INA Nanny Credential

Exam Prep
Please Note

The INA provides a certificate for those who pass the Nanny Credential Exam Organizations and agencies are prohibited from awarding certificates to any individual who has completed the INA Nanny Basic Skills Assessment or INA Nanny Credential Exam. Completing either test does NOT provide any individual with automatic membership to INA. Membership in the INA or passing either test will in no way help individuals obtain a visa to the USA or any other country – saying so is false and anyone doing so will be removed from the INA membership.

Individuals can become MEMBERS of our association. However, membership in the INA does NOT certify, credential or accredit them in any way through INA. The INA does not have a certification for agencies. INA indemnifies itself from any legal proceedings based on a member’s wrong doing.
Introduction

The Nanny Credential Exam is designed to test a candidate’s working knowledge of children, their developmental needs, and how to meet those needs in an in-home child care environment. The questions range in difficulty and are meant to provoke thought and learning. The exam is not meant to replace thorough interviews by agencies and families, observation of nanny applicants with children of prospective employers, and complete reference checks. It can, however; be a gauge of Nannies’ knowledge of how children think and act at different ages, basic assumptions about guiding children’s behavior, and awareness of developmentally appropriate activities for children. Professional child care providers continuously learn about children. Both experience and education keep us abreast of developments in the child care field. Our commitment to learning as much as we can about them will enhance children’s development, help them to feel secure and confident, and increase their ability to make thoughtful choices in regards to themselves and others.
Description of the Exam

The exam has 100 Multiple Choice Questions and 1 Essay Question.

This exam is designed to evaluate knowledge, skills, and attitudes of candidates taking the exam in the following areas:

1. Health and Safety principles for children ages birth to twelve years
2. Child Development including language, intellectual, physical, social and emotional developmental domains
3. Caring for Children and their Environment to meet daily needs and utilizing best practices as a nanny
4. Professionalism including communication, personal qualities of a nanny, management skills and adherence to ethical guidelines.
Exam Instructions

The exam has 100 Multiple Choice Questions and 1 Essay Question. This exam is designed to evaluate knowledge, skills, and attitudes of candidates taking the exam in the following areas:

1. Health and Safety principles for children ages birth to twelve years
2. Child Development including language, intellectual, physical, social and emotional developmental domains
3. Caring for Children and their Environment to meet daily needs and utilizing best practices as a nanny
4. Professionalism including communication, personal qualities of a nanny, management skills and adherence to ethical guidelines.
Study guide resources to accompany this exam prep can be found in this document.

Please be sure to visit the links to explore credible research findings, the latest statistics, safety guidelines, videos, articles, expert reviews and best practices.

Focus on the 10 assessment areas to hone your skills and review best practices for caring and teaching young children.

It will also be important to revisit the latest CPR and First Aid training materials.
General Tips for Studying

- Starting out with a positive attitude is very important.
- Don’t aim for perfection. Focus on the big picture of improving your skills to make a positive impact on your charges and their family.
- The study process should be focused on exploring best practices when caring and teaching young children rather than memorizing every word and phrase.
- The new information you read and explore helps to demonstrate you are a dedicated nanny and learning is a lifelong pursuit.
- Studying should be scheduled in smaller chunks of time rather than a marathon of reading.
General Tips for Studying

- When reading materials, try to visualize the information and connect it to your current job or past experiences.
- Create an outline or graphic organizer to help you divide the information for easier processing.
- Ask a friend to help you study or talk about new information with others. Talking about the information will help you to retain it longer.
- If possible and age appropriate, apply new strategies or techniques into real-world experiences with your current charges.
Note About Resources

When the INA decided to offer an international credentialing exam for Newborn Care Specialists, it was an important goal to include reliable, authoritative sources from different countries, supporting the credentialing of NCS from diverse locations around the world. Resources such as the American Academy of Pediatrics and the U.S. National Institutes of Health are not the only organizations who are considered to be reliable and authoritative in the field of newborn care, and in fact they are not necessarily even considered authoritative in other countries besides the US. Thus we chose a wider array of reliable sources from the United Kingdom, Canada, Australia & New Zealand, plus the World Health Organization as a global resource, to be the foundation of the study guide and of the questions in the exam. In reviewing the content from these sources, we found some small discrepancies in how newborn care is interpreted and implemented, because our diverse sources sometimes have slightly different guidelines.
Note About Resources

However, in the entire study guide, the practices as described by all of the reliable and authoritative sources (both private and governmental) are considered acceptable newborn care practices for an INA credentialed Newborn Care Specialist, and the INA does not rate one system or set of practices from one region or country above any other.

For example, in the United Kingdom, infant safe sleep requirements include placing the infant so that the feet touch the end of the crib or bassinet. In the United States, infant safe sleep requirements do not include anything about the position of the infant’s feet, or the infant’s body within the sleep space. These kinds of minor variations in newborn care practices are the natural result of different professional and governmental bodies reviewing the data available to them, and thus are fully reasonable differences in standards of care between different countries.
Note About Resources

An INA credentialed NCS can place the infant with the feet touching the end of the crib, especially if that has been their professional training and their authoritative source has instructed them to do so. Likewise, and INA credentialed NCS can place the infant without the feet touching the end of the crib, because reliable and authoritative sources have also stated that is considered a safe sleep option.

These are NOT material differences in the standards of care; a material difference would be for example, if one organization said that placing infants to sleep on their tummies is a safe sleep practice while all the others agreed that it is unsafe.

Recognizing the inevitability of these minor variations in care practices, and committed to honouring the authentic diversity in our sources, the INA made an immense effort to be sure that no exam question tests on any point that is implemented or interpreted differently among the various sources in the study guide.
Note About Resources

Using the example above, the UK safe sleep requirements include feet touching the end of the bed and US safe sleep requirements do not, so that exact point is not tested on the exam, but only the common elements of safe sleep requirements. Thus, exam questions on safe sleep might test knowledge about back vs tummy sleeping, or about using blankets or pillows with newborns, but exam questions will not test knowledge about the infant’s position in the sleeping space or the infant’s feet touching the end of the crib, since those are considered to be acceptable variations in newborn care practices.
Health and Safety Resources

- Daily Food Plans for ages 2 to 18; based on age appropriateness and nutritional needs from Choose MyPlate by USDA [choosemyplate.gov/MyPlatePlan](http://choosemyplate.gov/MyPlatePlan)

- 10 Tips Nutrition Education Series has a variety of printable resources available in English and Spanish from Choose MyPlate [choosemyplate.gov/ten-tips](http://choosemyplate.gov/ten-tips)

- Childhood Illnesses Articles from Ask Dr. Sears provides several articles related to childhood illnesses [askdrsears.com/topics/health-concerns/childhood-illnesses](http://askdrsears.com/topics/health-concerns/childhood-illnesses)

Health and Safety Resources

- Safety Guides from the United States Consumer Product Safety Commission: several different guides are available; focus on toy safety and hazards in the home. Visit [cpsc.gov/Safety-Education/Safety-Guides/Toys/](https://cpsc.gov/Safety-Education/Safety-Guides/Toys/)


- Home Allergy Management for Everyone Room by room guide of allergens from American College of Allergy, Asthma & Immunology. Visit [acaai.org/resources/tools/home-allergy-management](https://acaai.org/resources/tools/home-allergy-management)
Child Development Resources

- Child Development Tracker from PBS. Click on the various ages to get insights on the stages of growth in all of the developmental domains [pbs.org/parents/child-development/](http://pbs.org/parents/child-development/)

- Little Kids, Big Questions: A Parenting Podcast Series from Zero to Three featuring an interview with an expert that focuses on how to apply the research of early childhood development to your daily interactions with your baby or toddler [zerotothree.org/resources/series/little-kids-big-questions-a-parenting-podcast-series](http://zerotothree.org/resources/series/little-kids-big-questions-a-parenting-podcast-series)
Child Development Resources

- School Readiness for Infants and Toddlers? Really? Yes, Really! focusing on developmentally appropriate practices with Infants and Toddlers by Sandra Peterson in NAEYC’s Young Children Publication 2012
  [issuu.com/naeyc/docs/petersen_yc0912?e=2112065/2211050](issuu.com/naeyc/docs/petersen_yc0912?e=2112065/2211050)

- Theories of Child Development: Building Blocks of Developmentally Appropriate Practices by Terri Jo Swim found on Early Childhood NEWS

- The Science of Early Childhood Development Video from the Center on the Developing Child at Harvard University
Child Development Resources

- Ages and Stages for Caregivers Fact Sheets from AAP includes prenatal through 5 years of age in various developmental domains and includes ways to encourage development [healthychildren.org/english/ages-stages/pages/default.aspx](http://healthychildren.org/english/ages-stages/pages/default.aspx)

- Wondering with Children: The Importance of Observation in Early Childhood Education by George Forman & Ellen Hall and published in Early Childhood Research and Practice with embedded videos and examples [ecrp.uiuc.edu/v7n2/forman.html](http://ecrp.uiuc.edu/v7n2/forman.html)

- Early Recognition of Child Development Problems Educational Video from the Center for Disease Control [youtube.com/watch?v=KrUNBfyIlBk&feature=youtu.be](http://youtube.com/watch?v=KrUNBfyIlBk&feature=youtu.be)
Caring for Children and Their Environment Resources

- Nanny Resources: 100 Ways to Connect with Your Charges from the INA Blog by Ken Myers of Morningside Nannies [nanny.org/nanny-resource-100-ways-connect-charges/](nanny.org/nanny-resource-100-ways-connect-charges/)

- Learning and Developing through Play from the National Council for Curriculum and Assessment to get best practices when planning learning environments through play [nccabiz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf](nccabiz/Aistear/pdfs/Guidelines_ENG/Play_ENG.pdf)

- Challenging Behaviors Tips and Tools from Zero to Three several resources here to review regarding best practices related to addressing guidance issues and setting age appropriate limits [zerotothree.org/early-development/challenging-behaviors](zerotothree.org/early-development/challenging-behaviors)
Caring for Children and Their Environment Resources

- Guiding Young Children: 21 Strategies by Amy Sussna Klein and published on Early Childhood NEWS
  earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=578

- Sleep Challenges from Zero to Three Explores the basics of what to expect at various ages, common parenting questions to strategies that can help your young child
  zerotothree.org/early-development/sleep

- It’s the Little Things: Daily Routines from PBS focusing on the whole child
  pbs.org/wholechild/providers/little.html
Professionalism Resources


- Purdue Online Writing Lab (OWL) - Reinforce basic writing skills such as mechanics, grammar and punctuation [owl.purdue.edu/owl/purdue_owl.html](owl.purdue.edu/owl/purdue_owl.html)
Professionalism Resources


- Creating a Nanny Journal by Kellie Geres from Regarding Nannies on tips for recording daily notes and information for parents regardingnannies.com/2013/01/creating-a-nanny-journal/

- Packaging Yourself Professionally Published on the INA blog by Angela Riggs, ECE Director at Sullivan University nanny.org/nanny-interview-packaging-professionally
Professionalism Resources

- **Recommended Practices for Nannies** -
  [https://nanny.org/resources/agencies/recommended-practices-for-nannies/](https://nanny.org/resources/agencies/recommended-practices-for-nannies/)

- **Recommended Practices for Support Groups** -
  [https://nanny.org/resources/recommended-practices-for-support-groups/](https://nanny.org/resources/recommended-practices-for-support-groups/)

- **Recommended Practices for Newborn Care Specialists** -
Professionalism Resources

- Recommended Practices for Agencies -
  https://nanny.org/resources/agencies/recommended-practices-for-agencies/

- Recommended Practices for Business Staff -
  https://nanny.org/resources/recommended-practices-for-business-staff/

- Recommended Practices for Nanny Employers -
  https://nanny.org/resources/families/recommended-practices-for-nanny-employers/

- Recommended Practices for Background Checks
  https://nanny.org/resources/families/recommended-practices-for-background-screening/
Professionalism Resources

- **Recommended Practices for Educators** -
  https://nanny.org/resources/educators/recommended-practices-for-educators/

- **Recommended Practices for Online Recruiting Platforms** -
  https://nanny.org/resources/industry-services/recommended-practices-for-online-recruiting-platforms/

- **Recommended Practices for Industry Services** -
  https://nanny.org/resources/industry-services/recommended-practices-for-industry-services/
General Test Taking Tips

- Have a positive attitude.
- Do not cram the night before.
- Get a full night of sleep before the test.
- Eat breakfast the morning of the test and drink plenty of fluid to keep hydrated.
- Read all directions on the test carefully.
- Manage your time by scanning through the entire exam quickly, including the essay question. Sometimes the multiple choice questions may be helpful when you are answering the essay.
General Test Taking Tips

- Answer multiple choice questions you know to be true first.
- With multiple choice questions, the process of elimination is helpful. Mark off choices that you know are incorrect then spend time focusing on possible correct answers.
- For the essay, organize your answer into parts.
- Use lists or bullet statements, if possible, to save time and get the information down.
- If you finish before time expires, go back and reread the essay question to ensure you answered all parts.
- Do not leave any multiple choice questions blank.
INA’s Commitment of Professional Excellence

➔ Respect the contributions of individuals involved in professional in-home child care.
➔ Maintain high standards of professional conduct
➔ Respect and support families in their task of nurturing children.
➔ Promote the physical, emotional, intellectual and social development of children.
➔ Support the lifelong process of personal growth and professional development.