. This year for the first time she has been assigned to work in the nursery with children up to 15 months. Over the summer break Zavart did quite a lot of reading on infant/toddler development and care. She feels she can take up her new role with confidence.

Zavart soon learns that working with the infants and toddlers is quite a challenge and that she must be constantly thinking ahead and anticipating the children’s needs. Today the room leader asks Zavart to supervise lunch for three toddlers 12 months–15 months.
Zavart is a little anxious about managing three children at once but doesn’t voice her concerns. She puts each child in a highchair and then gives each child their bowl of coarsely mashed vegetables. She realises she has forgotten the bibs and the wet washers which are on the table at the other end of the room. Zavart can’t believe the mess when she turns around - she was gone only a minute! Two children have thrown their bowls onto the floor and the third is busily wiping vegetables up his arms.

---

a. How could Zarart have communicated more effectively?

---

b. How could the room leader have communicated more effectively?

---

III. Matt (20 yrs)

Matt is a educator in the preschool room. In addition to his normal duties Matt’s supervisor has asked him to tackle the indoor storeroom which has become quite a mess. The supervisor suggested he could do this over several weeks only as time permitted.

Matt, eager to please, decides he will get the job done as quickly as possible. All week Matt has been going into the storeroom as soon as he finishes a task. At the end of the week the supervisor pulls him aside. “Matt, I can see that you’ve been very diligent in tackling the storeroom but I did say to do it only as time permits. You’ve hardly spent any time with the children this week. You need to think about your priorities.”

Matt walks away feeling confused, after all he did get his other jobs done before going into the storeroom.

The supervisor reflects to herself that Matt, although keen, has no idea how to manage his workload and priorities!

a. How could Matt have communicated more effectively?

---

b. How could the supervisor have communicated more effectively?
8. When working in a team it is important to be familiar with and take responsibility for your own duties. You must ensure that you are familiar with the standard of work required and are able to identify the resources needed to undertake various tasks.

For this task you are to take on the role of Daniel. Read the scenario ‘The student’ and respond to the supervisor’s request on behalf of Daniel.

The student

Daniel is a child care worker and has been employed at the service for approximately eight months. Today a student from the local high school is commencing a two-week workplace experience. Daniel’s supervisor has asked him to explain to the student the procedures for cleaning the tables and tidying the equipment at the end of the morning play session.

a. What information/instructions should Daniel provide?

b. What aspects of the task would be best demonstrated?

9. The above student shadows Daniel throughout the following weeks. One day when they were outside with the children the student asked Daniel the following questions.

i. “It must be hard supervising so many children. It’s such a big playground and there are so many things going on. How do the educators manage to keep the children safe?”

What information should Daniel explain to the student?

ii. “There’s lots of equipment to set up and pack away. Do you just put out whatever you like wherever you like?”

What information should Daniel explain to the student?
iii. “Daniel how come the educator’s spend so much time getting the children to do things for themselves, wouldn’t it be quicker and easier just to do it for them?”

What information should Daniel explain to the student?

iv. “I’m amazed by all of these written policies and procedures. I know the children need to be safe but it seems you have a policy for every single thing you do. Isn’t that just way over the top?”

What information should Daniel explain to the student?
Child’s Given Name/s:……………………………………………..Surname:……………………………………………….

All Other / Former Names…………………………………………………………………………………………….

Date of Birth…………./……….…./……….….                             Sex:……………………………………………….

Address:…………………………………………………………………………………………………………….

………………………………………………………………..Post code:……………………………………………….

Place of Birth………………………………..………………C ountry of Birth………………………………………….

What is the ethnic and /or cultural identity of the child?...........................................................................

What religious or cultural practices should our centre be aware if?..........................................................

Languages spoken at home?......................................................................................................................

Languages familiar to the child?................................................................................................................

Family Details

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**Additional Contacts**

I hereby authorise the Director / staff of the centre to permit the following people to collect my child if I am unavailable or during an emergency.

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**ACCESS**

Are there any court orders denying access to the child or access to information related to the child?

Yes / No

Please Specify……………………………………………………………………………………

……………………………………………………………………………………………………..

Date of Order………………………………….. Number of Order……………………………

Signature (Parent / Guardian)…………………………………………. Date:………………

*Copy of order to be attached*
Restrictions / Special Needs

Does the child have a disability?  yes / no (please circle)

If yes, please specify………………………………………………………………………………………………………..

Are there any restrictions in terms of:

- What food your child eats (e.g. vegetarian)?    yes / no (please circle)

Please specify………………………………………………………………………………………………………………….

- Religious beliefs?             yes   /   no  (please circle)

Please specify………………………………………………………………………………………………………………….

- Other restrictions?

Please specify…………………………………………………………………………………………………………………..

Health Information

This information will be referred to in any matter concerning your child’s health. It is important that this information is updated regularly.

Medicare No……………………………………. Health Fund Name:…………………………

Emergency Details

Doctors Name:……………………………………… Surgery:………………………………………..

Doctors Phone Number:……………………………………………………………………………………………

Doctors Address:……………………………………………………………………………………………………

Dentist Name:……………………………………… Surgery:………………………………………..

Dentist Phone Number:………………………………………………………………………………………………

Dentist Address:………………………………………………………………………………………………………

Religious requirements in case of an accident?......................................................................................

Does your child have any allergies?    Yes   /    no  If yes, please specify and complete the Allergic Reaction Agreement Form……………………………………………………………………………….……

Does your child suffer from Asthma?       Yes   /   no
(If yes please complete an Asthma Action Plan)

Does your child suffer from any other specified medical condition? If yes, please specify

........................................................................................................................................................................

Does your child require any regular medication   yes / no
If yes, please specify and request a long-term medication authorisation form

........................................................................................................................................................................
COMMUNITY CHILD CARE CENTRE INC.
ENROLMENT FORM
(Confidential Information)

Child’s Given Name/s:....................................................................................Surname:..................................................

All Other / Former Names..............................................................................

Date of Birth.........../........../............ Sex:..............................................

Address:.........................................................................................................

............................................................................................Post code:..................................................

Place of Birth.....................................................Country of Birth............................

What is the ethnic and/or cultural identity of the child?.........................................

What religious or cultural practices should our centre be aware if?...........................

Languages spoken at home?..............................................................................

Languages familiar to the child?........................................................................

Family Details

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<td>Date of Birth:..................</td>
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<tr>
<td>Religion:....................</td>
<td>Religion:....................</td>
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</tbody>
</table>
Does your child feed themselves at home?  Yes / No (Please circle)

Does your child sleep during the day?  Yes / No (Please circle)

What time? ................................................................ For how long? ..................................................

Does your child sleep in a bed or a cot? ..............................................................................................

Does your child have a nappy / dummy / bottle / special toy for rest time? ........................................

Toileting:
Is your child toilet trained  Yes / no (Please circle)

Will your child use the toilet with help?  Yes / no (Please circle)

What word / s does your child use when s/he needs to go to the toilet? .............................................

Is your child allowed to:

- Play with water? (always supervised).........................Yes / No (please circle)
- Go Barefoot? ........................................................................Yes / No (please circle)
- Be photographed (for use within the centre only).........Yes / No (please circle)

Does your child have any special fears?  Yes / No. if yes, please specify

Under Two Year Old Additional Information

Feeding:
Is your child:  Breast fed? Yes / No

Bottle fed? Yes / No  Formula / Cows milk / Other

How often will your child need a feed?

Times? ........................................................................................................................................................

Amount? ....................................................................................................................................................

Is your child’s feed supplemented with water?  Yes / No

If yes, how much ........................................................................................................................................

Is your child on solids?  Yes / No

Puree / Mashed / Standard Menu

Give details .................................................................................................................................................
Parent Agreement Form

1. I am aware of, and have access to a copy of the centre’s Policies (located in the foyer) and agree to abide by them.

2. I understand that the centre is obliged to follow the Priority of Access Guidelines set down by the Commonwealth Government’s Department of Community Services and Health and will notify the centre of any changes in my circumstances which may affect my priority. I also understand that my child may have their days reduced or cancelled if someone of higher priority (according to the Guidelines) is in need of a place.
   The priority guidelines set out by DoCS are
   1) Child/ren at risk of abuse of or neglect / families in crisis.
   2) Families with recognised work or work related commitments.
   3) Other.

3. I will pay the specified fee amount at least two weeks in advance and to pay fees regularly. I understand that fees are payable for any absences and for public holidays which fall on the day my child/ren usually attend. I understand that failure to comply will result in my child/ren being withdrawn from the centre.

4. I give permission for the centre to release my contact details to a debt collector if deemed necessary by the Executive Management Committee.

5. I agree to notify the Director by filling in the required form as to the date and day my child/ren will be withdrawing from the centre and that this will be presented to the Director two weeks prior to the withdrawal of my child/ren.

6. I realise that it is expected that I will keep my child at home in case of illness. When the child has an infectious disease, I understand that it is necessary for them to be excluded from the centre for a period prescribed by the NSW Department of Health. I also understand that according to the illness policy, 24 hours need to have lapsed from the first dose of antibiotics before my child returns to the centre. I understand and will abide by this policy.

7. I hereby authorise the Director or staff of the Community Child Care Centre to call for immediate medical attention, including ambulance, Doctor and / or Dentist if required, in the event of an accident or emergency. If my selected doctor is not available, I give permission for the nearest Doctor to be called.

8. I am aware that in order to meet funding / accreditation / licensing criteria, staff may ask me to complete a survey related to the care and well being of children at the centre.

9. I am aware that I will need to keep the centre informed regarding my child’s immunisation status and that this information needs to be kept up to date.

10. I give permission for the release of my child to the additional contact persons as nominated by me on this form, or subsequently.

11. I am aware that the centre accepts students from TAFE, University, Colleges etc. to enable them to complete practical training experiences in child care. I am aware that this involves practice in assessing the children’s developmental needs and planning appropriate learning experiences.
12. I am aware of the need to ensure that children are protected from the sun all year round. I will provide my child with their own hat and give permission for staff to apply sunscreen to my child before outdoor play (only children over 12 months of age).

13. I am aware that if I am eligible for Child Care Benefit and if I answer “yes” to any of the following questions that I will need to advise the Family Assistance Office and the child care provider.
   a) Do you have a child attending another centre who has already attended another approved Child Care Service in the current financial year? Yes / No
   b) Do you have a child attending this centre who is also attending another approved Child Care Service? Yes / No
   c) Do you have a sibling listed on the assessment notice who is attending another approved Child Care Centre, Family Day Care or ‘Specialised Outside of School Hours Care Service? Yes / No

I certify that the above information is correct. I undertake to inform the Director immediately of any changes to this information.

Parent one
Name:..................................................
Signed:.............................................
Date:...............................................  
Witnessed:...........................................

Parent Two
Name:..................................................
Signed:.............................................
Date:...............................................  

Office use only:
Birth Certificate on file  Y / N
Immunisation Blue Book on file  Y / N
Days initially enrolled:
Monday        Tuesday        Wednesday        Thursday        Friday

Room initially enrolled in:
Nursery        Toddler        Preschool

Start Date:.........................................
Grievance Procedures for Parents

Aim:
To resolve conflict between parents and staff and / or committee members.

Procedure:

Parent Complaint against staff member

- When a parent has a grievance with a staff member the grievance is to be reported verbally or in writing. If the grievance is of a serious nature the grievance should be put in writing. The grievance should be reported to the director immediately.
- The director will ask the parent what solution they are looking for.
- The Director will speak to the staff member involved and ask them to:
  - Advise if they were aware of any grievances, if so
  - State the nature of the problem
  - Advise of the possible causes
  - What they believe should be done to rectify the grievance
  - The Director and staff member will try to come up with a solution to the grievance.
- The Director will report back to the parent with this solution. The Director is to receive feedback from the parent and if they are happy with the suggested outcome the grievance will be resolved.
- If the parent is not happy with the suggested solution then a meeting will be organised with the staff member, parent, Director and an executive committee member attending.
- Each person will have the opportunity to speak without interruptions. This meeting will be held with fairness, consistency, objectivity, confidentiality and patience.
- The director will seek clarification of each person’s ultimate goal regarding the conflict, which in turn will generate alternative solutions and formulate actions to solve the grievances.
- The parent and staff member will agree on a solution after weighing up the advantages and disadvantages of the solution.
- The Director and committee member will both have to agree on this solution and this will be put into writing and both parties will sign to say they agree on the outcome.
- If no agreement can be reached, the matter will be handed over to the Executive management Committee and decisions involving both conflicting parties will be made.

Parent complaint against committee member

If a parent has a grievance with the committee it is to be put in writing and given to the president of the management committee. An executive committee meeting will be arranged to discuss the grievance. The parent with the grievance may also be invited to the meeting. Resolution of the grievance occurs through a process of negotiation.

Note: Any complaint made by a the parent of a child, about the conduct of the service, the management committee must (unless the complaint is of s trivial nature) given written notice to the Director General (through the Department of Community Services) within one week of the complaint being made. The committee must also give written notice of any action taken in response to the complaint as soon as reasonably practical after the action is taken.

Approved: Aug 2006
Reviewed: Aug 2009

Sources:
Department of Community Services, Children’s Services Regulations, 2004