

# Determinants of a good Community Nursery Nurse (CNN)



A Guide to Nursery Nurse Qualifications and Experience – Minimum recommended core standards of education prior to recruitment as a CNN

To be utilised in conjunction with the Unite/CPHVA CNN Handbook, Voluntary Code of Conduct, Professional Guidelines, Competency and Induction guides



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# Introduction

## **Community Nursery Nurse Education guidance – Why is this necessary?**

As with all things, the requirements change with time to meet the needs of the clients and workplace. In the past, one could expect that all 'nursery nurses' had completed the NNEB and that was the standard route for anyone entering the field of childcare. The settings where these staff were employed varied; but were primarily in a nursery, pre-school or reception class or health related in neo-natal units or on wards as a predecessor to hospital play specialists. They would also be employed as childcare providers within a home setting, as a nanny or childminder. The training followed a universal syllabus and consisted of 70% theory and 30% practical. The old NNEB was replaced in 1993 by the Cache Diploma in Nursery Nursing (NNEB) Over a period of time, and with an increase in the variety of childcare settings, new qualifications have been developed. This has resulted in there being approximately 200 childcare based qualifications varying in length of duration, depth of study and assessment variations.

For the Community Nursery Nurse (CNN), the main focus of this guide is to give colleagues and employers a greater understanding of what is covered generically in their training, thus identifying potential suitable roles or additional training requirements of a nursery nurse entering this field of work.

The aim of this guide is:

- To inform colleagues of the breadth of the nursery nurse curriculum
- To demonstrate the core generic components of suitable childcare qualifications
- To inform managers/HR of the suitable qualifications when looking to recruit into a CNN role
- To support employers in establishing a minimum criteria when comparing international qualifications to the equivalent UK qualifications in terms of theoretical/practical components and relevant topic areas
- To prepare the way, in terms of standards of education, to facilitate the possibility of CNNs applying for a voluntary registration scheme
- In doing so, it recognises that, at present, there may be some variances in the quality of the learning experience for potential nursery nurses
- It is not intended to discriminate against staff already employed who may not have attained the recommended level of qualification but to support them in being able to meet any potential criteria set for voluntary registration.

# Part One

## **Aims of the guidance – How we assessed**

Within the CNN Forum, specific work was done to map the most common qualifications against the main role of the CNN. Each qualification was judged by a set criterion:

- Depth of underpinning knowledge – the level of study and theory for any particular topic area
- The length of the course defined more specifically into taught hours and practical placement
- How outcomes of learning are measured
- Currently all existing qualifications focus on children in the 0-8 years age range with some exploration of the antenatal period  
More recently this has been increased to 0-19 years
- Core modules were seen to be of particular importance (See Part Two).

## **Current recommendations**

### **What is suitable?**

In all of the documents produced by Unite/CPHVA since 2005 the following qualifications have been held up to be the recommended standard for employment to the CNN role. This was based on guidance given by the Qualification and Curriculum Authority (QCA) in 2005 as being equivalent to the original NNEB and also similar in duration, depth of knowledge and theoretical/practical balance. In her recent report Dame Clare Tickell used the NNEB as a comparator from which current standards should be measured against. *'I recommend that the Government ensures that new entry qualifications are of a high standard and, once introduced, reviews whether they succeed in conferring the equivalent status of the NNEB qualification.'* (DFE, Tickell, 2010)

The recommended qualifications are taught at Level 3 and consist of at least 350 days' full time study (or equivalent for part time study) of which between 1009-1260 taught hours + 750-840 hours practical training.

- NNEB, now replaced by the Diploma in Childcare and Education (DCE) awarded by CACHE and the HNC in Child Care and Education (Scotland)
- Level 3 BTEC National Diploma in Early Years, awarded by EDEXEL
- NVQ Level 3 in Early Years and Education (\*NVQEYE), NVQ Level 3 in Childcare and Education (\*NVQCE) awarded by City and Guilds, CACHE, EDEXEL and the OU.

\*The NVQEYE/NVQCE has now been replaced with a Level 3 qualification in Children's Care, Learning and Development (CCLD)

In recent years many more trusts have employed staff with differing qualifications. Many of these childcare qualifications have not prepared the staff sufficiently for the role at a base level. In some cases, this has resulted in poor practice which has meant significant extra training and support to get the member of staff up to the required level. In addition there have also been significant changes to qualifications themselves with new or replacement training being introduced.

This guide aims to break down these qualifications into areas of practice covered to support the recommendations for employers. Employers will need to be mindful that the quality of some vocational qualifications (e.g. National Vocational Qualification (NVQ3) in Childcare) will be determined by the breadth of experience gained within the workplace. Employers will need to look for evidence of a variety of experiences across the broad range of ages and the specific level. It should be Level 3 in a childcare-related discipline. When looking at degree qualified candidates, employers should be looking for evidence of a thorough practical as well as theoretical model of training to ensure consolidation and practice of academic experience.

# Part Two

## **Suitable childcare qualification – Typical syllabus**

In this part of the guide we look at the underpinning knowledge that a nursery nurse would bring to the role of a CNN provided they have completed one of the recommended qualifications. The intention of this section is for colleagues and managers to have a more in-depth knowledge of what has been covered. Nursery nurse training is often not fully understood. This guide has been broken down into typical areas required for the role, but is not exhaustive and many CNNs will have taken additional modules not covered here.

This guide aims to look at core modules / topic areas:

- Accident prevention and safety
- Attachment and bonding
- Behaviour management
- Care of the infant/child
- Child development and growth – 0-8 years
- Conception and the antenatal period
- Equal opportunities
- Health, health promotion and community care
- Legal and social context
- Minor ailments
- Nutrition/infant feeding/diet
- Oral health
- Play
- Record keeping\*/observations
- Safeguarding
- Speech and language
- Special needs
- Working with parents

\* Record keeping is not a specific module within any of the recommended qualifications but runs through all the modules.

Because it is such an important part of the CNN's role it was agreed that this should be highlighted under its own heading.

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<b>Accident prevention and safety</b>	Encourage personal hygiene e.g. hand washing Recognise common signs of ill-health Understand health and safety in the home – identify potential hazards and how to prevent accidents Knowledge and understanding of the basic facts of Sudden Infant Death Syndrome (SIDS) and care to minimise risk	Evidence of good hand hygiene practices, need to keep surfaces clean, know where to locate relevant policies Demonstrate knowledge around safe sleeping practices and other preventative measures including correlation of risk behaviours e.g. smoking	Taught modules to appropriate level Essays/assignments Practical competence Exams
	Know how to prepare and maintain a safe environment – refer to policies and procedures Know how to implement working procedures that safeguard children and adults that work with them	Deal with minor accidents e.g. grazed knee, bump to head Understand role of practice in working with children to manage conflict	
	Understand the care of sick children Being healthy and staying safe Understand how to care for and maintain equipment and materials with regard to safety	Promote a healthy environment for children Understand the need to keep toys, nursery and other equipment clean, complete and free from fault Understand the procedures for reporting faults	
	Understand the need for appropriate measures in the safe disposal of body waste and fluids according to policies/procedures of workplace settings or as agreed within the home environment.	Knowledge of when additional cleaning outside of normal rotas might be required e.g. contact with contagious diseases.	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Attachment and bonding</b></p>	<p>Knowledge of the various competing theoretical perspectives within the field of childhood emotional and social development</p> <p>Identify the major issues for children in separating from parents and primary carers through life circumstances and/or transition</p> <p>Understand the importance of the adult/child relationship, the range of relationships which may exist both within families and outside</p> <p>Understand the effects of loss and grief upon the normal healthy growth of a child and commonly encountered circumstances whereby children suffer such experiences</p> <p>Understand how to respond appropriately to children's feelings and behaviour</p> <p>Understand children's emotional and social development</p>	<p>Have a general evaluative overview of the competing theories</p> <p>Describe the likely effects on children of different ages and their families of transition from the home environment to other settings</p> <p>Consider the effects of multiple transitions, separations and/or carers on children of different ages and stages of development</p> <p>Understand an outline of the main theoretical perspectives on attachment, separation and loss in children's lives</p> <p>Understand the role of all adults in providing for children suffering loss or grief</p> <p>Develop strategies to enable children and families to cope more effectively with change</p> <p>Develop and recognise children's fears and anxieties especially those of separation and understand how to comfort and reassure</p> <p>Understand children's emotional needs. Identify strategies and resources to encourage children to deal with their feelings</p> <p>Recognise the importance of stability, consistency and sensitivity in the care of very young children</p> <p>Identifying factors which affect emotional and social development. This might include genetic, environmental, physical, social and cultural influences.</p>	<p>Taught modules to appropriate level</p> <p>Essays/assignments</p> <p>Exams</p> <p>Case studies</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Behaviour management</b></p>	<p>Knowledge of child development 0-4 and 4-7 years and the link between appropriate behaviours and the stage of development</p> <p>Recognise the principles involved in the management of unwanted behaviours</p> <p>Recognise factors and circumstances which may provoke changes in the usual behaviour patterns of children</p> <p>Recognise behaviour which may be symptomatic of emotional problems</p> <p>Be aware of the concept of the role in understanding the behaviour of individuals and groups</p> <p>Recognise the ways in which individuals, families, cultures and belief systems are likely to affect the way in which children behave</p>	<p>Able to identify factors and circumstances which may provoke unusual behaviours in children</p> <p>Recognise the importance of boundary setting</p> <p>Complete assessment including antecedents and possible consequences of stereo typing or labelling a child</p> <p>Understand ways in which the nursery nurse can contribute both positively and negatively to children's behaviour</p> <p>Identify techniques for managing undesirable aspects of children's behaviour</p> <p>Understand the importance of goals and boundary setting</p> <p>Understand the legal and other issues involved in the use of physical punishment by parents and primary care givers. Promote other methods of behaviour management</p> <p>Understand simple techniques of behaviour modification, their advantages and limitations</p> <p>Play an appropriate part in helping where such problems exist</p> <p>Know limitations of own role and when to seek further support and guidance</p> <p>Recognise the link between certain behaviours and potential safeguarding issues</p> <p>Play an appropriate role in managing conflict and facilitating children's development within this area</p> <p>Show an informed awareness of likely sources of support and help where difficulties arise</p> <p>Understand and manage this in the context of what is socially acceptable and legal within the culture</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Case studies</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
Care of the infant/child	Understand the principles of developing and learning	<p>Acknowledge the role of the nursery nurse and other adults in promoting the overall development of the child and the importance of the quality of adult/child interaction</p> <p>Understand the role of play and playful experiences in overall development</p> <p>Understand the principles of positive care of babies and children including responding to diverse cultural needs and practices</p> <p>Explain the factors to be taken into account in selecting equipment/ materials appropriate to the care and education of babies 0-1 year, children 1-2, 2-3, 3-4, 4-5 and evaluate the relative merits of different aspects of development</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Practical competence</p> <p>In-depth theoretical knowledge</p> <p>Reading</p> <p>Case studies; describe and provide the rationale for use of a range of activities, materials and equipment which promote the overall development of the baby according to his/her needs</p>
	Support and promote positive overall care and safe practice	<p>Understand the role and responsibilities of the nursery nurse and other adults in the provision of a safe, secure, stimulating and developmentally appropriate environment for children</p> <p>Understand the principles of adequate preparation and safety when carrying out any routine</p> <p>Understand normal care maintenance of equipment with particular reference to safety</p> <p>Understand and able to explain information regarding Sudden Infant Death Syndrome (SIDS) and basic ways to minimise risk</p>	
	Promotion and maintenance of health	<p>Recognise common signs and symptoms that may indicate illness and the role of the nursery nurse/ adults in obtaining further advice and assistance</p> <p>Be aware of the different types of surveillance and preventative healthcare systems</p>	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
Care of the infant/child (continued)	<p>Support and promote good practice in daily care</p> <p>Understand the importance of a positive relationship with parents and carers</p>	<p>Be able to implement the principles of practice of caring for the skin, hair and teeth</p> <p>Understand and explain the factors to be taken into account when choosing clothing and footwear for children and babies</p> <p>Describe and provide the rationale for possible 24-hour routines of new-born and older babies especially including the importance of adult interaction</p> <p>Understand the importance of care routines as pleasurable experiences for babies and children</p> <p>Understand the need for health and safety in the care of babies and children especially safe disposal of body waste and body fluids, hand hygiene to reduce the risk of cross-contamination/infection</p> <p>Understand the role and responsibilities of the key worker and the stresses associated with caring for young children</p> <p>Understand the variety and richness of childrearing practices</p> <p>Understand and be sensitive to the pressures on families and family life when caring for young children and babies including the adverse effects of poverty, discrimination and ill-health of carers</p> <p>Understand the need for equal and open access to health care and support for families</p> <p>Be aware of support groups and networks available to families</p> <p>Recognise that parents/carers may have different and/or positive/negative attitudes towards their children and/or babies</p> <p>Understand the need for sensitivity and professionalism towards parents/carers who may have difficult or challenging attitudes towards staff/settings</p>	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Care of the infant/child</b> (continued)</p>	<p>Identify the particular requirements of young babies in group and domestic care</p>	<p>Understand the emotional and social needs of babies separated from their parents/carers</p> <p>Recognise that babies learn through their everyday interaction with their carers</p> <p>Recognise the importance of one-to-one attention to young babies and developing appropriate attachments</p>	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Child development and growth 0-8 years</b></p>	<p>Knowledge around the theoretical models of how children learn and develop</p> <p>Knowledge and understanding of in-depth concepts around the cognitive development and learning of children aged 0-1, 1-4, 4-8 years with specific reference to stimulation, sensory development, development of children's skills, speech and language development, development of concepts, activities and wider experiences</p> <p>Recognise the impact on development of illness, learning difficulties, special needs and other factors around emotional well-being</p>	<p>Able to demonstrate working knowledge around theories of child development</p> <p>Able, by observing behaviour, to recognise normal development and the wide variations in chronological age when stages of development are reached including physical, cognitive/sensory/perceptual, language, emotional and social development</p> <p>Identify the stages of cognitive development in all age groups</p> <p>Able to describe materials and equipment to facilitate the different stages of development</p> <p>Describe the role of the adult in providing a stimulating, safe environment to facilitate best outcomes for children</p> <p>Understand the impact on development of the failure to provide appropriate stimulation</p> <p>Identify the effect of interaction with other children</p> <p>Identify the normal stages of language development and the impact of speech delay on overall development</p> <p>Recognise when children are experiencing learning difficulties</p> <p>Identify the special needs of children</p> <p>Identify the special needs of terminally ill children or children with life-limiting conditions</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Practical competence</p> <p>In-depth theoretical knowledge</p> <p>Reading</p> <p>Appropriate use of centile charts</p> <p>Case studies</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Child development and growth 0-8 years</b> (continued)</p>	<p>Knowledge and understanding of the effect on development of various factors e.g. multiple births, low birth weight, poor attachment and bonding, and genetic factors</p> <p>Knowledge of the early years curriculum</p>	<p>Describe the physical, environmental and genetic factors that can affect the attainment of normal development</p> <p>Recognise children who may be gifted and the need to provide for these children</p> <p>Understand the role of structured, unstructured, experiential, thematic and other activities that provide a broad and balanced curriculum</p> <p>Recognise the importance of meeting the needs of the whole child (holistic)</p> <p>Explain how to interpret and evaluate observations to assess development and meet individual needs. Analyse the implications, and reflect upon the implications for practice when planning experiences for children</p>	
	<p>Knowledge of the impact of disadvantage on children's development</p>	<p>Describe the possible effects on healthy emotional development of social conditions including poverty, housing, lengthy illness, violence and abuse</p> <p>The special needs of children in residential care</p> <p>Able to support and help promote development in children experiencing such deprivation.</p>	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Conception and the antenatal period</b></p>	<p>Identify, in outline, the processes of conception, birth and the postnatal care of mother and baby</p> <p>Recognise the impact of social and environmental issues on the unborn baby and the pregnant woman</p>	<p>Knowledge of the process of conception and development of the unborn baby</p> <p>Understand the key principles and practice of antenatal care and recognise how the care of the mother and family may affect the overall development of the baby</p> <p>Understand the birth processes and difficulties which may be encountered and how such difficulties may affect the attitudes and responses of the mother and immediate care of the baby</p> <p>Recognise the particular needs of low birth weight babies and multiple births and potential impact on the baby/babies</p>	<p>Taught modules to appropriate level</p> <p>Exams</p> <p>Written assignments</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<b>Equal opportunities</b>	Understand the background to, and framework of, equal opportunities	Understand the role of attitudes and values and the holding of stereotyped views in influencing behaviour Appreciate the need for codes of practice and equal opportunities policies Value the positive benefits of a diverse multi-cultural and multi-lingual environment Understand the specific effects of racism, sexism and other forms of discrimination and discriminatory practices on children's development	Taught modules to appropriate level Keep up to date with government guidelines and local policies Evidence of understanding of equal opportunities throughout work
	Recognise good equal opportunities and anti-discriminatory practice	Understand the nursery nurse's role in confronting and combating racism, sexism and other forms of discrimination and discriminatory practices Understand the importance of providing an environment that encourages a positive world view	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Health, health promotion and community care</b></p>	<p>Identify the principles and maintenance of personal health in children and adults</p> <p>Knowledge of Health &amp; Safety, Food Safety, Control of Substances Hazardous to Health Regulations (COSHH) etc.</p> <p>Understand the extent to which the family affects, and is affected by, the community at large</p>	<p>Describe importance of factors involved in promotion of community health/health education and the role of nursery nurses/other professionals</p> <p>Understand the conditions commonly encountered with routine surveillance programmes and the likely action where needs are identified</p> <p>Identify range/purpose of immunisation programmes</p> <p>Understand how to respond in an emergency situation where children's lives may be at risk</p> <p>Identify first aid activities</p> <p>Understand role of professionals in health care re confidentiality and appropriate communication</p> <p>Understand the policies and procedures for handling and disposing of body fluids and waste particularly with regard to AIDS/HIV and Hepatitis</p> <p>Understand the principles of disease transmission and cause of childhood illnesses</p> <p>Understand the importance of record keeping</p> <p>Understand role of the nursery nurse in safe administration of medication including safe labelling/storage</p> <p>Able to demonstrate effects on family functioning of economic and social policy, institutional framework of services and the physical/social environment</p> <p>Examine critically the values and limitations of different interventions aimed at helping families</p> <p>Understand how common cultural, racial, social class, gender, religious factors may affect health and access to health care services</p> <p>Understand the social and cultural context in which childhood illness may occur more frequently and factors that may limit the access to health care</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Practical competence</p> <p>In-depth theoretical knowledge</p> <p>Keeping up to date with government guidelines and local policies</p>

<b>Topic area</b>	<b>Knowledge required</b>	<b>Learning outcomes</b>	<b>How knowledge and skills are obtained and competencies verified</b>
<b>Legal and social context</b>	<p>Understand the role of the statutory services in relation to children and families</p> <p>Understand the background and social framework concerning alleged abuse</p> <p>Understand legislation and confidentiality</p> <p>Understand current relevant legislation</p> <p>Understand definitions of terminology</p> <p>Be aware of organisational strategies and practice issues to ensure equal access and compliance with legislation for disabled children and children with special educational needs</p>	<p>Describe the role of the local authority in relation to children who, for various reasons, are not in the care of their families and the circumstances which may lead to children being either compulsory or voluntarily removed from their families</p> <p>Have a sound understanding of current legislation</p> <p>Recognise and value the needs and rights of young children and families</p> <p>Understand the rights and responsibilities of parents including their right to be informed and consulted</p> <p>Knowledge of workplace policies and procedures; Children's Act, Every Child Matters etc.</p> <p>Understand the need for parameters</p> <p>Importance of confidentiality and data protection</p> <p>Understand medical and legislative terminology</p>	<p>Taught modules to appropriate level</p> <p>Written assignments</p> <p>Keeping up to date with government guidelines and local policies</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<b>Minor ailments</b>	<p>Know common signs of ill-health in children and how to identify them</p> <p>Know what the parent should do if they think the child is ill</p> <p>Know how to treat common minor illnesses/ recognise signs that a child may be ill</p> <p>Understand importance of knowing/following the relevant workplace setting procedure</p>	<p>Able to give five common signs of ill health</p> <p>Able to advise a parent on what to do if a child is unwell e.g. seek advice from a professional</p> <p>Able to identify ill-health in children and what to do in the first instance</p> <p>Able to demonstrate how to help when accidents or emergencies occur or when a child is ill</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Practical competence</p>
	<p>Recognise signs and symptoms of common childhood illnesses and allergies</p> <p>Be aware of procedures/how to respond to signs and symptoms childhood illnesses/allergies</p> <p>Respond to common childhood illnesses and allergies according to workplace setting procedures</p> <p>Describe procedures for dealing with accidents, injuries, illnesses and other emergencies</p> <p>Explain how to ensure that procedures for dealing with accidents, injuries, illnesses and other emergencies are followed effectively</p> <p>Know how to help provide physical care requirements for babies and children under three</p>	<p>Able to recognise common childhood illnesses and allergies</p> <p>Able to identify and respond to common childhood illnesses according to workplace setting procedure</p> <p>Identify the correct responses to accidents, illness and injuries to children</p>	
	<p>Understand the importance of policy and procedure of a workplace setting for responding to, and recording illnesses</p>	<p>Know how to supervise procedures for accidents, injuries, illnesses and other emergencies</p>	

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Nutrition/ infant feeding/diet</b></p>	<p>Understand feeding and nutritional needs of babies</p> <p>Know dietary requirements for healthy growth and development of babies. Learn what a balanced diet is</p> <p>Know why breast is best and how to support parents with breastfeeding</p> <p>Understand the role of the midwife and health visitor in supporting breastfeeding and nutrition</p> <p>Understand workplace support for working mothers, use of expressed breast milk, hygiene requirements and involvement of fathers</p> <p>Be aware of cultural beliefs and practices</p> <p>Knowledge of nutritional requirements at different ages and stages</p>	<p>Able to show the knowledge and understanding required to feed and care for babies and children and to develop the skills required</p> <p>Able to describe the results of dietary deficiency in children</p> <p>Understand the role played by poverty in adequate nutritional intake and a balanced healthy diet</p> <p>Understand the importance of presentation of food, impact of portion sizes and how food preferences change over time</p> <p>Understand the importance of social and educational roles, modelling of food intake and food preparation</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Assessments</p> <p>Practical competence</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Oral health</b></p>	<p>Encourage personal hygiene, e.g. hair, teeth and skin care.</p> <p>Understand how to care for babies and children aged 0-8 years</p> <p>Understand routines and care needs of babies and young children: 0-1, 1-3, 3-5, 5-8, for care of skin, hair, teeth; planning, implementing and evaluating routines, promoting self-reliance and confidence</p> <p>Understand routine care; washing, dressing, changing of babies and children under 3 in a sensitive manner, use of appropriate toiletries, family preferences and different cultural requirements, hygiene and protection procedures and why these must be followed, safe disposal of waste, help with toilet training</p> <p>Give different ways of encouraging personal hygiene</p> <p>Explain why it is important for the parent to encourage personal hygiene</p> <p>Know how teeth develop, everyday care of a child's teeth and the effects on teeth of a poor diet</p> <p>Understand the reasons why good oral hygiene is important and how to promote this</p>	<p>Able to provide a safe and secure environment for the child and prepare the child for bed (teeth cleaning routines)</p> <p>Able to encourage personal hygiene in the child</p> <p>Able to demonstrate how to care for babies and children aged 0-8 years</p> <p>Able to demonstrate development of the skills required to care for babies and children aged 0-8 years</p> <p>Know how to help provide physical care requirements for babies and children under 3</p> <p>Able to demonstrate how to care for children's physical needs</p> <p>Able to know and understand how to make suitable provision to meet physical care needs for babies and young children</p> <p>Able to demonstrate different ways of encouraging personal hygiene</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Practical competence</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
Play	<p>Understand that there are various theoretical and philosophical approaches to children's play</p> <p>Understand the role of play in the physical, cognitive, language, social, emotional and behavioural development of children 0-8 years</p> <p>Assess the quality of equipment and identify appropriate criteria for choice</p>	<p>Identify and provide for the different types of play for both individuals and groups</p> <p>Have a working knowledge of more recent developments in play</p> <p>Identify and provide for the different stages of play and understand the importance of a child's learning and experience</p> <p>Recognise and understand the role of the adult in planning for and supporting children's free and structured play</p> <p>Describe a range of play materials and equipment suitable for all stages of a child's play, incorporating both indoor and outdoor play</p> <p>Identify children who have particular needs and know how to provide for those needs through play</p> <p>Link play to cognitive and language development</p> <p>Be aware of and raise concerns when observing play that may be indicative of abuse</p> <p>Plan activities and play opportunities that will develop divergent thinking skills</p> <p>Identify and plan for the range of communication skills that should be offered to children and the role of the adult in developing such skills</p> <p>Undertake the planning of, and play a full part in offering, such a balanced programme</p> <p>Describe the experiences, activities and materials necessary to promote all-round development for the child 0-8 years</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Practical competence</p> <p>Assessments</p> <p>Modelling</p> <p>Describe, and provide the rationale for use of, a range of activities</p> <p>Case studies</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Record keeping/ observations</b></p>	<p>Understand the principles of recording, reporting and record keeping</p> <p>Understand and adopt the basic principles of accountability and responsibility</p> <p>Accurately observe and discriminate significant behaviour of individual children and groups of children. Record this concisely and accurately</p> <p>Make reasoned assessments of the extent to which children's physical, intellectual, social and emotional development accords with the norm based on observations. Record this concisely and accurately</p> <p>Demonstrate the reporting and recording of incidents involving children's behaviour patterns</p> <p>Understand the importance of record keeping and adequate monitoring of a child's health</p>	<p>Know how to report and record in the care setting</p> <p>Know when and how to refer children and their families</p> <p>Able to demonstrate the importance of correct, well based assessment, and be able to record this information accurately and contemporaneously</p> <p>Demonstrate competence in the use and variety of recording techniques including the rationale for their use and possible sources of bias including:</p> <ul style="list-style-type: none"> <li>-free description</li> <li>-structured description</li> <li>-pre-coded categories</li> <li>-checklists</li> </ul> <p>Demonstrate methods of presentation of information in ways which can be useful to self, other workers and professional groups to include:</p> <ul style="list-style-type: none"> <li>- written descriptive accounts</li> <li>- visual/graphical presentation of data</li> <li>- structured profiles</li> <li>- other pre-coded systems for recording data</li> </ul> <p>Understand how to report and record illness and seek help</p> <p>Understand how to record and monitor children's health</p> <p>Know how to record and report allergies and intolerances in a range of settings</p>	<p>Taught modules to appropriate level</p> <p>Observations</p> <p>Exams</p> <p>Written assignments</p> <p>Practical competence</p> <p>Assessments</p> <p>Assessment task (portfolio)</p> <p>Modelling</p> <p>Describe and provide the rationale for use of a range of activities</p> <p>Case studies</p> <p>Practice Evidence Records</p> <p>Practice Evidence Record Diary</p> <p>Professional Development Profiles</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<p><b>Record keeping/ observations</b> (continued)</p>	<p>Understand the role of routine observations and record keeping in identification of possible abuse and for purposes of evidence including the relative importance of different types of evidence of abuse, e.g. directly observed versus 3rd party information and how to record appropriately</p> <p>Knowledge and understanding of positive ways of communicating and exchanging routine information both written and oral, positive and negative with parents –including parents with whom communication is difficult</p> <p>Know how to follow appropriate procedures including recording and reporting mechanisms (in relation to incidents e.g. accident reporting)</p>	<p>Demonstrate the importance of effective communication between team members and other professionals</p> <p>Understand the principles of decision making and how to share information appropriately and take responsibility for agreed implementation</p> <p>Be able to provide feedback to parents in ways which increase confidence and self-esteem</p> <p>Write individual learning plans that are based on observations</p> <p>Identify and report on safety issues</p>	

<b>Topic area</b>	<b>Knowledge required</b>	<b>Learning outcomes</b>	<b>How knowledge and skills are obtained and competencies verified</b>
<b>Safeguarding</b>	Knowledge of risk of abuse Knowledge of types of abuse Knowledge of indicators of abuse Recognition of abuse Awareness of the consequences of abuse Knowledge of legislation, including policies and procedures Understand roles and responsibilities Support for children who disclose Working with parents and families	Record and report signs of abuse Multi-disciplinary working Understand social structure and factors Understand safe working practices Enable empowerment and autonomy Communication skills	Taught modules and written assignments Practical work and observations Exams Case studies

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
Speech and language	<p>Stages and sequences of language development  Knowledge of the different areas of language development i.e. listening, expressive, receptive</p> <p>Recognise role of all appropriate adults in promoting language development</p> <p>Recognise different forms of communication</p> <p>Be aware of physical, emotional and cultural differences</p> <p>Understand barriers to communication</p> <p>Understand cognitive and language development</p> <p>Recognise expected patterns of children's language and communication development between 0-16 years</p>	<p>Effective communication</p> <p>Use of words, gestures and body language</p> <p>Understand language development</p> <p>Understand the written and spoken word; knowledge of other systems, e.g. Braille</p> <p>Empathy</p> <p>Understand barriers to communication and how to overcome them</p> <p>Recognise how to communicate appropriately with babies and young children according to their stage of development</p>	<p>Evaluate a range of activities including songs, rhymes, story telling and range of books</p> <p>Taught modules and written assignments</p> <p>Practical work and observations</p> <p>Exams</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
Special needs	<p>Understand the scope of disability including the concept of 'special needs' and how this might be interpreted taking into account the use of language</p> <p>Be aware of forms of discrimination and stereotyping both individually and institutionally and the impact on children and families</p> <p>Understand the need for empowerment of children with a disability</p> <p>Understand the importance and promotion of the fact that all children, including those with disability, should be seen as individuals first</p> <p>Understand the possible effects of different forms of impairment on the development of a child</p> <p>Explain social and medical models of disability</p>	<p>Understand the particular needs of families with a disabled child and the importance of supporting and valuing the parent/primary carers</p> <p>Understand the legal framework within which care and education is given to disabled children</p> <p>Able to plan, provide for appropriate stimulation that takes into account a child's additional needs but seeks to afford the best possible opportunities and outcomes for the child</p> <p>Give clear details of two models of disability</p>	<p>Essays</p> <p>Observation</p> <p>Case studies</p> <p>Exams</p> <p>Knowledge of current legislation</p>

Topic area	Knowledge required	Learning outcomes	How knowledge and skills are obtained and competencies verified
<b>Working with parents</b>	Recognise the role of parents as primary carers and educators of their children Knowledge of The Children Act Understand the importance of establishing positive relationships and open communication with parents and recognising barriers to this  Understand social, physical, emotional and cultural differences	Understand the enormous variety of parenting styles and attitudes, family structures and arrangements Working knowledge of how this impacts on the well-being of children and their families Demonstrate the ability to provide feedback to parents Knowledge and understanding of other agencies able to provide support to parents  Demonstrate an ability to respect parents as partners in care, education and management of their children and understand that families do not always share the same values	Taught modules and written assignments Practical work and observations Exams Case studies

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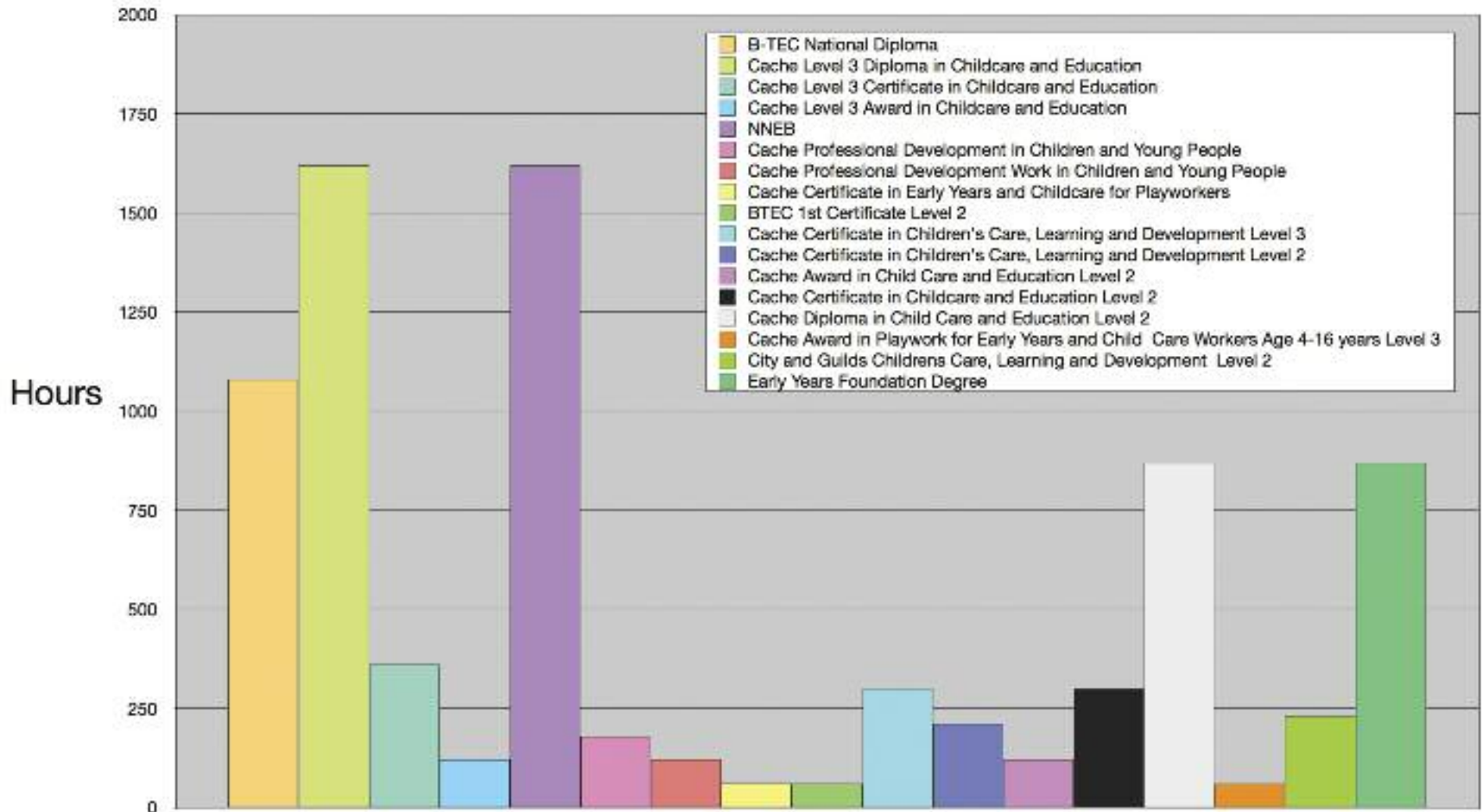
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**Whilst we have tried to source accurate and up to date information for this guide there will have been documents that we were not able to access. This list of references represents specific formal documents used; other information not referenced has been gathered anecdotally or directly from education providers.**

# Appendix 1: CNN Qualifications – Length of course

Graph 1: CNN Qualifications / Length of courses - outlining the differences between qualifications in terms of length of study (total hours). It has not been broken down into theoretical and practical but where there are significant differences this will be due to the additional requirement for practical placements.

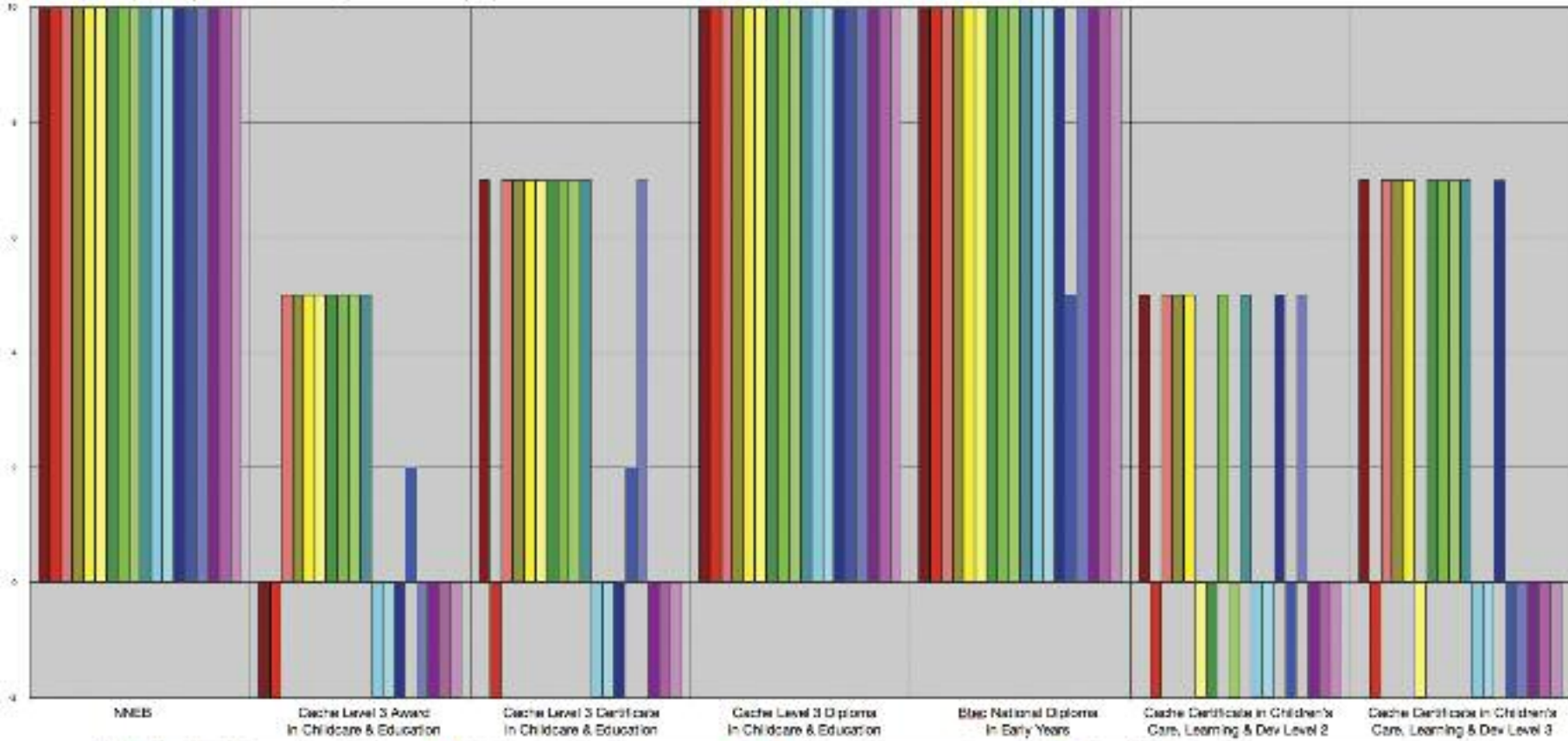


# Appendix 2: Course Topics

Graph 2: Course Topics - showing the depth and breadth of each topic area in relation to the different qualifications.

**Course Topics**

Graph Represents the topics studied in depth on each course listed: 10 = topics studied as full time in depth modules; 8 = in depth but less hours of study; 5 = topics covered in reduced hours; 1 = topics covered briefly but not in depth; -2 = no evidence found of topic covered



- Accident Prevention & Safety
- Attachment & Bonding
- Behaviour Management
- Care of the Infant
- Child Development
- Conception and the AN Period
- Equal Opportunities
- Health, Health Promotion & Community Care
- Legal & Social Context
- Minor Ailments
- Nutrition/Infant Feeding/ Diet
- Oral Health
- Play
- Record Keeping
- Safeguarding
- Speech and Language
- Special Needs
- Working with Parents

