

Family Food First Staff Learning Outcomes

The following learning outcomes detail the basic knowledge that staff who work in an accredited Family Food First setting will have in relation to healthy eating, good oral health and physical activity for young children. Participating settings will be able to access the information required to meet these learning outcomes by attending Family Food First training sessions, accessing our online teaching resources and other recommended documents.

Staff that work within a Family Food First setting will be able to:

Infant feeding *(If your setting cares for children under the age of 2 years)*

1. Identify the recommended age for starting solid foods in infancy.
2. List the three developmental cues which indicate an infant is ready to start solid foods.
3. Be able to discuss responsive feeding and list at least three cues which indicate hunger or fullness in the infant.

Healthy eating

1. Identify a healthy, balanced meal.
2. Discuss the differences between the dietary needs of a child under 5 and those of an adult or older child.
3. Be able to list the 4 food groups, and provide at least 4 examples of foods included in each group.
4. List the two recommended drinks which are safe for teeth and can be offered at snack time.
5. List at least 5 different foods which could be offered as a healthy, tooth friendly snack.
6. Be able to identify the recommended age to start using vitamin drops if breastfeeding or formula feeding, and will be able to signpost parents to a vitamin distribution point.
7. Will be able to identify foods and drinks high in fat, sugar and salt by reading the nutrition label.

Encouraging eating well

1. List three recommended approaches for appropriate management of fussy eating.
2. List three ways in which children can be encouraged to adopt good eating habits.

Food Safety

1. Discuss how to safely prepare infant formula.
2. Discuss how to safely store expressed breast milk.
3. Identify at least one member of staff who has an up-to-date food & hygiene training certificate.

Oral health

1. Identify when babies should start having their teeth brushed.
2. Identify the age when children can start brushing their teeth independently.
3. Identify the recommended level of fluoride in toothpaste for infants and young children in Luton.
4. Identify the correct amount of toothpaste to be used for under 3 and over 3 year olds (who are able to spit out).
5. Identify recommendations for tooth brushing including the number of times teeth should be brushed, the best time to brush teeth, spitting rather than rinsing your mouth and that adults should supervise children when brushing their teeth until 7 years of age.
6. Identify the age at which a child should have seen the dentist.
7. List at least 3 factors that will reduce the risk of tooth decay.
8. Signpost to the appropriate guidance for managing dental accidents in an early years setting.



Physical activity

1. Identify the recommendations for physical activity in under 5s (walkers and non-walkers).
2. Identify the recommendations for sedentary activity in under 5s.
3. Discuss activities suitable for non-walkers which help to build their physical skills
4. Differentiate between sedentary, light and moderate to vigorous activities.
5. Discuss what it means to be physically literate.
6. Identify the 3 areas of physical body management which include agility, balance and coordination.
7. Identify and discuss at least 3 key fundamental movement skills from each of the areas of body management.
8. Are able to plan fun and enjoyable activities that enable children to develop the fundamental movement skills.
9. Discuss how to adapt activities that target key fundamental movement skills to make them easier or more difficult.
10. Are able to assess children's development and identify the next steps for learning.

References:

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3. Department of Education WA (2013) 'Fundamental Movement Skills: Book 1 –Learning, teaching and assessment. Available at: <http://det.wa.edu.au/stepsresources/detcms/education/stepsresources/fundamental-movement-skills/fundament-movement-skillsbook-1.en?oid=com.arsdigita.cms.contenttypes.FileStorageItem-id-13807297>
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6. Public Health England (2014) Delivering better oral health: an evidence-based toolkit for prevention 3rd edition. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357835/DBOHv3SEP2014MainDocument.pdf
7. UNICEF (2013) The evidence and rationale for the UNICEF UK Baby Friendly Initiative standards. Available at: http://www.unicef.org.uk/Documents/Baby_Friendly/Research/baby_friendly_evidence_rationale.pdf

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