

Volume 1



Llywodraeth Cymru
Welsh Government

FOOD & NUTRITION

for Childcare settings



Best Practice Guidance

Volume 1

Food and Nutrition for Childcare settings

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Volume 1



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Section 1

Best Practice Guidance

Volume 1

Section 1: Why healthy eating matters for children

Aims

The Best Practice Guidance has been developed to help settings meet the child care regulations for food and drink and health needs of children (Appendix 1) and be able to demonstrate that they:

- provide a range of food and drink to meet the dietary recommendations for children in their care
- aim for excellent quality rating and enhance care in this area
- promote a healthy supportive environment to help children to develop positive attitudes toward a healthy balanced diet
- promote consistency of nutrition messages and encourage opportunities to pass these messages onto parents/carers.

Where relevant it will also:

- meet the Foundation Phase Framework for Children's Learning. Personal and social development and well being are at the heart of the Foundation Phase
- support other national policy initiatives and programmes that impact on early years and children, e.g. Welsh Government Healthy Weight strategy, Every Child Wales, Flying Start, Healthy Pre-school Scheme, Healthy Eating Regulations for local authority maintained schools and Nutrition Skills for Life
- inform the relevant childcare and playwork qualifications, so that newly qualified practitioners will be aware and have knowledge of food provision in their settings.

Who is it for: All regulated providers, who provide food as snacks and/or meals and drinks and for all staff, not just those preparing the food:

- Child minding

- Day care and Open Access Play Provision:
 - Full Day Care settings, such as day nurseries, cylchoedd meithrin, children's centres and some family centres
 - Sessional Day Care, such as play groups, cylchoedd meithrin, wrap around care, funded education places, free childcare places
 - Out of School Childcare
 - Creches
 - Open access play provision

For ease of use the food provision section is split into settings that provide snacks and drinks only and settings that provide full day care with a range of meals, snacks and drinks across the day.

Food provision in maintained schools is covered by the Healthy Eating regulations, and applies to nursery classes. However, this can support their work on the whole school environment, for this age group.

It is also encouraged as best practice for other groups offering food and drink e.g.

- Unregulated provision such as parent and toddler groups, cylchoedd ti a fi, nannies and some play groups and open access groups. Also uniformed groups such as scouts, brownies and cadets.
- Parents and carers themselves so they know what they should expect their child to be offered. It is important to work alongside parents when implementing this guidance. Parents/carers can provide key information about an individual child's needs and the childcare setting has a unique opportunity to act as a role model, potentially influencing food provision in the home.
- A wider group of practitioners who have an interest in the health and welfare of young

children e.g NHS and social work staff who support families, third sector organisations working with families in community settings.

- Trainers of childcare practitioners, e.g. continuing professional development (CPD) sessions for staff and student training, delivery of Nutrition Skills for Life and nutrition modules in childcare and play work qualifications.
- Parents who provide food for their child when they are in childcare.

Diet and children's health

A healthy balanced diet and regular physical activity are essential to children's health and well being, from encouraging breastfeeding to developing positive healthy eating habits that can influence them later on in life. Key dietary issues that impact on children's health include: vitamin and mineral intakes, attaining a healthy weight and dental decay.

Important vitamins and minerals

More than one in four children may be at risk of iron deficiency which can have a significant

impact on a child's development. Ensuring a varied diet which includes foods high in iron can help prevent this (see Section 4). Growing children, especially those who don't eat well sometimes don't get enough vitamins A and C. It's also difficult to get enough vitamin D through food alone.

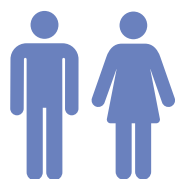
It is recommended that all infants and children aged 6 months to 5 years have daily vitamin drops of vitamins A, C and D, unless as an infant they are drinking around 500mls (1 pint) of infant formula milk a day. This is important even if they are eating well and spending time in the sunshine Healthy Start vitamins are ideal. As a setting you can provide information on who is eligible for Free Healthy Start vitamins. More information is available in the attached link www.healthystart.nhs.uk/

For babies and infants see section 2

The following diagram illustrates the current health status of children in Wales including healthy weight, dental health, and some key dietary intakes.

Figure 1: Healthy weight

27.1%
of children aged
4–5 years are
overweight or obese



of children aged
4–5 years are obese

The range of levels of obesity
across local authority areas
in Wales is

7.8%–17.5%

Local authority areas
above the average of
12.4%
in Wales include:



Anglesey, Gwynedd, Conwy, Wrexham,
Pembrokeshire, Carmarthenshire, Swansea,
Bridgend, Rhondda Cynon Taf,
Merthyr Tydfil and Blaenau Gwent

Local authority areas
below the average of
12.4%
in Wales include:



Denbighshire, Flintshire, Ceredigion,
Neath/Port Talbot, Vale of Glamorgan, Cardiff,
Torfaen, Monmouthshire, Newport

Ref: National Child Measurement Programme for Wales 2016/17, Public Health Wales, 2018.

Figure 2: Dental health

3 year old in Wales¹

14.5%

of 3 year olds in Wales have at least one tooth affected by decay

Typically a child aged 3 with decay will have about 3 teeth affected (2.91)



5 year old in Wales²

34.2%

of 5 year olds have at least one tooth affected by decay

The mean number of decayed, missing or filled teeth per child in Wales is 1.22

12 year old in Wales

In 2013 about **11** out of 30 children (36%) will have some decay in their permanent dentition compared with **14** out of 30 in 2004 – on average had 2.2 teeth affected

(the most recent dental survey of 12 years was in 2012/13)

The amount of tooth decay in young children has improved

Long term trends from the late 1980s to the present day highlight a significant reduction in both the prevalence and average experience of dental caries amongst 12 year olds living in Wales

1 Ref: Morgan, M, Monaghan, N (2015) Dental epidemiological survey of 3 year olds in Wales 2013-14 Welsh Oral Health Information Unit, Cardiff University & public Health Wales

2 Ref: Morgan, M, Monaghan, N (2017) Dental epidemiological survey of 5 year olds in Wales 2015-16 Welsh Oral Health Information Unit, Cardiff University & public Health Wales

Figure 3: Diet intakes

Free Sugar intakes

15g sugar = 4 teaspoons

From 2 years old

Maximum Recommended intakes



4 teaspoons

1.5–3 year olds

Actual intakes



8 teaspoons

4–10 year olds

Maximum Recommended intakes



5–6 teaspoons

Actual intakes



14 teaspoons

Fibre intake (per day) 2–4 years

Recommended intake

15g

Actual intake

10.3g

Fibre intake (per day) 5–10 years

Recommended intake

20g

Actual intake

14.0g

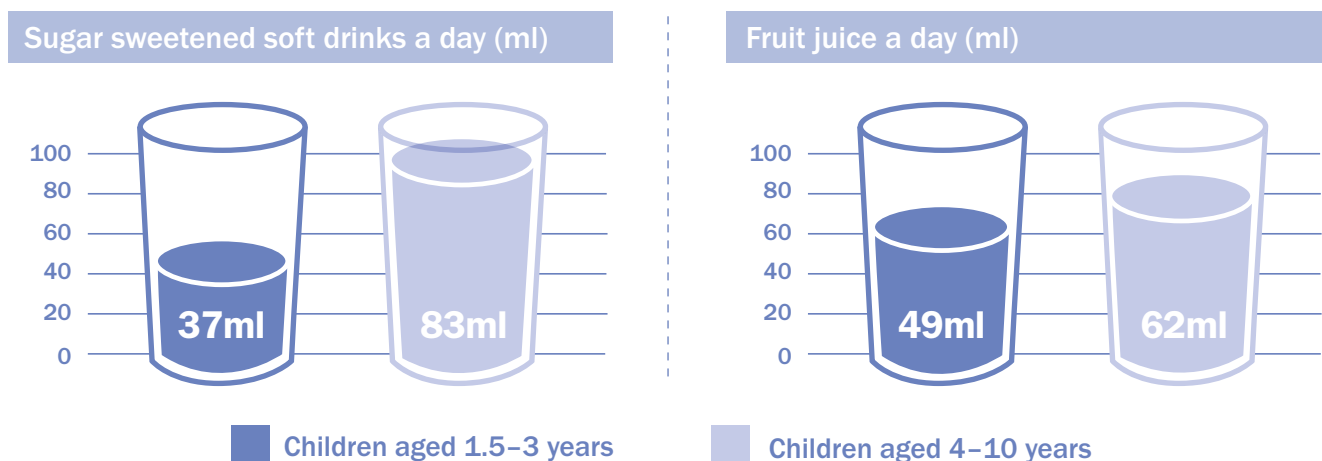
National Diet and Nutrition Survey. Results from Years 7–8 (combined) of the Rolling Programme (2014/15 to 2015/16).

Figure 4: What food groups contribute to free sugar intake



National Diet and Nutrition Survey. Results from Years 7–8 (combined) of the Rolling Programme (2014/15 to 2015/16).

Figure 5: Amounts of drinks consumed



Key role of childcare settings in children's nutrition

The early years and childhood are a crucial period for development and provide an important foundation for a child's future health and well being.

The first 1000 days (from when a baby is conceived to age two) can have a positive influence on how they develop, grow and learn – not just now, but for his or her whole life. What a child eats is a crucial. This means that childcare settings can play a key role in provision of quality and nutritious food, for children in their care.

There is evidence that children as young as 3 are receptive and capable of learning about

nutrition and its relationship to health and that newly tasted foods are more likely to be accepted between 2 and 3 years, than between 4 and 8 years.

There were just over 80,000 places for childcare and play in 2016 (CIW, 2016) in Wales, with a high percentage of children taking up a place and therefore childcare settings will impact on the lives of many young children, as well as possibly influencing what is eaten at home.

Provision of a healthy balanced diet and healthy drinks is essential to:

- encourage children to eat a wide variety of foods because habits adopted at the toddler stage will be taken into later childhood and adult life

- influence food preferences, as a toddler begins to have a decisive say in food selection
- ensure they get the right amount of energy and nutrients for this time of rapid growth and development
- ensure they develop and maintain a healthy weight
- help prevent tooth decay
- help prevent iron deficiency and constipation.

Child care practitioners and settings are in an ideal position to help shape eating habits for life and to support young children to eat well. Settings can:

- play a significant part in children's nutrition by supporting mums who are continuing to breastfeed and supporting the introduction of solid foods
- provide nutritious food in the correct portions to support a diet that encourages vegetables and fruit, and balanced meals providing all the essential nutrients, with milk or water to drink

- provide activities to create an environment that encourages children in their care to develop positive attitudes to food and their health.

The challenges are to ensure that meals, snacks and drinks provided meet dietary recommendations for this age group, and are eaten and enjoyed by children.

It is important to support a values and rights based approach to a healthy food environment from the right of the child to have clean water, food that is good for them and that can protect their health to also supporting and developing their skills, attitudes and knowledge through education to have a voice and express their opinion in their choice of food.

Some families may not be able to access or afford, good quality food and this can have an impact on children's long-term health. Child care settings can provide an essential part of a child's dietary intake in these crucial years.

The best practice guidance is in 2 volumes:

Volume 1:

- guidance for care of infants age 0–6 months and 6-12 months
- a set of food and drink standards for 1 year onwards
- practical guidance on how to implement them and demonstrate best practice in food and drink provision
- activities that promote healthy eating habits and wellbeing
- food hygiene and safety.

For ease of use in Section 4 standards, meal planning and guidance is split into two parts:

Part A – Settings providing snacks and drinks.

Part B – Settings providing meals in addition to snacks and drinks.

Volume 2:

- a set of example menu plans
- a set of recipes that meet the nutritional requirement for these age groups for different size settings.



FOOD & NUTRITION

for Childcare settings

Section 4

CONTENT ONLY

Best Practice Guidance

Volume 1 Section 4

Food and nutrition: standards, guidelines and menu planning

Content

Nutrients and food, balancing requirements, healthy balanced diet

Part A Settings providing snacks and drinks only

younger children 1-4 years

older children 5-12 years

Part B Settings providing full day care with meals, snacks and drinks

Top tips for menu planning

Food Groups and standards

Fruit and Vegetables

Potatoes, bread, rice, pasta and other starchy carbohydrate

Beans, pulses, fish, eggs, meat and other proteins

Dairy and alternatives

Oils and spreads

Meal Planning and standards

Breakfast, Lunch, Tea

Additional guidance on sugars, Desserts, puddings and cakes and salt

Food labelling and buying healthier products

Catering for special dietary requirements

Provision for cultural and specific dietary requirements

Provision of special diets for medical reasons

3 week menu plan

Nutrients and food

Children need to eat the right balance of energy and nutrients to have healthy growth and development, to achieve a healthy weight and to help protect against certain diseases.

The childcare setting can play an important part in this, by providing nutritious food in the correct portions and by creating an environment that encourages children in their care to develop positive attitudes to food and their health. This section provides all you need to know about the food you provide to ensure it meets the dietary recommendations for children in your care.

What are nutrients? There are 2 main types of nutrients in addition to water, that the body needs to provide essential nourishment:

Macro Nutrients are:
Protein, carbohydrate, fats

*Meat /fish
Bread/pasta/rice
Olive oil/sunflower oil
Oily fish*

Micro Nutrients are:
vitamins (eg. A,C,D) & minerals (eg. Iron, calcium)

*Carrots/oranges/spinach
Milk
Sunshine*

- **A Nutrient framework** sets out the proportion of nutrients that a population group such as young children, should receive.
- **Food standards** outline the types of food that young children should be offered at each meal e.g breakfast, main meal or a snack, or overall in a day to meet the recommendations for nutrient intake.

To provide practical guidance for you to use, the nutrient requirements for young children have been translated into food and drink standards with guidance on types of food and portion sizes for each meal and snack.

A separate volume of example menus and recipes is provided.

For more information on the recommended amount of nutrients for an average day for 1-4 year olds, divided into meals and snacks, see Appendix 2.

For more information on the recommended amount of nutrients for older children, 5-12 year olds, see Appendix 3

Balancing requirements throughout the day

Table 1. outlines how much food should be provided across a full day in child care to meet nutritional requirements.

Table 1: Balancing requirements

Breakfast	<ul style="list-style-type: none">• 20% of total daily intake
Mid morning snack and drink	<ul style="list-style-type: none">• 10% of total daily intakes
Lunch	<ul style="list-style-type: none">• 30% of total daily intakes
Mid afternoon snack and drink	<ul style="list-style-type: none">• 10% of total daily intake
Light tea	<ul style="list-style-type: none">• 20% of total daily intakes

This allows for 10% of requirements to be met at home. However, in practice children will have meals in different settings across the day e.g. home, school, childcare and this should be considered, (see section 5).

What is the ideal healthy balanced diet?

Eating well and having a healthy lifestyle can help us all feel our best and make a big difference to our long term health. The Eatwell Guide is used across the UK to help everyone understand what the ideal balance of foods is for a healthy diet.

Remember that it applies fully to children from the age of 5, but from aged 2 – 5 years children can be gradually moving toward the same balance of foods as adults. This guide shows you what the main differences are and what you should be providing for younger and older children in your care.

How much and what types of food to have during the day

The Eatwell Guide encourages us to choose a variety of foods from the 5 food groups to help us get the wide range of nutrients our bodies need to stay healthy.

- Potatoes, bread, rice, pasta and other starchy foods
- Fruit and vegetables
- Beans, pulses, fish, eggs, meat and other proteins
- Dairy and alternatives
- Oils and spreads

The Eatwell Guide (2017) replaces the Eatwell Plate and includes a few changes as a result of more research and talking to the public.

What's new:

- Information on drinks and hydration.
- A message on labelling to help people choose, cook and eat healthier options.

What's different:

- Foods high in fat, sugar and salt moved to the outside as they are not considered an essential part of the diet.
- Knife and fork have been removed to reflect food intake over a day or week rather than one meal.
- Fruit juice and fruit smoothies – are now in the drinks message and 150ml maximum counts as one portion of fruit.



Note on energy:

The energy requirements on the Eatwell Guide are based on adults.

The menus and recipes in this guidance are based on the requirements for children in your care.



The Eatwell Guide shows how much of what we eat overall should come from each food group:

- Eat at least 5 portions of fruits and vegetables every day.
- Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.
- Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options.
- Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily).
- Choose unsaturated oils and spreads and eat in small amounts.
- Drink 6-8 cups/glasses of fluid a day.
- If consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts.

Anyone with special dietary requirements or medical needs might want to check with a registered dietitian on how to adapt the Eatwell Guide to meet their individual needs.

The Eatwell Guide for children in your care – what’s important and how does it differ for infants and children under 5 years

The Eatwell Guide does not fully apply to children **under 2** as they have specific nutritional needs. Infants and young children have high nutrient requirements relative to their size as they are still undergoing quite rapid growth and development and are usually very physically active. They require an energy and nutrient dense diet which should be provided by regular meals and snacks. Between the ages of **2 and 5 years**, children can gradually move to eating the same foods as the rest of the family in the proportions shown in the guide.

Eating a variety of foods from the 5 food groups of the Eatwell Guide is important in the early years, including a range of fruits and vegetables. However, it is important to

note that there are key differences in the recommendations for adults and older children compared to the nutrition guidelines for pre-school children.

So how does the guidance differ for young children?

Energy - the calorie requirements shown on the Eatwell Guide apply to adults. The menus and recipes in Volume 2 are based on calorie requirements for young children 1-4 years.

It is more important that young children are:

- Offered regular, nutritious meals and snacks (3 meals a day and 2-3 snacks) along with plenty of active play, rather than focus on calories.
- Given portion sizes appropriate to their age or let them help themselves, but be guided by their appetite

More information on the requirements for different age groups can be found in Appendix 2 & 3

Fat – oil & spreads:

Young children need more of their energy from fat than older children or adults, to provide a concentrated source of energy. Important fats are those that provide essential fatty acids for brain development, and they provide Vitamins A, D, and E.

- Low fat diets are not appropriate for children under 5 years as they are unlikely to provide the calories needed for growth.
- Children under 2 years should be given full fat dairy foods e.g. yoghurt, cream cheese and milk.
- Children 2-5 years can change to lower fat dairy foods and semi-skimmed milk if they are eating well. Skimmed and 1% milks are not suitable as a main drink for children under 5 years.

Some children may drink cow's milk alternatives e.g. , soya or nut milks. For children under 2 years, this will usually follow discussion with a health professional.

The type of fat is also important:

- **Saturated fat** is mainly from animals: cheese, meat, meat products e.g sausages, butter, cakes and biscuits.
- **Unsaturated fat** is mainly from plants and fish: vegetable oils, sunflower oil, and fat spreads labelled high in polyunsaturated or monounsaturated

The food standards guidance and recipes all take into account the types of fat used

Fibre - the Eatwell Guide encourages wholegrain and higher fibre starchy foods to meet the recommended amount for adults of 30g per day. For children aged 2-5 this is halved to 15g. No specific recommendations are made for children aged under 2 years, but as the diet becomes more varied, increasing amounts of whole grains, pulses, fruits and vegetables is encouraged.

Alternatives to meat - the Eatwell Guide encourages us to eat less red meat and replace this with alternative sources of protein e.g. beans, other pulses and poultry. Red meat such as beef or lamb is a valuable source of iron and useful to include in weekly meal plans for young children, if not vegetarian. A suitable range of vegetarian foods can also provide sufficient iron.

Drinks - tea and coffee are not appropriate for young children. The only drinks they need are **water or plain milk** as these are protective to their teeth. Milk will still be an important drink for young children in the first four years of life. Children should be offered around 300-400 ml of milk a day. This could include a cup of milk at one of their snack times and a cup of milk in the evening, and a portion of dairy food or alternative at a meal time. This provides the recommended 3 portions of dairy and alternatives a day.

visit www.firststepsnutrition.org for more information

Pure fruit juice is a good source of vitamin C but contains natural sugars that can cause tooth decay. It is also acidic and may erode children's teeth. Fruit juice should not be given in childcare settings for under 5's. From around age 5 it's ok for children to have undiluted fruit juice or smoothies, but have occasionally and no more than one glass (about 150ml) in a day served with a meal, this will count as one of their '5 a day'.

Extra Vitamins - it is recommended that infants and children aged 6 months to 5 years have daily vitamin drops of vitamins A, C and D; unless as an infant they are drinking around 500ml (1 pint) or more of infant formula milk a day. This is important even if they are eating well and spending time outdoors in the sunshine.

It is also recommended that babies who are being breastfed are given a daily vitamin D supplement from birth and older children should consider taking a daily supplement of Vitamin D during the autumn and winter.

Healthy Start - children in your care may be receiving Healthy Start which aims to provide a nutritional safety net for some families in receipt of benefits. They are entitled to vouchers that can be exchanged for cow's milk, fresh and frozen fruit and vegetables and infant formula as well as coupons for free vitamin drops containing vitamins A, C and D.

It is helpful to display information about Healthy Start in your setting. For further information visit <https://www.healthystart.nhs.uk/healthy-start-vouchers/do-i-qualify/> or ask your local Family Information Service.

Older children should follow the Eatwell Guide for all food and drink

How to use the food and drink standards and guidance

The food photos illustrate typical portion sizes for 1-4 year olds of foods from each food group, and how they should be put together in each meal.

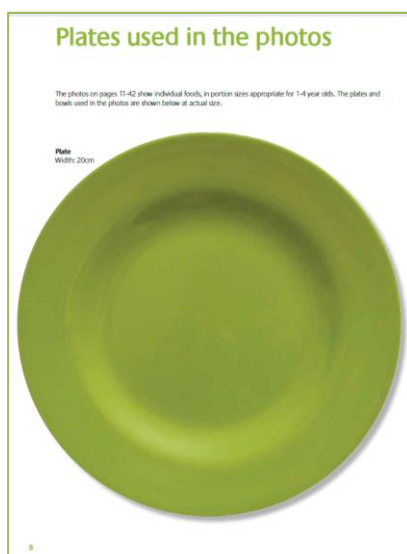
The plates are sized as follows:

Small bowl 8cm

Large bowl 12 cm



Large plate 20cm



Planning the day and week's food

Week 1: Early years (children aged 1–4 years)

Spring / Summer



Menu	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Planned to provide 20% of a child's daily nutritional requirements Drinks: Water only	Malt wheat cereal with milk and sliced banana Crumpet and spread	Cornflakes with milk, raisins and kiwi fruit quarters White toast and spread	Hard-boiled egg and tomatoes with wholemeal bread and spread Banana	Wheat biscuits with milk and mixed berries Half a slice of fruit bread and spread	Crisped rice cereal and milk Half a bagel with spread and melon
Mid-morning snack Planned to provide 10% of a child's daily nutritional requirements Drinks: Milk or water	Breadsticks and mixed vegetable sticks	Toasted crumpet, spread and strawberries	Yoghurt and sliced grapes	Wholemeal toast with spread and mangetout	Banana slices
Lunch Planned to provide 30% of a child's daily nutritional requirements Drinks: Water only	Thai chicken curry (or Thai tofu curry) with white rice Seasonal fruit salad	Lamb moussaka (or Lentil moussaka) with garlic bread and mixed salad Rhubarb fool	Pork ragu (or soya and apple ragu) with new potatoes, broad beans and courgettes Pineapple upside down pudding with custard	Salmon and pea risotto (or bean and pea risotto) Blueberry sponge cake	Bean and veggie sausage wholemeal pasta bake Plain Greek yoghurt with raspberry puree
Mid-afternoon snack Planned to provide 10% of a child's daily nutritional requirements Drinks: Milk or water	Cheese (sliced or cut into sticks) and sliced tomatoes	Pineapple slices	Mashed avocado and pitta bread	Mixed chopped seasonal fruit	Cucumber and carrot sticks with crackers and cream cheese
Tea Planned to provide 20% of a child's daily nutritional requirements Drinks: Water only	Bean and tomato gnocchi bake with bread and spread Strawberry frozen yoghurt	Tuna fishcakes (or potato and lentil cakes) with tomato relish Season fruit salad	Rice pudding with peach puree	Banana slices	Apple slices and raisins

* Fresh drinking water must be available and accessible at all times.

Planning menus in advance for your setting can:

- Ensure variety and balance to meet the standards and guidance.
- Reduce overall cost of food.
- Reduce and minimise waste.
- Ensure children who attend on only 1 or 2 days a week do not get the same food each time.
- Help with staff cover, as all staff will know what food is provided.
- Inform parents and carers on what is provided, as well as pass on good practice.

Aim for a 3 week cycle for both a snack and drinks menu and a full day care menu.

Use the food standards, menu planning guidance, practice point tips, and the example menus and recipes in Volume 2.

Produce a menu that meets the needs of a healthy growing young child, with the right balance of energy and nutrients.

For each food group, there is information to explain:

- the **types of food and drink** included in the food group
- **why the food group is important**
- **food safety information**
- **guidelines** for planning menus
- typical **portion size** information

Food standards describe **how often, how much, and which different types** of food and drink to provide for meals.

The food and drink standards and guidance are divided into:

- Settings that provide drinks and snacks only.
- Settings that provide full day care with a range of meals which can include breakfast, main meals, light meals, snacks and drinks.

Part A: Settings providing snacks and drinks only

For younger children 1-4 years - Why do young children need snacks?

Young children often have small appetites and need regular meals together with 2-3 snacks per day. Healthy snacks are important to help meet the energy needs of children and to provide important nutrients. They should be low in free sugars to help prevent tooth decay. If you are providing regular care, it is best to plan a snack menu to ensure variety across the week and a balanced nutritional content.

Snacks and drinks should provide around 10% of total daily intakes each for mid morning and mid afternoon, for energy, this amounts to around 120 kJals.

Snacks can be given from all Food Groups – see **Table 2**.

Remember vegetables are a really good choice as a finger food snack and for dips , see examples on the .

Table 2

Food Group	Food standards for healthy snack choices
Potatoes, bread, rice, pasta and other starchy foods	Provide a starchy food such as crackers, breadsticks, rice cakes as part of at least one snack per day. Provide at least 3 varieties of starchy foods across snacks each week. Choose bread and bread products with lower salt contents. Choose those which are labelled as low green or medium amber in salt (see page 42 food labelling).
Fruit and vegetables	Provide vegetables and fruit as part of all snacks. Dried fruit should not be provided as snacks. Use a variety of fruit and vegetables and encourage more vegetables.
Beans, pulses, fish, eggs, meat and other proteins	Foods from this group provide a useful source of iron and zinc and can be used as part of snacks once or twice per week.
Dairy and alternatives	Provide one as part of snacks per day to contribute to the 3 portions of dairy and alternatives required per each day.

Figure 1: Snack ideas for Early Years settings



Practice point – preventing choking

To avoid choking, cut small foods like tomatoes, grapes and blackberries into quarters and ensure sausages are cut into very small pieces. Think twice before offering very young children *hard foods* such as unripe fruit, or hard cubes of cheese (grate or slice instead), *slippery foods* such as tinned peaches or *sticky foods*.

Always ensure young children are supervised when eating

Walking or running around with food may also be a safety hazard.

Adapted from, The Royal Society for the Prevention of Accidents - ROSPA guidance for parents

Snacks to avoid

Sugary snacks can cause tooth decay, particularly if eaten between meals. Sugary foods can also lead to excess calorie intakes. These include sweets, chocolate confectionery, biscuits, sugary pastries, sugary desserts, sweetened cereals.

Crisps, and savoury snacks are very **high in salt** and are not recommended.

Nuts - whole nuts can cause choking in young children and should not be given.

Nuts - especially peanuts can cause severe allergic reactions in children suffering from a nut allergy. All settings should have an allergy plan in place on the use of nut products such as ground nuts and nut butters such as peanut butter.

(See later for more information on allergies and special diets)

Practice point - dried fruit

Dried fruit is fine to eat as part of a pudding or after a meal but can damage teeth if eaten between meals as a snack, because of their sticky and sugary consistency.

Avoid dried fruit as a snack between meals for all children.

However, you shouldn't need to avoid nut products if there are no children at risk See allergy section to keep up to date

Childcare providers are ideally placed to encourage healthier options, and often children who refuse certain foods can be encouraged with positive reinforcement to increase the variety of healthier snack foods. Working closely with parents is crucial and parents should be involved in discussions about any changes to the food and drinks you provide.

Snack time also provides an excellent opportunity for children to:

- Practise personal hygiene by washing their hands before eating/drinking (see section 6)
- Learn about healthy snacks and drinks
- Develop independence and start making their own choices
- Try new foods and chat to staff about their likes and dislikes (see section 5)
- Talk to each other and develop social skills



Drinks

Having enough to drink is vitally important for young children as they are more likely to get dehydrated, especially when being active and when it's hot. Children can learn from developing good habits for drinking plain tap water regularly, and being encouraged to drink as they may not remember to have a drink by themselves.

Milk and water are the only suitable drinks for the first year and should be continued in the early years to establish good habits.

Offer young children 1-4 years about 7-8 cups or beakers a day to make sure they are having enough drink for their needs, based on cups of 100-150ml.

NB for infants younger than 12 months, see section 2.

Do's	Dont's
<p>Tap water should be available to drink at any time of the day, and children should be encouraged to help themselves. Water quenches thirst, does not spoil the appetite and does not harm teeth.</p>	<p>Sugary drinks such as lemonade, colas, squashes and fruit juice drinks contain added sugars and are acidic and are not necessary in a child's diet. They may also contain caffeine.</p> <p>These drinks are not recommended and should not be offered. They are a poor source of nutrients and contribute to tooth decay and erosion.</p>
<p>Children may need more water during hot weather and when doing extra physical activity.</p>	<p>Low calorie squashes, no added sugar or reduced sugar drinks, flavoured water, should not be offered as they can also contribute to, or cause, tooth erosion and can encourage a preference for sweetened drinks.</p>

<p>The only drinks that should be offered are tap water and plain milk. Full fat milk should be the main milk drink until at least two years old, but semi-skimmed milk can be introduced from this age providing the child is a good eater and a variety of foods are taken. Skimmed milk is not suitable as the main drink for children under five years of age. When only one type of milk is provided in an early years setting it should be whole milk.</p>	<p>Tea and coffee are not advised for under 5's as they contain caffeine and tannins. Caffeine acts as a stimulant and tannins interfere with the absorption of iron.</p>
<p>Alternative milks such as oat, almond, and soya may be requested for children and brought in by parents/carers. These need to be unsweetened and fortified with calcium .</p>	

Facts about fruit juice and fruit smoothies

When fruit is blended into a juice or smoothie the sugar content in the fruit is released and can cause tooth decay . They are also acidic which can erode children's teeth

Although fruit juice does contain nutrients such as Vitamin C, at this young age it is best avoided to protect teeth.

Making smoothies can be a good way of getting young children involved in a healthy food activity, (see Section 5) but only do so occasionally and have as a dessert with meals.

Important practice point for snacks and drinks – healthy teeth

Young children are particularly vulnerable to tooth decay and this can have a big impact on the development of their adult teeth, which is why it is so important to have tooth friendly snacks and drinks. For further information:

<http://www.designedtosmile.org/welcome-croeso/welcome/>

Practice point food hygiene and safety

Help children to learn basic hygiene themselves – for example washing their hands with soap and water before eating meals or snacks, after going to the toilet or handling animals; not eating food that has been on the floor (see Section 6).

Nursery milk scheme

Children who are under 5 and attend an eligible setting for 2 hours or more may receive 189mls (1/3pt) milk each day free of charge.

Babies under 12 months may receive powdered infant formula made up to 189ml (1/3pt). For more information:

<https://www.nurserymilk.co.uk/about-nursery-milk-scheme>

Cups or beakers for water should not be shared and there needs to be clear procedures in place for washing e.g put through the dishwasher weekly, in addition to regular washing during the day..

Settings providing snacks and drinks only

For Older children 5 - 12 years, snacks and light meals

Continuing good practice from other settings such as school and home will help children to understand the importance of good food and healthy drinks to a healthy lifestyle.

The same principles can apply as with younger children but with more variation. Children attending care settings may require a more substantial snack, if not eating at home until later. It is good practice to encourage continuation of water and milk as the main drinks.

Variation in pick up times and meal times at home makes it difficult to predict requirements so it is best to provide a healthy nutritious snack.

Table 3. Snacks and light meals for older children

Cold healthier snack choices	Hot healthier snack/light meal choices	Equipment and facilities/storage needed
Breakfast cereal with milk or yoghurt Plain yoghurt* or fromage frais English muffins or bagels Currant/raisin bread Sandwiches using different types of bread Filled pitta, bagels, rolls, wraps Pasta salads Raw vegetables with dips Sandwich fillings/toppings: cheese, hard-boiled egg, peanut butter**, houmous, sliced meat, bean salad, tinned fish Combinations of nuts** and seeds without added fat, sugar or salt. Range of fresh fruit	Toast with spread, peanut butter** Toasted teacakes, crumpets or bagels Toasted sandwiches, warm pitta, paninis or wraps Tortillas, fajitas, burritos, quesadillas, enchiladas Toast with baked beans, cheese, eggs (scrambled, boiled or poached) Omelette or Spanish omelette Tortilla (thick omelette with potatoes or vegetables) Quiche Pizza slice with toppings e.g. vegetables or cheese Jacket potato Fillings and /or toppings: cheese, cottage cheese, coleslaw, baked beans, chilli, vegetable chilli, curry, tuna, ratatouille, chicken mayo, cheese savoury Pasta, rice or noodles with home prepared meat or vegetable-based sauce Fishcakes Home made Soup.	Assess what facilities you have in your setting Assess what can be provided with these facilities Ensure health and safety regulations covered Plan a snack/light meal menu around provision e.g <ul style="list-style-type: none"> • fridge, toaster and microwave • table top stove • full kitchen facility

*see section on food labelling

**see section on allergies

How to include more vegetables and fruit.

- 1. Have fresh fruit easily available in the setting.**
- 2. Start a fruit and veg. tuck shop or coop with older children.**
- 3. Try savoury dips with cut up vegetables – children can join in the preparation.**
- 4. Do an activity to create more ideas and then try them out.**
- 5. If able to make soup – make it veggie.**

Drinks for 5-12 years - the same advice applies to promote water as the main drink, and semi skimmed milk, with occasional alternatives e.g making fruit smoothies.

Children should always be encouraged to take drinks regularly as they may not remember to have a drink by themselves.

Practice point

Using time to encourage children to learn more about how sugary drinks impact on their health can help them to make informed choices and support decisions on what drinks should be offered in the setting.

Educate about sports and energy drinks and their impact on health

Energy drinks can contain high levels of caffeine, usually about 80 milligrams (mg) of caffeine in a small 250ml can – this is similar to 3 cans of cola or a mug of instant coffee.

Some supermarkets are now banning the sale of sports energy drinks to under 16's – get young people in your setting to talk about it.

Food hygiene and regulation for after school /holiday care - see Section 6.

Hygiene and safety with drinking water

If children are drinking from water bottles then these are not shared and there are clear procedures in place for washing water bottles, e.g:

- Bottles are sent home for parents/carers to wash.
- All bottles are put through dishwasher weekly.

3 week example snack and light meal menu:

Out of school care settings aged 5-12 year olds.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Grilled cheese pannini Fresh fruit	Pizza Apple berry fool	Ham rolls or peanut butter and banana sandwiches Cucumber sticks	Mexican bean and cheese wrap Red pepper and celery	Tuna pasta salad Fresh fruit
Week 2	Omelette and baked beans Fresh fruit	Choice of sandwiches Fruit smoothie	Jacket potato with low fat cream cheese and spring onion Selection of vegetables snacks and cherry tomatoes	Noodles with vegetables and beans Fresh fruit	Toasted sandwich Fresh fruit
Week 3	Tomato and basil pasta bake Minty melon lollies	Tortilla wrap Fresh fruit	Roast vegetable and chickpea cous cous Or, savoury tuna and cous cous	Pitta bread with hummus Cucumber and carrot salad	Cheesy veg top muffins Apple berry fool
Soups if offered	Easy minestrone	Leek, potato and pea	Carrot and lentil	Pea and spinach	Carrot and potato
Drinks Vary over the week and aim for more water	Milk, juice or water	Milk, juice or water	Milk, juice or water	Milk, juice or water	Milk, juice or water

Part B Settings providing full day care with meals and snacks

Menu Planning

Menu planning is essential to achieving a well-balanced and healthy diet for the children in your care. It will help you to meet the childcare regulations that apply for food and drink and the health needs of children. It will also help you to demonstrate excellent practice in the quality of the food you provide.

Menu planning should be undertaken by a member of staff with the relevant knowledge and skills and an understanding of children's nutritional needs.

Practice point – training for all practitioners on Food and Nutrition skills is offered by the 'Nutrition Skills for Life' programme across Wales, for more information see section 5 or <https://www.publichealthnetwork.cymru/en/topics/nutrition/nutrition-skills/>

The menu planning guidance set out below can be used to help you produce a written menu covering all food provided i.e. meals, snacks and drinks.

Top tips for menu planning

1. Plan menus for all the meals and snacks you provide for a 3 week cycle - this will help to ensure there is variety and balance from each of the main food groups and helps planning for shopping and preparation.
2. Plan each meal and snack menu to meet the food and drink guidelines provided – this will help to ensure that children in your care receive the correct amount of nutrients at each meal (important if moving between settings).
3. Plan menus to include a variety of colours, tastes and textures to make meals more interesting and appetising. For example serve crunchy vegetables that require chewing (appropriate to age group) with soft dishes such as Shepherd's Pie.
4. Plan alternating a cold meal with a hot dessert to add variety
5. Plan for preparation and cooking time – look at what you are cooking each day, and avoid having a main course and dessert which will take a lot of time to prepare. Divide the food preparation so that it is equally spread throughout the day. You may find that you are limited by what you can fit in the oven and on the hob. Take this into account when planning your menu.
6. Home-made dishes will generally be healthier than ready meals because you can select your ingredients carefully and the salt content is likely to be lower.

7. Make sure menus cater for all cultural, religious and dietary needs and only give specific individual meals if absolutely necessary. Try adapting usual recipes for some diets, if necessary.
8. Introduce new menu cycles at least twice a year, this will help to introduce new recipes and ensure seasonality.
9. Talk to parents when planning menus, this helps to ensure the right balance of foods and avoids duplication of meals.
10. Minimising waste/use of left overs – planning menus and ingredients lists can minimise food waste and maximise use of all food e.g left overs in recipes. Remember to follow the rules about storing and keeping food.
<http://www.wrap.org.uk/sites/files/wrap/labelling-guidance.pdf>

Food groups and standards

Fruit and Vegetables

Why is this food group important ? – fruit and vegetables are an important source of vitamins A & C, minerals such as zinc and iron and dietary fibre.

Best Practice to include these healthy choices	Preparation do's and don'ts	Food standards
<p>Vegetables and salad</p> <p>All types of fresh, frozen and tinned vegetables – for example, fresh broccoli, frozen peas, tinned sweetcorn, courgettes, pak choi, okra</p> <p>Salad vegetables – for example, lettuce, watercress, cucumber, tomato, raw carrot, raw pepper, radish and beetroot</p> <p>Pulses – includes beans (kidney, haricot, pinto, butter), chick peas, lentils and baked beans</p> <p>Remember: potatoes are a starchy food and not included as a vegetable and <i>do not contribute to one of your 5 a day, however sweet potatoes, parsnips, swedes and turnips do.</i></p>	<p>Do offer different fruits and vegetables at meals and snacks</p> <p>Do choose tinned vegetables and pulses without added salt and sugar</p> <p>Do choose reduced salt and sugar tinned baked beans</p> <p>Pulses and beans only count as once as part of your 5 a day'</p> <p>Do not overcook fresh vegetables; cut them up a long time before cooking and leave them in water; cook them early and re-heat before serving, as these practices all reduce the vitamin content</p>	<p>Aim for each full day's menu for childcare settings to offer '5 a day' including a range of vegetables, salads and fruit</p> <p>Include with breakfast, main meals, and as snacks</p> <p>Dried fruit with meals only</p> <p>Avoid fruit juice, and juice drinks</p> <p>Provide correct portion sizes for age group</p>
<p>Fresh fruit – such as apples, bananas, pears, grapes, kiwi fruit, oranges, satsumas, plums, berries, melon or mango</p> <p>Tinned fruit in juice – for example, peaches, pears, pineapple, mandarin oranges or apricots</p> <p>Stewed fruit such as stewed apple, stewed dried fruit, stewed plums or stewed rhubarb</p> <p>Dried fruit such as raisins, dried apricots, dates, dried figs, prunes- as part of meals only</p>	<p>Do serve dried fruit with meals or as part of puddings and not on their own as snacks</p> <p>A small amount of sugar can be added to sweeten very sour fruit in dessert recipes</p>	

Fruit and vegetables

Examples of portion sizes

<p>1-2 tablespoons cooked vegetables such as carrot and peas (40g)</p> 	<p>4-6 raw vegetable sticks (40g) such as celery or carrot</p> 
<p>Broccoli (40g)</p> 	<p>Cucumber slices (40g)</p> 
<p>Swede (40g)</p> 	<p>Beetroot (40g)</p> 
<p>½ a large piece of fruit such as half an apple or half a pear</p> 	<p>Mixed berries (40g)</p> 
<p>1-2 tablespoons fruit canned in natural juice</p> 	<p>1-2 tablespoons of stewed fruit</p> 

What counts as 5 A Day?

In general the amount children should eat depends on their size and age, as a rough guide, one portion is the amount they can fit in the palm of their hand.

For older children and adults a portion is 80g of fruit, or vegetables, which is:

- Aa large slice of fruit like melon or pineapple
- 1 medium apple, banana or pear
- 2 smaller fruits like plums or satsumas
- 7 strawberries or 20 raspberries
- 1 handful of grapes
- 3 heaped tablespoons of peas, beans or pulses
- 3 heaped tablespoons of veggies like sliced carrots, mixed vegetables or corn
- 4 heaped tablespoons of cooked green veggies like cabbage and spring greens
- 2 spears of broccoli or one medium tomato. A dessert bowl of salad greens.

Practice point – buying fruit and vegetables

Choose fruit and vegetables in season where possible as they will be tastier, cheaper and more likely to be locally grown.

Try growing fruit and vegetables in pots or bags and fresh herbs in window boxes, to teach children how to grow food and where food comes from. Remember food safety advice when washing and preparing these – see Section 6.

Practice point – food hygiene & safety

All fruit and vegetables should be washed before eating.

Practice point – preventing choking

To avoid choking, cut small foods like tomatoes, grapes and blackberries into quarters and ensure sausages are cut into very small pieces. Think twice before offering very young children *hard foods*, such as unripe fruit, or hard cubes of cheese (grate slice instead) *slippery foods* such as tinned peaches or *sticky foods*.

Always ensure young children are supervised when eating

Walking or running around with food may also be a safety hazard. *Adapted from, The Royal Society for the Prevention of Accidents - ROSPA guidance for parents*

Potatoes, bread, rice, pasta and other starchy carbohydrates

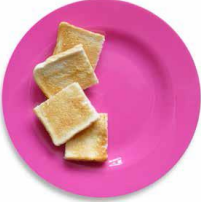




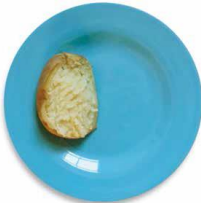






Why is this food group important ? starchy foods provide energy, carbohydrate, fibre and B vitamins

Best practice to include these choices	Preparation Do's and don'ts	Food standards
<p>All types of bread – wholemeal, granary, brown, wheatgerm, white, multigrain, soda bread, potato bread, chapattis, naan bread, rolls, bagels, pitta bread, wraps, tortilla</p> <p>Potatoes or sweet potatoes – boiled, mashed, baked or wedges</p> <p>Yam, and other starchy root vegetables</p> <p>Pasta and noodles – wholewheat and white</p> <p>Rice – brown and white Other grains such as couscous or bulgur wheat, maize (polenta) and cornmeal</p> <p>Breakfast cereals – low-sugar, low-salt cereals such as porridge, puffed wheat, wheat bisks, crisped rice or flaked wheat. Fortified cereals are a good source of iron</p>	<p>Do choose bread and bread products with lower salt content – those labelled green (low) or amber (medium) in salt</p> <p>Don't use processed potato products eg. waffles or smiley faces should be avoided as, they are high in fat, sugar and /or salt</p> <p>Do use monounsaturated or polyunsaturated fats in cooking, but limit fried starchy foods to no more than once each week</p> <p>Limit tinned pasta in sauce, its much better to make home made</p> <p>Don't use fried rice or flavoured dried rice in packets and pasta and noodles in pots</p> <p>Do choose breakfast cereals which are not sugar coated or contain chocolate NB If a food contains more than 22.5g of sugar per 100g, it is considered a high-sugar food, but with cereals for children the lower the better, look for less than 15g sugar per 100g</p>	<p>Provide a portion of foods from this group at every meal</p> <p>Provide as part of snacks at least one each day</p> <p>Provide a variety each day</p> <p>Provide bread and bread products with lower salt content</p> <p>Provide low sugar breakfast cereals</p> <p>Provide correct portion sizes</p> <p>Limit fried starchy foods to no more than once each week</p> <div>Refer to food labelling section</div>

Practice point whole grain and high fibre – No specific recommendations are made for children aged under 2 years, but as the diet becomes more varied, increasing amounts of whole grains, pulses, fruits and vegetables are encouraged

Potatoes, bread, rice, pasta and other starchy carbohydrates

Examples of portion sizes

<p>Wholemeal toast 25g</p> 	<p>Pitta bread ½ pitta bread 30g</p> 
<p>Rice cakes 1 rice cake 10g</p> 	<p>New potato slices 80g</p> 
<p>Mashed sweet potato 80g</p> 	<p>Jacket potato 80g</p> 
<p>White spaghetti 80g</p> 	<p>Couscous 80g</p> 
<p>Brown rice 80g</p> 	<p>Porridge 100g</p> 
<p>Puffed Wheat 15g 100ml milk</p> 	<p>Wheat biscuits 20g 100ml milk</p> 

Beans, pulses, fish, eggs, meat and other proteins

Why is this food group important ? -foods from this group provide protein, iron and zinc. Oily fish provides omega 3 fats, Vitamin A and Vitamin D

Best practice to include these healthy choices	Preparation and do's/dont's	Food standards
<p>Beans, pulses: includes a variety of beans, lentils and peas such as butter beans, kidney beans, chick peas, lentils, processed peas or baked beans</p> <p>Fish: White fish such as cod, haddock, plaice and coley. Oil-rich fish such as herring and mackerel, salmon, trout, fresh tuna, sardines or pilchards. Tinned tuna does not count as an oil-rich fish but is a good source of nutrients.</p> <p>Eggs: Boiled, scrambled or poached, or in an omelette</p> <p>Meat : all types including beef, lamb, pork, chicken and turkey</p>	<p>Look for tinned pulses with no added salt and sugar</p> <p>Dahl and other dishes made from pulses should be made without adding a lot of oil and salt</p> <p>Choose lower-salt and low-sugar baked beans</p> <p>Make sure fish dishes are free of bones</p> <p>Eggs with the lion mark and are ok to eat soft</p> <p>Don't use processed meat products which are high in fat and salt, such as crumb-coated chicken products, burgers, pies and tinned meats.</p> <p>Serve good quality varieties of processed fish or meat products no more than once a week. Examples include fish fingers, fish bites, good quality sausages</p>	<p>Provide one portion of beans, pulses, fish, eggs, meat or other proteins at lunch and tea</p> <p>Provide as part of snacks once or twice a week</p> <p>Provide a variety across the week</p> <p>Provide a minimum of one lunch and one tea for all children each week using pulses or meat alternative</p> <p>Aim to serve oily fish once a week</p> <p>Serve correct portion sizes</p> <p>Processed products should not be served more than once in a week in total, i.e. 1 processed meat, fish or other protein</p> <p>Vegetarians serve 2-3 portions of beans, pulses, eggs, or other meat alternative across the day</p>

<p>Other proteins – such as soya mince, textured vegetable protein, quorn or tofu</p>	<p>or burgers.</p> <p>See food labelling section to see what is meant by 'good quality'</p> <p>Processed products made from meat alternatives (e.g. vegetarian sausages, burgers and pies) can also be high in fat or salt and should not be served more than once in a week for children who are vegetarian</p>	
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Practice point - vegetarians should have 2-3 portions of pulses, eggs, meat alternatives per day and ensure variety e.g. bean and tomato gnocchi bake, rice cakes and hummus, pea and potato omelette







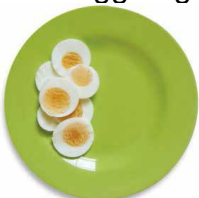


For Vegans – see special diet section.

Pulses can also be used to replace some of the meat or fish in dishes such as casseroles or curries

Practice point - sustainable sources If you are buying fish from a supermarket, look for the blue and white logo of the Marine Stewardship Council, which guarantees sustainability.

Beans, pulses, fish, eggs, meat and other proteins

Examples of portion sizes

Chicken slices 45g 	Pork cubes 40g 
Minced Lamb 40g 	Canned tuna 40g 
Pilchards in tomato sauce 50g 	White fish 40g 
Boiled egg 50g 	Red kidney beans 40g 
Baked beans 55 g 	

Dairy and alternatives

Why is this food group important ? - foods from this group are a good source of energy, protein, calcium and Vitamin A

Healthy choices	Preparation do's and don't's	Food standards
<p>Milk</p> <p>Whole milk should be served for under-2s. Over-2s can have semi-skimmed milk provided they eat a well-balanced diet</p> <p>Pasteurised cow, goat, sheep milk</p> <p>Calcium fortified soy milk</p> <p>Cheese</p> <p>Yoghurt and fromage frais</p> <p>Puddings made from milk and milk based sauces</p>	<p>Do not provide unpasteurised milk and milk drinks with added sugar</p> <p>Do not provide unpasteurised cheese and mould-ripened (blue-vein) cheeses</p> <p>Vegetarian cheese should be used where appropriate</p> <p>Do choose plain or natural yoghurts and fromage frais for dessert</p> <p>It is preferable to add fresh fruit to natural yoghurt or fromage frais. Plain yoghurts can be used as a snack (see snack menu)</p> <p>Don't offer ice cream and sweetened frozen yoghurt between meals as these can damage teeth and encourage a preference for sweet tastes</p> <p>Butter and cream are part of fats group – see section on fats</p>	<p>Provide 3 portions of dairy and alternatives each day, including those provided at home</p> <p>Can provide one portion as snack</p>

Practice points – food safety and hygiene

Rice drinks – children under 5 years should not be given rice drinks as they may contain small amounts of arsenic.

Unpasteurised milk and cheeses and mold ripened cheeses such as brie or camembert, and danish blue, should not be given as these may cause food poisoning in young children.



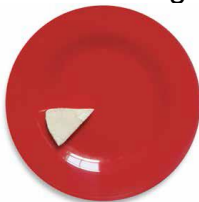



Practice point – how much milk over a day

Milk will still be an important drink for young children in the first four years of life.

Children

should be offered around 300-400 ml of milk a day. This could be as a cup of milk at one of their snack times and a cup of milk in the evening, and a portion of dairy food or alternative at a meal time. This provides the recommended 3 portions of dairy and alternatives a day.

Examples of portion sizes

<p>Milk 100 - 150 ml of whole milk</p> 	<p>Cheddar Cheese 15g</p> 
<p>Cheese triangle 18 g</p> 	<p>Cottage cheese 30 g</p> 
<p>Plain yoghurt (full-fat) 60g</p> 	<p>Greek Yoghurt 60g</p> 

Practice points - Preparing meals

- Cooking from scratch can be more cost effective than using bought ready made products e.g making a tomato sauce from tinned tomatoes, onion and herbs instead of a jar of ready made sauce. It will also be healthier and likely to contain less salt and easier to identify allergens.
- Fruit yoghurt is best made with plain whole yoghurt and fresh, stewed, tinned or frozen fruit, checking it's the right consistency for the children's age
- Batch cooking and freezing additional portions can be cost effective to reduce time spent cooking, particularly if you have smaller numbers of children or some with a specific food allergy such as dairy free. Always check food safety advice when storing, freezing and reheating foods.

Oils and spreads

Young children need more of their energy from fat than older children or adults, to provide a concentrated source of energy.

There is no need to compare foods to choose lower-fat options. However, when catering for younger children, try to choose products which are low or medium in *saturated* fat and higher in unsaturated fats:

- Use monounsaturated (rapeseed or olive oil) or polyunsaturated fats (sunflower or safflower oil) in cooking but try not to fry foods too often.
- Use fat spreads labelled high in monounsaturates or polyunsaturates.

Older children over 5 years of age in out of school care can have low fat spreads and milk and other low fat Products.

Meal planning and standards

Breakfasts

Breakfast is an important meal for young children. Some may have had breakfast before they arrive and some will need it when they arrive.

Food groups	Food and drink standards at breakfast
Potatoes, bread, rice, pasta and other starchy carbohydrates	Provide one portion of these foods as part of breakfast each day Provide a variety across the week e.g cornflakes, wholegrain toast, porridge Provide bread and bread products with lower salt content Provide low sugar breakfast cereals Provide correct portion sizes
Fruit and vegetables	Provide a portion of vegetables or fruit at breakfast each day
Beans, pulses, fish, eggs, meat and other proteins	These foods provide a useful source of iron and zinc and can be provided as part of breakfast
Dairy and alternatives	Breakfast can include one of the 3 portions of dairy foods each day – one of these can be part of breakfast e.g milk on cereal, yoghurt or glass of milk
Drinks	Children must have access to drinking water Provide only fresh tap water or plain milk

Example breakfasts

Practice point –talk to parents/carers and make sure you have a clear written plan on who needs breakfast and keep an up to date record for staff.

Lunch

This may be the main meal of the day for some children and should contain the right balance of foods from the Food Groups, as shown:

Food groups	Food and drink standards at lunch
Potatoes, bread, rice, pasta and other starchy carbohydrates	<p>Provide one portion of these foods as part of lunch each day</p> <p>Provide at least 3 different starchy foods as part of lunches each week e.g pasta, rice, potato</p> <p>Provide bread and bread products with lower salt content</p> <p>Provide correct portion sizes</p>
Fruit and vegetables	<p>Provide a portion of vegetables and/or fruit as part of lunch each day</p> <p>Provide a variety of vegetables and fruit across the week at lunchtime</p> <p>Check product labels if using tinned, choose lower salt, sugar</p>
Beans, pulses, fish, eggs, meat and other proteins	<p>Provide a portion of these foods at lunch each day</p> <p>Provide a variety across the week at lunchtime</p> <p>Provide one lunch each week which uses pulses or a meat alternative as the protein source</p> <p>Provide oily fish once a week</p> <p>Processed* products should not be served more than once in a week in total, i.e. 1 processed meat, fish or other protein</p>
Dairy and alternatives	Lunch can include one of the three portions of dairy foods each day – one of these can be part of lunch e.g a milk based pudding
Drinks	<p>Children must have access to drinking water</p> <p>Provide only fresh tap water, plain milk</p>

***processed meat or fish products include crumb coated chicken products, sausages, burgers, pies and tinned meats, fish bites**

Processed meat alternatives include vegetarian sausages, burgers and pies

Tea

Good communication between the setting and parents/carers is key as to whether a child may require tea or having at home.

Food Groups	Food and Drink standards at tea
Potatoes, bread, rice, pasta and other starchy carbohydrates	<p>Provide one portion of these foods as part of tea each day</p> <p>Provide at least 3 different starchy foods as part of teas each week e.g pasta, rice, potato</p> <p>Provide bread and bread products with lower salt content</p> <p>Limit tinned pasta in sauce</p> <p>Avoid flavoured dried rice, pasta and noodle products e.g packets of instant flavoured noodles, pasta, rice</p> <p>Provide correct portion sizes</p>
Fruit and vegetables	<p>Provide a portion of vegetables and/or fruit as part of tea each day</p> <p>Provide a variety of vegetables and fruit across the week at teatime</p> <p>Check product labels if using tinned, choose lower salt, sugar</p>
Beans, pulses, fish, eggs, meat and other proteins	<p>Provide a portion of these foods at tea each day</p> <p>Provide a variety across the week at teatime</p> <p>Provide one tea each week which uses pulses or a meat alternative as the protein source</p> <p>Provide oily fish once a week</p> <p>Limit the amount of meat products, fish products and processed meat alternatives to once a week</p>
Dairy and alternatives	<p>Tea can include one of the three portions of dairy foods each day – one of these can be part of tea e.g a milk based pudding</p>
Drinks	<p>Children must have access to drinking water</p> <p>Provide only fresh tap water or plain milk</p>



Salt - how much?

Salt is needed by the body to maintain fluid balance and for nerve and muscle function

Having too much salt though can give children a taste for salty foods and this can lead to high blood pressure later on.

Children should only have the equivalent of less than half a teaspoon of salt per day, (3g) which they will get as part of their normal diet intake.

Salt is mainly found in processed foods – which is why the food standards state to only use processed meat or fish once a week, if at all, and cooking guidance states no salt to be used in cooking.

Practice point

Limit the amount of salt in children's diets by:

- Not adding salt to cooking or at the table
- Not using packet soups, stock cubes, packet sauces
- Limiting the use of processed foods
- Cooking from scratch
- Checking labels and choose low salt products

What to use instead:

- Flavour with herbs and spices
- Fresh vegetables or frozen will not contain added salt – if you do buy tinned vegetables get them without added salt. Do the same with tinned pulses
- Make sauces using ripe tomatoes and garlic

Food labelling, flavour enhancers are often used to bring out the flavour in foods, but can be high in sodium – e.g monosodium glutamate (MSG E621).



Guidelines for sugars

Government recommendations (2017) have advised we have very small amounts of sugar in the diet in the form of added sugar, sugar found in cakes, biscuits and sugary puddings, biscuits, jams. This needs to start from an early age and is particularly important in helping to protect young children's teeth.

Young children are vulnerable to tooth decay, because the enamel on their teeth is not as strong as on adult teeth. Decay in children's teeth can affect the development of their adult teeth.

Foods such as whole fruit and milk contains essential nutrients and also sugars but these are not as damaging to children's teeth as the sugar added to foods such as sweets, cakes, chocolates, sugary drinks, juice drinks, and the sugar found naturally in fruit juice.

Foods and drink labelled as low sugar, reduced sugar, no added sugar are often sweetened with artificial sweeteners

Artificial sweeteners

Aspartame (E951)

Saccharin (E954)

Sorbitol (E420)

Acesulfame K (E950)

Sucralose (E955)

Sweeteners are not allowed in foods specially prepared for infants under 12 months and young children 1-3 years

Practice point: avoid artificial sweeteners as it encourages a sweet taste and use natural sweeteners such as fruit.

Sweeteners are often found in fruit juice drinks, squash, yoghurts and fromage fraies, baked beans, sauces and dressings, flavoured crisps and snacks.

Practice point: remember honey, treacle, syrup are all forms of sugar and food labels may also list different types of sugar such as fructose corn syrup, dextrose, glucose – see food labelling section



Designed to Smile

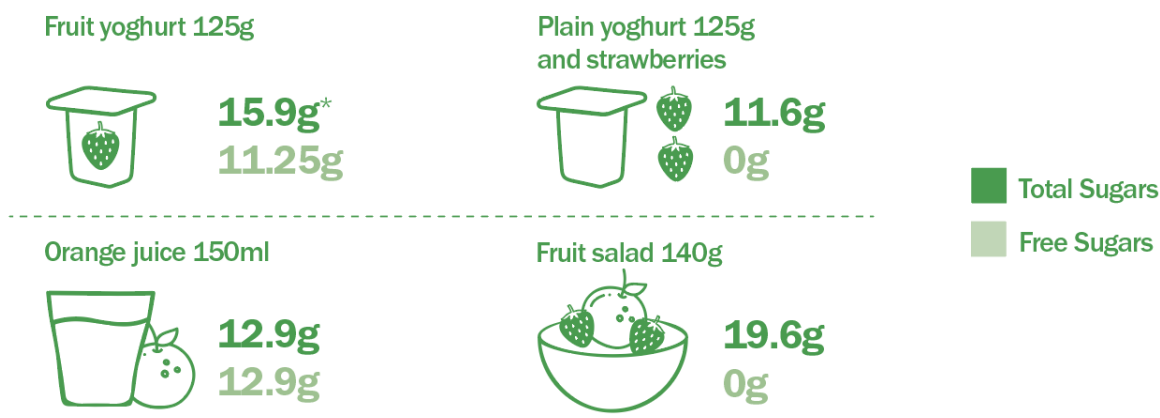
If a setting has been invited to participate in Designed to Smile they can contact their local Services <http://www.designedtosmile.org/welcome-croeso/welcome/>

Designed to Smile will continue to work with childcare settings identified as target sites to deliver a fluoride tooth-brushing programme to 0-3 year olds. Home packs will be provided to these children.

Childcare settings can help familiarise children with visits to the dentist through role play in the childcare setting using stories, pictures and puzzles

Positive messages that dental teams help people to look after their teeth should be emphasised.

Figure 3: Free sugars include added sugar, syrups, honey and juice but not fruit or sweeteners



*Includes naturally occurring milk and fruit sugars as well as added sugar. Source: Public Health England.

Practice point

Activities for older children in out of school care can include looking at amounts of free sugar in the drinks they may have e.g. Free sugars include added sugar, syrups, honey and juice but not fruit or sweeteners.



Desserts, puddings and cakes

Desserts, puddings and cakes made with cereals, milk and fruit which contain natural sugars, can be included as part of a healthy balanced diet for young children and can provide a lot of essential nutrients such as calcium and iron, as well as energy .

If children regularly have foods high in fat and sugar such as fried foods, cakes, biscuits, savoury snacks, they may consume more energy than they need and may gain excess weight. These types of foods also do not contain many good nutrients.

The examples given in this guide will help you to ensure that children have the right amount of energy and nutrients for healthy growth

Example of portion sizes

Rice Pudding with Raisins



7 – 12 months



1 – 4 years



5 – 11 years

Apple Crumble



7 – 12 months



1 – 4 years



5 – 11 years

Food labelling and buying healthier products

Purchasing food ingredients

Getting a balance between 'value for money' and providing 'quality' food can be a challenge, cooking from scratch can help to provide food lower in salt, sugars and saturated fats as well as being more economical.

When buying food consider the following:

- Pasta, rice and bread are economical; as are eggs, pulses and tinned fish. Lean meat is often better value than cheaper fattier varieties.
- Check the list of ingredients – the longer the list, the poorer the quality in general.
- The ingredient list on food labels starts with the main ingredient and is in weight order. Nutrition labels are often displayed as a panel or grid on the packaging, but may sometimes appear simply as text
- Compare foods and choose those that are lower in salt or sugar. If salt, sugar, or additives come high on the list it may be best to avoid.
- Nutrition information is normally given per 100 grams (100g) of the product, and sometimes per portion (such as 'one slice'), but remember the portion size may be for adults and not young children.
- Sugar may appear on labels under different names: sucrose, maltose, lactose, dextrose, fructose, glucose, glucose syrup, xylitol, sorbitol, mannitol, raw sugar, brown sugar, molasses, and honey.

Figure 4: How do I know if a food is high in fat, saturated fat, sugar or salt?

Using food labels to identify baked beans lower in salt and sugar

	LOW per 100g Less than...	MEDIUM per 100g	HIGH per 100g More than...
Fat	3g	3g - 17.5g	17.5g
Saturates	1.5g	1.5g - 5g	5g
Sugars	5g	5g - 22.5g	22.5g
Salt	0.3g	0.3g - 1.5g	1.5g

Brand 2 baked beans contain less sugar and less salt than brand 1, and are therefore a better choice than brand 1.

Baked beans – brand 1	
Nutritional information	
Typical values	Per 100g
Energy	355kJ 84 kcal
Fat	0.6g
of which saturates	0.1g
Carbohydrate	15.3g
of which sugars	5.9g
Fibre	3.7g
Protein	5.2g
Salt	1.3g



Baked beans – brand 2	
Nutritional information	
Typical values	Per 100g
Energy	311kJ 73 kcal
Fat	0.6g
of which saturates	0.1g
Carbohydrate	12.5g
of which sugars	2.8g
Fibre	3.8g
Protein	5.4g
Salt	0.8g

Practice point – savvy shopping: value staple foods are often no different to premium brands e.g. dried pasta, rice, tinned tomatoes, they may also contain less salt and sugar

Special discounts are often on less healthier products – if you have storage, buying in bulk can be more cost effective such as for tinned and frozen Products.

Food additives

Additives are important in terms of preserving food. Manufacturers must state what additives or colours are in the food.

For children certain colours added are advised to be avoided:

Tartrazine (E102)

Quinoline Yellow (E104)

Sunset Yellow (E110)

Carmoisine (E122)

Ponceau 4R(E124)

Allura Red (E129)

Where are they likely to be found :

Confectionery, cakes, soft drinks, fruit juice drinks, ice cream, food colouring.

Ready made meals and take-away meals

These are foods that are also likely to be high in sugar and unhealthy fats and low in nutrients.

Food branded for children

Be wary of some foods that are specifically branded or marketed for children as they can be higher in sugar e.g processed fruit snacks and fruit juice drinks

Ready made and take away meals

Best practice – these are best avoided as children can get all the nutrients they need from readily available foods and meals made from scratch.

Remember:

Off the shelf ready meals, snack foods and take aways designed for young children or adults are often high in fats, sugar and salt.

Remember Important nutrients:

Good sources of iron and zinc in the food groups

Food Groups	Iron	Zinc
Potatoes, bread, rice, pasta and other starchy carbohydrates	Wholemeal bread Wholewheat pasta Brown rice Fortified breakfast cereals	Wholegrain and wheat germ bread Fortified breakfast cereals Plain popcorn
Fruit and vegetables	Dark green leafy vegetables: broccoli, spinach, cabbage Dried apricots, raisins	
Beans, pulses, fish, eggs, meat and other proteins	Red meat, beef, lamb Canned oily fish e.g. sardines, pilchards Eggs Soya beans, tofu Pulses, chickpeas, lentils, baked beans	Red kidney beans, green and red lentils Chickpeas Lean meat and dark poultry Canned oily fish e.g. sardines, pilchards Eggs Tofu and quorn TM Peanuts ground nuts Sesame seeds
Dairy and alternatives		Whole and semi-skimmed milk Other dairy products e.g. yoghurt and cheese

it is important to introduce oily fish such as salmon, pilchards and sardines into the menus as it is naturally high in nutrients



Fortified foods

Fortification is adding extra nutrients to foods. By law some foods have to be fortified e.g. in the UK white and brown flour are fortified with calcium, iron and B vitamins, which are lost when flour is processed.

Food manufacturers can also choose to add extra nutrients e.g. breakfasts cereals may contain extra B vitamins and iron and can be a useful source of these nutrients as long as not high in sugar or salt.

If children are drinking an alternative to cow's milk such as ready-made soya, hemp, oat, or coconut milk this is usually not recommended before 2 years. These need to be fortified with calcium so that children's requirements are met.

Functional food and fortified foods for adults may not be suitable for children as they may contain too much of a particular nutrient.

Eating well sustainably

Childcare settings can play a key part in the well being of future generations in Wales (ref), and contribute to doing things differently for our future generation by helping children to:

- eat a healthy balanced diet
- be physically active
- have positive mental health and well being

and by:

- providing more sustainable food as an important aspect of encouraging better food for all

Sustainable food is about food culture and how decisions made about growing, buying, storing, cooking and wasting food today will impact future generations.

You can look for ideas on how to make small changes and be able to offer more sustainable food in this booklet:

http://www.firststepsnutrition.org/pdfs/Eating_well_sustainably_A_guide_for_Early_Years_Settings_2016.pdf

Find out more about the well being of future generations in Wales here:

<https://futuregenerations.wales/the-future-2/>

Catering for special dietary requirements

- Childcare settings are required to obtain information about children's special dietary requirements, including food allergies and intolerances, before they attend. They also need to record and act on the information provided about children's dietary needs, Childminding and daycare (Wales) Regulations 2010.
- Childcare settings that provide any food and drink are considered as food businesses and are required to have information available on the Food Information (Wales) Regulations 2014. This should be in the form of an allergen policy, and measures in place to ensure consumers (i.e. their children) are not put at risk. This should include allergen training, for which information is available on <http://www.food.gov.uk>

Provision for cultural and specific dietary requirements

Children's cultural background has to be respected and any specific dietary requirements should be taken into account. Settings must ensure that they make appropriate provision for parental preferences including cultural and religious food sensitivities, for example the provision of halal and kosher food as appropriate.

It is important for children to learn and appreciate the diets of different cultures. Food customs may involve what foods are eaten, how the foods are prepared, what combinations of foods are used or when particular foods are eaten. Also periods of celebration and celebration foods can create opportunities for activities in the childcare setting. It is important not to make assumptions about what a child eats from their name, religion or appearance.

Some cultures have periods of fasting, though this does not apply to young children.

However, the meals eaten at home may be different during fasting periods, such as a main meal late at night or breakfast very early. Check with parents if the child's food intake at the childcare setting needs to be adjusted during this time

You will be able to find out any specific dietary requirements, when registering children in your care and plan menus accordingly. This is different from likes and dislikes, children should be encouraged to try different food tastes on a regular basis. However, they may not accept meals containing too many different or new flavours so try and introduce new tastes to your menu, one at a time. See Section 5 for further guidance.



Cultural and religious considerations

A guide to food choices commonly observed by different religions and cultures

	Jewish	Sikh	Muslim	Hindu ¹	Buddhist	Rastafarian ²	Vegan
Eggs	No Bloodspots	Yes	Yes	It varies	It varies	It varies	no
Milk/ Yogurt	Not with meat	Yes	Yes	Yes	Yes	It varies	Calcium fortified from plant source only
Cheese	Not with meat	Yes	It varies	Yes	Yes	It varies	Vegan cheese only
Chicken	Kosher	It varies	Halal	It varies	No	It varies	No
Lamb/ Mutton	Kosher	It varies	Halal	It varies	No	It varies	No
Beef	Kosher	No	Halal	No	No	It varies	No
Pork	No	Rarely	No	Rarely	No	No	No
Fish	With scales, fins and back bone	It varies	It varies	With fins and scales	It varies	Yes	No
Shellfish	No	It varies	It varies	It varies	No	No	No
Butter/ Ghee	Kosher	Yes	Yes	Yes	No	It varies	No Vegan spreads such as nut spreads
Lard	No	No	No	No	No	No	No
Cereal foods	Yes	Yes	Yes	Yes	Yes	Yes	yes
Nuts/ Pulses	Yes	Yes	Yes	Yes	Yes	Yes	yes
Fruit/ Vegetables ³	Yes	Yes	Yes	Yes	Yes	Yes	yes
Fasting ⁴	Yes	Yes	Yes	Yes	Yes	Yes	No

¹ Strict Hindus and Sikhs will not eat eggs, meat, fish and some fats

² Some Rastafarians are vegan

³ Jains?? have restrictions on some vegetable foods. Check with the individuals

⁴ Fasting is unlikely to apply to young children

Vegetarian Diets

- Lacto-ovo vegetarian – eat dairy products and eggs , do not eat red meat, offal, poultry, and fish .
- Lacto-vegetarian – will eat milk containing foods but not eggs. Do not eat meat, offal, poultry, fish and eggs
- Vegans – all animal products are avoided

Vegetarian diets

Vegetarian meals and snacks are suitable for all children and it is recommended that at least one meal a week on the main menu is based on a suitable meat alternative.

Following the food standards and guidance to provide a variety of vegetarian choices will ensure the nutritional needs of children requiring a vegetarian diet are met.

Remember:

- choose alternatives sources of protein to meat and fish such as beans or pulses, soya, tofu, Quorn TM to provide protein, iron and zinc.
- other sources of iron and zinc containing foods to include are fortified breakfast cereals, bread, especially wholemeal, green leafy vegetables and dried fruit.
- fruit and vegetables should be included, as they are rich in vitamin C, which helps to absorb iron from non meat sources in the body.
- ensure an adequate calcium intake by offering milk, cheese, yoghurt and fromage fraise on the menu.
- if cheese is served at the main course at lunchtime include a protein containing iron at the other main meal, for example beans, lentils or eggs.

There are a range of good vegetarian choices include in the example menus and recipes in Volume II.

Vegan diets

Vegans do not eat any foods of animal origin. This includes meat, fish and dairy foods, and also honey. Vegan diets may be low in a number of nutrients such as energy, protein, vitamins B2 and B12, calcium, zinc and iron.

These diets need careful planning and vitamin supplements may be necessary to complement the menu. The Vegan Society recommends that vegans take supplements of Vitamin B12, Vitamin D and calcium.

When preparing vegetarian or vegan meals it is important that food provided is not compromised in any way. For example, picking meat out of a dish already cooked is not appropriate. The vegetarian/vegan dish should be prepared first and the meat added later for other children.

Work in partnership with parents/carers to devise a suitable menu for the child including foods the child is familiar with at home, and which particular foods are to be avoided e.g. gelatine and rennet. You may need to ask families to provide appropriate foods and seek advice from a dietitian.

For more information:

<https://www.nhs.uk/conditions/pregnancy-and-baby/vegetarian-vegan-children/>

http://www.firststepsnutrition.org/newpages/Early_Years/eating_well-early_years_vegans.html

practical and visual guide on providing meals for vegan children



<https://www.vegansociety.com/>

Provision of special diets for medical reasons

Childcare settings and their caterers should work closely with families to support children with dietary requirements for medical reasons. It is important that requests for special diets including diets for food allergies are handled sensitively and appropriately, and this can be included as part of the food and drink policy describing how these are managed, and the procedure that is followed.

The range of diets can include the texture of the food to be modified in a way that makes it easier to eat e.g. pureed or mashed, gluten-free for children with diagnosed Coeliac disease, modified diet for diabetes, allergy free: nut-free or milk-free diets.

The parent /carer will have all the necessary dietary information provided by the child's dietitian and in some cases the Dietitian may be in contact with the childcare setting directly.

Managing food allergies and intolerances

Food allergy and food intolerance are different.

Food allergy involves the immune system and is a response to specific proteins found in foods, and can occur after a trace of the allergic food is eaten. Reactions are usually immediate and symptoms are wide ranging and may include diarrhoea, swelling of the lips, tongue or throat. The most severe reaction can result in anaphylaxis (a severe and potentially life threatening reaction). Food allergy is more common in infancy and early childhood than in adult life. About 5-8% of infants are allergic to certain foods and many children will grow out of their food allergies. However, peanut allergies are usually more persistent. The foods that most commonly cause problems in children are milk, eggs, soya, fish/shellfish, wheat, peanuts and tree nuts, (IFG 2015).

Food intolerances do not involve the immune system and tend to occur more slowly and symptoms may depend on the amount of food that has been eaten.

For confirmed food allergies there should be a protocol in place which is accessible to all staff, to ensure everyone is aware of individual children's allergies and symptoms. If you suspect that a child has a food allergy, encourage parents or carers to seek advice and diagnosis from their doctor, to ensure it is appropriately managed, and foods are only excluded from children's diets where necessary, with appropriate alternatives identified to ensure they still eat a balanced diet.



Providing food allergen information

Understanding which allergens are present in every meal and snack you provide is an important step in providing food which is safe for children with food allergies and intolerances. Since 2014, all food businesses, including child care settings have been required by law (ref), to give details about the allergens in the food they provide. There are 14 allergens covered by this requirement:

celery	molluscs (including squid,
cereals containing gluten	mussels, cockles,
(including wheat, rye,	whelks and snails)
barley and oats)	mustard
crustaceans (including	nuts
prawns, crab and	peanuts
lobster)	sesame seeds
eggs	soya beans
fish	sulphur dioxide/sulphites
lupin	(at levels above
milk	10mg/kg).

It is important to remember that children can have allergies to foods and ingredients not covered by this list. These will not be highlighted in bold on product ingredients lists. The same policy and procedure should be followed where a child has an allergy to a food not included on this list, to ensure appropriate and safe meals and snacks are provided for them:

Guidance for food preparation and catering for food allergens is found in Section 6 and see resources section 7.

Some settings highlight a child with an allergy by using a different coloured plate or specially marked placement. Whilst this could potentially cause the child to feel different, the settings have not seen this to be the case, and it means that all staff are aware of the allergy whichever room they work in.

More information on specific allergies

Peanut Allergy

Peanut allergy usually produces a severe reaction. Care must be taken to prevent accidental consumption of food containing nut products or food that has come into contact with them. Preparing food for peanut allergy sufferers in a designated area may help. Peanut butter should be avoided and many prepared foods can contain nuts or nut flour. Careful checking of food labels is necessary. People with peanut

allergy should avoid peanuts and food containing peanuts.

There are many lists of products containing peanuts but as a general guide you should check the ingredients list of:

- Baked products, like cakes and biscuits
- Cereals
- Oriental dishes
- Crackers
- Ice creams
- Health bars
- Pastry

Children with severe food allergies are advised to carry identification. Children with a nut allergy should have been seen by a Dietitian.



Dairy-free diets

These may be necessary for children who are cow's milk protein intolerant and/or lactose intolerant. (Lactose is the sugar naturally occurring in milk and all milk-based foods). Lactose intolerance is commonly found in some Asian and African populations, and is caused by a deficiency of lactase, the enzyme required to digest lactose. Lactose intolerance causes unpleasant digestive symptoms including diarrhoea.

Milk and other dairy foods provide a substantial amount of calcium and riboflavin in the diets of children. Infants and children up to 2 years who do not have milk or dairy products should continue on the infant formula recommended to them by a doctor or dietitian.

Ready-made soya, hemp, oat, coconut or other milk alternative may be used as a main milk drink after two years of age, but the choice may depend on the individual child's nutritional status.

The Food Standards Agency does not recommend giving rice milk to children before they are four-and-half years old.

Milks should be fortified with calcium where possible. Note: Organic products do not always have added calcium. If the product is not fortified with calcium, it is likely that a calcium supplement will be required

Gluten-free diets

If a child has a diagnosis of coeliac disease this means they must follow a gluten-free diet. Gluten is the protein found in wheat, rye and barley and therefore all foods which contain these cereals must be avoided. There are a good variety of gluten-free foods available and advice on foods to choose and avoid can be given by a dietitian. Coeliac UK also provides help and advice as well as booklets outlining gluten-free foods.

NB play-dough is made from flour as are home-made play material often used in childcare settings and the pasta shapes sometimes used for collages. It is important that children with Coeliac Disease are supervised when using these materials to stop small children putting these in their mouth.

Integration

Children from an early age want to feel part of the group and not be excluded, so involve children in planning menus. If children are able to make suggestions for the menu it will give them a sense of pride and may also encourage them to eat. Also try to make food provided for special diets similar to the main menus e.g. soya milk for custard or white sauce can enable the child on a milk-free diet to enjoy custard or fish pie alongside other children. It may be possible to make up a batch of the alternative food and freeze individual portions to save time later on.

It is also important that whatever foods need to be excluded they are replaced with a food from the same group wherever possible so the nutritional content of the meal is not affected.

Children with special needs, including additional learning needs and disabilities should be included in snack and meal times with other children in your setting. Children with more complex needs may require specific texture modification or more help and support to eat.

A 3 week menu plan

It is recommended that a minimum of a 3 week cycle is used in childcare settings to ensure variety and to cover a range of tastes and textures.

Examples of a 3 week menus cycle for Spring & Summer and Autumn & Winter including snacks, drinks and meals is outlined below and recipes are provided in Volume 2

Week 1: Early years (children aged 1–4 years)

Spring / Summer



Menu	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Planned to provide 20% of a child's daily nutritional requirements Drinks: Water only	Malt wheat cereal with milk and sliced banana Crumpet and spread	Cornflakes with milk, raisins and kiwi fruit quarters White toast and spread	Hard-boiled egg and tomatoes with wholemeal bread and spread Banana	Wheat biscuits with milk and mixed berries Half a slice of fruit bread and spread	Crisped rice cereal and milk Half a bagel with spread and melon
Mid-morning snack Planned to provide 10% of a child's daily nutritional requirements Drinks: Milk or water	Breadsticks and mixed vegetable sticks	Toasted crumpet, spread and strawberries	Yoghurt and sliced grapes	Wholemeal toast with spread and mangetout	Banana slices
Lunch Planned to provide 30% of a child's daily nutritional requirements Drinks: Water only	Thai chicken curry (or Thai tofu curry) with white rice Seasonal fruit salad	Lamb moussaka (or Lentil moussaka) with garlic bread and mixed salad Rhubarb fool	Pork ragu (or soya and apple ragu) with new potatoes, broad beans and courgettes Pineapple upside down pudding with custard	Salmon and pea risotto (or bean and pea risotto) Blueberry sponge cake	Bean and veggie sausage wholemeal pasta bake Plain Greek yoghurt with raspberry puree
Mid-afternoon snack Planned to provide 10% of a child's daily nutritional requirements Drinks: Milk or water	Cheese (sliced or cut into sticks) and sliced tomatoes	Pineapple slices	Mashed avocado and pitta bread	Mixed chopped seasonal fruit	Cucumber and carrot sticks with crackers and cream cheese
Tea Planned to provide 20% of a child's daily nutritional requirements Drinks: Water only	Bean and tomato gnocchi bake with bread and spread Strawberry frozen yoghurt	Tuna fishcakes (or potato and lentil cakes) with tomato relish Season fruit salad	Pasta with beans and peas Rice pudding with peach purée	Wholemeal English muffin pizza with various toppings Banana slices	Crustless quiche with potato salad and pepper sticks Apple slices and raisins

* Fresh drinking water must be available and accessible at all times.



FOOD & NUTRITION

for Childcare settings

Section 5

CONTENT ONLY

Best Practice Guidance

Volume 1

Section 5: Encouraging children to eat well

Carers in childcare settings can support children to develop good eating habits and encourage a wide variety of nutritious foods which can impact positively on their health and development and help to prevent faddy eating.

Ensuring the children in your care eat a range of nutritious food will also help to reduce the risk of diet related health problems such as iron deficiency anaemia , constipation and tooth decay. . Eating well and being active is also key to preventing overweight and obesity and helping children to maintain a healthy weight.

We have learned together and the younger staff and students have been taught to understand the values of healthy eating and promote them

(FS setting Cardiff)

Parents have commented that their children are a lot more open to trying new foods and more likely to eat fruits and veg as opposed to junk food (FS setting Cardiff)



Eating together and helping to prepare snacks and laying the table can also have much wider benefits and help children to by encouraging communication, literacy and numeracy.



Choosy (fussy) eaters

It can be very frustrating when a child refuses to eat certain foods or refuses to eat at all. Children may take a few bites then push their plate away. It's perfectly normal for toddlers to do this. If children are active, growing and thriving and not ill, then they are likely to be getting enough to eat. Food refusal is often a way of showing independence and is a normal part of growing up.

Babies and children learn by imitating. Good food choices and eating habits shown by parents and carers will encourage children to try new foods and enjoy eating.

For introducing new foods to infants from 6 months and further guidance on 6-12 months see Section 3, (to be added at later date).

Here are some more ideas to have happy healthy mealtimes in your setting:

- **It helps to have meal times at a similar time every day.** Planning snack and meal times helps with structure, and allows time to build up an appetite so they won't be too hungry or too tired.
- **Offer variety - a few different things to eat on their plate to encourage them to eat.** Don't refer to foods as good or bad.
- **Make meals colourful and interesting so they are appealing ...**see menu plans and ideas.
- **The space you provide should be clean warm and bright and free from distractions.**
- **Provide the right portion sizes for younger children.** See the food pictures and use small portions on small plates, children can be put off by large portions.
- **Let toddler's feed themselves.** Give toddlers finger foods (cut food into strips or fingers) and let them use their hands rather than a spoon or fork. In the early days of learning to eat, children will find this easier to manage.
- **Praise them for eating,** even if they only manage a little, but only use rewards that are not food based.
- **Children may not eat the same amount each time.** Just like you, some days they will be hungry and other times they will be less hungry.
- **Involve children in preparing the meal.** Children will love doing this and it may help them to try new foods.
- **Give them the same food in a different way.** A child may refuse cooked carrots but enjoy raw carrots cut into sticks.
- **Ignore the fussing as much as you can.** If you give children lots of attention when they are fussy or not eating, it may encourage them to keep behaving that way. Instead give them lots of attention and praise when they are eating well or trying new foods.
- **Take away uneaten food without comment** at the end of a meal.
- **Check on how many drinks such as milk or juices they have at home –** as this may be filling them up. Also snacking – too much of the wrong sort of snacks can lead to food refusal at meal times.
- **Watch for an 'off' day becoming an 'off' week.** Children's appetites are not constant. If you are concerned, it may be important to write down what a child eats during the week and report back to parents/carers.

Manners and mess

It is normal for young children to be messy when they are learning to feed themselves. As they get older, their muscles and coordination will improve, and mealtimes will be less messy. Children love to play with their food and this is one of the ways they learn. Letting young children play with their food, even if they make a mess, helps them to be better and healthier eaters when they're older.

Handle accidents in a calm way – young children's skills are still developing, so spills are likely to happen.

Remember drinks - if children don't drink enough, they can develop constipation which will affect their appetite. But too many drinks, particularly sweetened drinks, can fill them up and reduce their appetite. Water and milk are the safest drinks to have. See Section 4

[The BDA Paediatric Group](#) has written a range of A5 booklets which provide advice to parents and carers on a range of food related issues, including on children who aren't eating well and fussy eating, see section 7

Rolling snack provision

Many settings will offer a rolling snack provision with small groups of children having a snack at any one time. If you have large numbers of children, this may be a more flexible way of meeting all needs. If you notice some children are hungrier they may go first and others later. Staff can sit with children while they eat and promote a good model for healthy eating.

Remember to ensure that food preparation and hygiene practices are followed at all times.

Birthdays and celebrations

Birthdays and celebrations are an important part of childcare settings and can become frequent, within larger settings.

Best practice will offer alternatives, healthy choices or pretend cakes with real candles.

Information on birthdays and food brought in can be provided to parents in your food and drink policy - see Section 7.

Packed lunches and food brought in from home

If you are a setting that accepts food brought in from home for lunch or snacks then it is important to inform them of your approach to food in the setting and how it links with learning about healthy food. Putting information in your food policy can help with this.

See Section 7 for more information on packed lunches.

Look for any signs there may be a problem

It is particularly important to observe signs of changes in eating behaviour, and report any concerns. Also look out for children that may be very hungry as they may not be having enough elsewhere.

Second helpings may be appropriate for some children but it is important to look at why – are your portions sizes correct for their age, are they particularly hungry or just want more food.

This needs careful communication with families.

Wrap around care

With the range of childcare settings on offer and the variety of working patterns, many young children and those after school may experience different care settings during one day.

You may be a childcare setting that offers wrap around care offered before or after the funded early years education sessions and allows parents and carers to extend their children's hours, or you may offer out of school care at the beginning or end of a school day for younger and older children.

This means careful communication needs to be passed on from one setting to another about the child – this is particularly important when it comes to food and drink provision to make sure children have the right balance of foods and drink across the day. This means not having too little, not having the same type of meal in different settings and also not having too much.

Example scenarios

3 year old

7.30 am	Breakfast at home before going to school nursery	Parent should inform if not eaten well for any reason
9am – 11.30 am school nursery	Mid morning snack and drink at 10 am	This will comply with healthy eating regulations
11.30 – 5 pm childcare setting	Arrives back at setting at 12 – has lunch Afternoon snack at 3	School nursery should inform childcare setting they have eaten snack and drink Lunch provided from childcare setting menu Snack and drink from snack menu
Home 5pm	Parent pick up at 5 pm to have tea at home	Childcare setting inform of day's food intake and drink and any issues to note

3 year old

8am – 12 pm child minder	Breakfast with child minder Mid morning snack and drink Lunch	Child minder inform nursery if any food issues to note
12.30 pm – 3 pm school nursery	Mid afternoon snack and drink at nursery	Comply with healthy eating regulations
Child minder pick up at 3pm – 6pm	Light tea and drink	Comply with best practice guidance
Home 6 - 6.30 pm	Tea with family	Child minder to inform parent of day's food and drink intake

5 year old

8am – 8.45 Breakfast club in school	Breakfast in school meets healthy eating guidance	Breakfast club to inform school if any specific issues
9am – 3.30 pm school	Milk to drink mid morning Fruit or vegetables snack Lunchtime school meal and drink Water during day	
3.30 – 5.30 pm after school club	Light snack and drink in after school club	Comply with best practice guidance. Inform parents of food and drink provided
Home 6pm	Tea with family	

For younger children under 2 years you are likely to be recording what food and drink intake they have had during the day, and what new foods they have tried and liked, to feedback this information to the parents. This could be good practice across all age groups in full day care and those having snacks and drinks.

See Appendix 4 - template food and drink intake diary.

Healthy weight

Over a quarter (27.1%) of children in reception classes in Wales, are either overweight or obese and an increasing number, just over 1 in 12 are obese (12.4 %), (Public Health Wales, 2018). This can lead to being overweight or obese as an adult with very serious health consequences such as increased risk of diabetes, heart disease and some cancers. Nearly 60% of adults in Wales are overweight or obese, (Statistics for Wales 2017).

Helping children to be a healthy weight is one of the best things we can do to set them up for life. The 10 Steps to a Healthy Weight programme aims for all children to be a healthy weight by the time they go to school. The programme aims to give children the best start in life by supporting families to bring up happy, healthy children and provide advice for professionals.

The 10 steps messages are listed below and can be used in childcare settings and when working with families to help them to embed healthy lifestyle practices into their daily lives



Step 8 and Step 10 are about food and drink:

Step 8 - give children fruit and vegetables every day

Step 10 - milk and water are the only drinks your child needs

These are aligned with and form part of these food standards and guidance for food and drink provision in childcare settings.

Serving age appropriate portion sizes is also important in helping children to achieve and maintain a healthy weight but older children should be able to help themselves with balanced nutritious foods at meals times and be self limiting (see Section 4).

More information on the 10 Steps to a Healthy Weight Programme for parents and professionals is available from:

<http://everychildwales.co.uk/professionals/>

Childcare settings can also have a role in supporting the other steps e.g.

Step 2 Providing an environment which supports mums to continue to breastfeed if their infant is in childcare

Step 6 Give children the opportunity to play outdoors every day

Step 7 Limit screen time

Physical development and movement is a key aspect of a child's development and helps with regulating energy balance. All children, including children with disabilities, should have the opportunity to be physically active and childcare settings can play a key role in contributing to the recommended guidelines for physical activity.

It can start early with 'Tummy time' – this includes any time spent on the stomach including rolling and playing on the floor as well as reaching for, grasping, pulling, pushing objects and playing with other people.

See the physical activity guide for early years for infants who are not yet walking:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213737/dh_128142.pdf

Young children, given the chance, will be physically active as part of spontaneous play – this play allows them to have fun as well as to develop and enhance physical and social health.

Children should be encouraged to be physically active and carers should plan opportunities for structured activity and unstructured active play. Having access and opportunity to a range of physical activities encourages young children to develop positive attitudes.

See the physical activity guide for early years for children who are capable of walking:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213738/dh_128143.pdf

Benefits of physical activity:

- Active children have a better appetite. A child that is inactive and has a poor appetite may not get all the nutrients he or she needs in a small amount of food.
- Playing outside in summer helps children to get vitamin D for healthy bones and teeth. Limit exposure in strong sunlight and use hats and sunscreen as necessary. Refer to advice for using sunscreen correctly.
- Physical activity builds up muscle strength and fitness and develops skills of balance, co-ordination and climbing.
- Active children are more likely to be active adults. An active lifestyle reduces the risk of ill health as an adult.
- Healthy eating and regular physical activity help make a healthy body.

Practice point: Aim to timetable periods of physical activity every day throughout the year. Aim for at least 1 hour of physical activity most days of the week. Some or all of this activity should take place in the childcare setting.

Play Wales Top Tips for Play:

<http://www.playwales.org.uk/login/uploaded/documents/INFORMATION%20SHEETS/top%20tips%20make%20time%20for%20play.pdf>

http://everychildwales.co.uk/wp-content/uploads/2017/07/PHW166384_EC_PP_Play_and_Screen_Tracker_A4_Eng_Welsh_AW_DO.pdf

Older children in out of school care

Involving older children in discussions about food provision and what they have to eat and drink in school and at home can help to maintain positive eating behaviour and support provision of nutritious healthy food.

Care and play workers in out of school settings can access the Nutrition Skills for LifeTM training from their local health boards - see Section 7.

Encouragement and coordination of physical activity will depend on the care environment and health and safety principles.

See the physical activity guide for children and young people 5-18 years:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/213739/dh_128144.pdf



FOOD & NUTRITION

for Childcare settings

Section 6

CONTENT ONLY

Best Practice Guidance

Volume 1

Section 6: Food hygiene and safety

This section provides an overview of the food hygiene and safety practices that are covered by regulation and refers you to the appropriate guidance. It also looks at the use of food in play activities and cooking with children.

Importance of food hygiene and safety

Food poisoning can be a serious illness for infants and young children. It is essential to store, handle, prepare and present food in a safe, hygienic environment to help prevent harmful bacteria spreading and growing and to avoid food poisoning.

Food poisoning occurs when the food consumed contains harmful bacteria, viruses or other microbes, collectively known as germs.

Germs are very hard to detect since they do not usually affect the taste, appearance or smell of food. The most serious types of food poisoning are due to bacteria. The more bacteria present, the more likely you are to become ill. Bacteria multiply very quickly and to do so need moisture, food, warmth and time. Most food poisoning is preventable.

There is a legal requirement for all settings that prepare and/or serve any food and drink on the premises to be registered as a food business with their local Environmental Health Department.

Preparation and storage of milks – infant formula and breast milk are covered in Section 2.

Remember that rice milk should not be given to children between the ages of 1 – 4 ½ as a substitute for breast milk, infant formula, or cow's milk.

For children intolerant to cow's milk or soya they should have and advice from a health professional on a suitable alternative.

Food safety management and food hygiene practice for the childcare setting as a catering business

The Food Standards Agency Safer Food, Better Business (SFBB) packs help small businesses with food safety management procedures and food hygiene regulations and enable you to evidence your food safety and hygiene practices.

<https://www.food.gov.uk/business-industry/sfbb>



Safer Food Better Business toolkits

<https://www.food.gov.uk/business-industry/caterers/sfbb/sfbbcaterers>

<https://www.food.gov.uk/business-industry/caterers/sfbb/sfbbchildminders>

These packs are interchangeable and you will need to look at both in order to use the sections most relevant to your type of business and food provision.

Some example scenarios

Child minder	Food brought in by parents that is further prepared or reheated Food brought in by parents, self contained packed lunch or tea and/or snacks	Refer to SFBB for child minders Follow good food storage principles for packed lunches and keep in fridge
Child minder	Prepares and cooks meals for small groups	Refer to SFBB for child minders for all aspects
Full day care nursery catering for around 30 infants, children 0- 4 years	Prepares and cooks meals and snacks for about 25 children and makes up infant formula for bottles	Refer to SFBB for caterers for all aspects of food provision and catering practices. Refer to SFBB for child-minders for specific advice for babies and children on preparation and storage of

		infant formula and breast milk and specific foods to avoid
Sessional out of school care providing snacks and drinks	<p>Prepares some snacks on the premises and others are bought in</p> <p>Prepares fruit (e.g. washing, cutting) and drinks</p> <p>Children bring a packed lunch/tea or own snack</p>	<p>Refer to SFBB for caterers for all aspects of food provision and catering practices</p> <p>Refer to SFBB in relation to safe preparation of fruit</p> <p>Follow good food storage principles for packed lunches and keep in fridge</p>

The information in these packs are based on the 4 C's of food hygiene and safety management:

- **Cross contamination**
- **Cleaning**
- **Chilling**
- **Cooking**

Food safety and hygiene regulations say that you must be able to show what you do to make sure the food you provide for children and babies is safe to eat. You must also have this written down. The packs contain all the information you need to collect for reporting purposes and information on training for your staff.

Cross Contamination

Is one of the most common causes of food poisoning. It happens when harmful bacteria are spread onto food from other food, worktops, hands or utensils. Good cleaning and handling practices help stop bacteria from spreading in relation to storage and, preparation of food and can also help manage the risk of cross contamination from allergens. Good personal hygiene is part of this and is essential for staff handling and serving food and helping children to eat.

The EColi 0157 guidance on cross contamination needs to be followed by catering staff handling raw root vegetables in the production of meals for the nursery: <https://www.food.gov.uk/sites/default/files/media/document/ecoli-cross-contamination-guidance.pdf> . For children it is also important that children are taught basic hygiene themselves – for example, washing their hands with soap and water before eating meals or snacks and after going to the toilet or handling animals and not eating food that has fallen on the floor.

Chilling

Chilling of food can help reduce the risk of food poisoning. At temperatures below 5°C, most bacteria remains dormant but can start to multiply again if warm conditions return. Care needs to be taken with frozen foods, especially when defrosting.

Cleaning

Effective cleaning and disposal of waste is essential to get rid of harmful bacteria and allergens, to stop them spreading to food.

Cooking

It is essential to cook food properly to kill any harmful bacteria. If it is not cooked or re heated properly it might not be safe for children or babies to eat. Some foods need extra care, such as infant formula and breast milk. Bacteria multiply best between 5 and 63°C but are killed at temperatures of 75°C.

If food is brought in from home you have a responsibility to ensure it is stored safely , refer to Safe Food Better Business for safe food storage

In your setting children may be required to bring their own meals or snacks to eat, or families may want to supply their own meals and snacks.

Always ensure that the food is labelled with the child's details and safely stored until it is needed and/or reheated safely. Refer to the Food Standard Agency's Safer Food, Better Business pack online for more advice.

Include guidance on food brought in from home in your food policy, so that children can be encouraged and supported to follow the same food and health guidance and that the food brought in is safe for all children who come into contact with it e.g. children with food allergies. See Section 8 resources for more information on packed lunches.

The food and drink policy can be given to parents to help them choose and prepare food which is sent from home.

Food Hygiene training - All food handlers must have completed a recognised Food Hygiene course, as a minimum a Level 2 Food Hygiene Certificate and Allergen training, before providing food. It is recommended that training be repeated at least once every 3 years.

The FSA Safe Food Better Business packs contain all the information on staff training that is required.

Allergens

It is important to know what to do if you look after a child who has a food allergy, because these allergies can be life-threatening.

See Safe Food Better Business for child minders and also Section 4 menu planning covers allergens. <https://www.food.gov.uk/sites/default/files/media/document/sfbb-childminders-food-allergies.pdf>

Also a poster produced by CWLWM partnership:

<https://www.pacey.org.uk/getattachment/Partnerships/Cwlwm-Wales/CWLWM-Allergen-leaflet-10-04-16.pdf>

Food safety management and food hygiene practice for the childcare setting as an education provider

Food hygiene regulations do not cover food that is used in educational activities or play, but it is essential to follow the same safe practices to prevent harm and keep children safe. This will form part of health and safety inspection.

It is important that children are taught basic hygiene themselves:

- not eating food that has fallen on the floor
- wiping up spills immediately
- washing their hands with soap and water before eating meals or snacks
- washing hands after going to the toilet or handling animals

Involving children in food preparation as a learning activity

When children are involved in activities with food, let them see that the basic rules of hygiene – clean aprons, sleeves rolled up, clean worktops, thorough hand washing and clearing up afterwards, are all part of the routine. Let them see that you obey the rules too.

Food can be used as a way of children learning through direct experiences, educational food activities are not legislated by environmental health.

It is important to separate activities that involve cooking or preparing food with children so that children are not exposed to food risks. Have separate areas e.g. home corner for play and kitchen area for cooking, snack preparation and eating. Remember to be aware and respectful to children and families that may feel that some 'play' activities with food is wasteful.

Growing food, washing and eating it

Young children and children with additional learning needs are particularly vulnerable to infection which can spread easily through cross contamination.

Staff involved in the “play activity” of growing vegetables and pulling up vegetables for cleaning and eating should have this activity incorporated into their risk assessment with suitable management controls put into place.

Best practice would be for children to grow and pick the vegetables, and staff wash, following the E coli 0157 guidance, peel and top and tail, and give the ‘clean’ product back to the children to eat or undertake further preparation e.g. cutting or chopping.

Suitable biocidal washes for raw root vegetables are available.

<https://www.food.gov.uk/sites/default/files/media/document/ecoli-cross-contamination-guidance.pdf>

Cooking with children

Cooking with children is an enjoyable activity and an effective way of encouraging all children to try and eat a wide range of foods including those that you provide for them at meals and snacks.

Many easy, tasty dishes can be prepared with limited equipment and ingredients and you don’t need to be a chef. If you or your staff has limited experience of cooking with children, it is recommended to work with a small group, of two or three depending on age and ability, initially and choose a simple activity such as chopping soft fruit.

Training for using food in play and cooking: It is best practice for you and your staff to undertake as a minimum, a Level 2 food safety and hygiene certificate. All education providers need to determine the level of training required for their staff and carers.

- Plan carefully and make sure you have everything you need before you start.
- Show them how to do it, be patient and enjoy watching their skills and confidence improve every time you cook.
- It is good practice to cook a range of different foods and use healthy foods that follow the food and nutrition standards and guidance.
- Recipes which involve mixing, combining and assembling activities such as dips, scones, muffins, layered fruit and yoghurt pots work well with young children.
- Choose soft fruit and vegetables (such as bananas, strawberries, melon, cucumber, mushrooms) and other ingredients. Cut them into sizes which are easy for small hands to hold.

- Food should be assessed as high risk or low risk and only low risk foods used in cooking, e.g. some dips may be high risk.
- Make sure children all have a job to do but are doing it separately e.g. not sharing the preparation of the same food item.
- Use correct and safe peeling and chopping techniques and supervise their use.

See also additional resources produced by Cardiff Flying Start programme at the end of this section.

For more information on learning about safe techniques with young children see section 7 training and support.

Trips and outings

Insulated cool boxes, or a cool box with cool packs, should be used for carrying food when taking children on trips or outings. Remember to follow the food best practice guidance for healthy food choices and food safety

PHW guidance on infection control

<http://www.wales.nhs.uk/sitesplus/documents/888/Infection%20Prevention%20and%20Control%20for%20Childcare%20Settings%20Final%202014%20%282%29.output.pdf>

FAQ's

Q: We are a large nursery and have 2 meal sittings and are nervous about serving rice to our children because it is a high risk food. How long is it acceptable to leave between rice being cooked and served?

A: It is perfectly ok to serve rice to children and it is a good source of starchy carbohydrate to provide variety at mealtimes. Holding time will depend on your type of food service, facilities and child numbers. Refer to holding time guidance in SFBB.

e.g Rice can be served within a time frame of a half an hour of serving time.

Or can hot hold for 2 hours.

Or can be cooled, stored in fridge and reheated to correct temperature.

Q: We have 2 children with a dairy allergy and want to bulk cook some items and freeze in small portions. Is it ok to freeze home made rice pudding made with soya milk?

A: Yes, it is fine to freeze rice pudding, remember to put the date of freezing and keep for no longer than 3 months as the quality of the product when thawed and heated may deteriorate.

Q: Are childcare settings ok to serve eggs laid by their own chickens?

A: No – they will not carry the Lion brand.

Q: Has the advice changed on giving soft boiled eggs to young children?

Yes, the Food Standards Agency revised the guidance in 2017.

Consumers who may be more vulnerable to infection, which include young children can eat raw or soft boiled hen eggs or foods containing lightly cooked hen eggs provided that they are produced under the British Lion Code of Practice. This ensures that all hens are vaccinated against salmonella and all hens, eggs and feed a fully traceable.

Q: What should I do if a parent brings in a home made birthday cake to share with the children?

*A: If a birthday cake is homemade it should be given to children **to take home** informing parents of the source so that parents can use their discretion. It is unsafe practice to give it out to all children without knowledge of ingredients and allergen advice.*

Q: Does the guidance on the use of sprays that comply with the e-coli 0157 guidance differ for different types of childcare settings?

*A: It will depend on the nature of the food offered and type of child care facility. If the setting provides food where the E-coli guidance is applicable they have to conform to using a spray that complies with **BS EN 1276** or **BS EN 13697**.*

Child-minders for example being a domestic setting can use other sprays that they use generally, but these would still be recommended.

Q: Do all play and sessional settings need to be registered with environmental health and do staff have to have a Level 2 food hygiene certificate?

A: Yes, all settings that serve food and/or drink need to be registered with environmental health and staff that are handling the food need to have a Level 2 food hygiene certificate.

Child care facilities within a domestic setting such as a child minder looking after a small number of children require registration as a food business with the Local Authority. All premises are subject to an inspection from the LA Environmental Health Officer, but some small child minding businesses are not currently within the scope of the Food Hygiene Rating Scheme. Individual premises queries on the application of the FHRS to child minders should contact their local Environmental Health Department.

All settings that allow food to be brought into the setting from home need to be registered, but they won't be inspected.

Q: Who do I ask for advice on food hygiene and safety?

A: The Safe Food Better Business packs will have information on who regulates what. When you register with environmental health it is best practice to ask who to contact and keep this as a record in your pack .

Q: Do I need to wash all fruit and vegetables even if bought in a sealed packet?

A: Yes, it is important to wash all fruit and vegetables for eating and if children are helping to prepare in a food activity.



Storing, washing and preparing fruit and vegetables

It is important to wash all fruit and vegetables before you eat them to ensure they are clean and safe to eat.

"Soil can sometimes carry harmful bacteria and, although food producers have good systems in place to clean vegetables, the risk can never be entirely eliminated." Dr Andrew Wadge, chief scientist of the Food Standards Agency (FSA).

Washing fruit and vegetables

Washing will help remove bacteria, including E.coli, from the surface of fruit and vegetables. Most of the bacteria will be in the soil attached to the produce so washing to remove any soil is particularly important.

Washing loose produce is especially important as it tends to have more soil attached to it than pre-packaged fruit and vegetables. This could include produce grown in the setting garden.

Peeling or cooking fruit and vegetables can also remove bacteria.

How should fruit and vegetables be washed?

When you wash vegetables, do not just hold them under the running tap as the splashing may cause contamination of the surrounding area. First, rub them under water, for example in a bowl of fresh water. Start with the least soiled items first and change the water if it gets too soiled. Give each of them a final rinse under the tap.

Key advice for safely storing, handling and cooking raw vegetables

- Always wash your hands thoroughly before and after handling raw food, including vegetables.
- Keep raw food, including vegetables, separate from ready-to-eat foods.
- Use different chopping boards, knives and utensils for raw and ready-to-eat foods. If this isn't possible, wash these items thoroughly in between uses using a dishwasher or a 2 stage clean. Separate utensils are preferable.
- Check the label – unless packaging around vegetables says "ready to eat", you must wash, peel or cook them before eating.
- Root vegetables (e.g. carrots, parsnips) must be topped and tailed before given to the children to prepare further.
- It is preferable that staff have washed the raw vegetables before giving to the children to handle/prepare.

Avoiding cross-contamination

It is better to rub fruit and vegetables in a bowl of water, rather than under a running tap. This will help reduce splashing and the release of bacteria into the air that could result from cleaning directly under a running tap. Try to wash the least soiled items first and give each of them a final rinse. Brushing off dry soil before washing may help reduce the amount of washing required to clean the vegetables thoroughly.

It's also important to clean chopping boards, knives and other utensils after preparing vegetables to prevent cross-contamination. If a dishwasher is not available, ensure equipment used for raw root vegetables is sanitised with antibacterial spray after washing.



Hygiene and safety in the cooking area

Checklist

Before and during the cooking session, ensure the cooking area is clean, tidy and safe for children and staff to use:

	✓ ✗ N/A
Floor area is clear of chairs, bags, outdoor clothing and any other potential hazards. Floor area is dry and cleaned of food or anything likely to cause slipping.	
Sinks are cleaned with hot soapy water then an anti-bacterial sanitiser spray (a 2 stage clean), which is left on for the recommended contact time and wiped with a disposable cloth. (The antibacterial cleaner must comply with BS EN 1276 / BS EN 13697 or equivalent).	
Surfaces are clear of any non-cooking items such as glue pots, paints and other materials. Children cannot access them during cooking.	
Tables are cleaned with hot soapy water then an anti-bacterial sanitiser spray, which is left on for the recommended contact time. Then wiped with a disposable cloth and allowed to air-dry.	
Tables are covered with a wipe-clean tablecloth, used only for cooking. Cleaned using an anti-bacterial sanitiser spray and disposable cloth and allowed to air-dry (as above).	
All cooking equipment is checked to ensure clean and working before use.	
Once the area and equipment are cleaned, all cleaning chemicals and equipment are stored away from food and children.	
Main food preparation area is away from hot ovens and hob plates. Oven and hob are operated only by adults; children are closely supervised if near the oven area.	
Only adults carry, stir and serve hot foods/liquids. Oven gloves are used to carry hot pans and tins.	
Pan handles are turned inwards (but not over hot hobs)	
Knives and sharp equipment are kept out of the reach of children until needed. Child-safe knives are used and they are counted 'out' and back 'in' at the end.	
Children are supervised by an adult during all cooking activities, particularly when using knives or sharp equipment.	
Electrical equipment is certified safe for use and operated only by adults.	
Any spills are cleared immediately and surfaces kept free from food waste (using food waste bowls).	
Lined bins are available to dispose of food waste and packaging.	
Food for tasting is temperature-tested by an adult, with a separate clean spoon, before children taste it to ensure it is warm, not hot. <i>NB the food must have been cooked to the required temp of 75°C for 30 secs or equivalent before cooling.</i>	
Tasting of foods is done in a calm, unhurried manner and is supervised by an adult. Taste-testing is done with individual spoons/cutlery and these are not reused.	
If children help to wash up, they only wash items that are safe (no glass or sharp utensils). Staff finish off the washing up to ensure properly clean.	
Dirty tea towels/cloths/aprons are washed on a hot wash (82°C or above) and not washed with other potentially contaminated domestic washing.	
A suitable fire extinguisher and fire blanket are available at all times.	

The 'Food Safety Risk Assessment' should also be followed to ensure food is safe to eat



FOOD SAFETY RISK ASSESSMENT

Introduction - This food safety risk assessment shows the possible hazards related to cooking and how these hazards can be controlled or reduced. It also details what should be done if you discover contaminated food, or if the controls have not been followed. It is strongly advised all staff that cook with children have an up-to-date Level 2 Food Safety certificate.

How to use this risk assessment – All staff that cook with children should read this risk assessment form and refer to it when necessary. You may choose to use this as a checklist when cooking each recipe and there is an optional ‘Checked’ column where staff can put their initials.

The risk assessment is split into sections – the first section is relevant for all recipes. There are additional sections for recipes containing loose fruit and vegetables, eggs and raw meat/fish/poultry. *Little Cooks recipes do not contain raw meat/fish, but these hazards must be considered if buying or storing raw meat with recipe ingredients.*

Definitions:

<u>Word/Phrase</u>	<u>Definition</u>	<u>Examples</u>
Hazard	Something in a food that could cause harm to the person who eats it	<ul style="list-style-type: none">• (B) Biological—Contamination from bacteria / viruses. Also survival and growth of bacteria / viruses.• (C) Chemical contamination• (P) Physical contamination
Contamination	The presence or introduction of any harmful or objectionable (unpleasant) substance in the food	<ul style="list-style-type: none">• Bacteria / viruses / other microbes• Chemicals such as cleaning products• Physical foreign bodies—glass, hair, plastic, etc.
High Risk Food	Foods which are likely to cause food poisoning if not handled properly. To be classed as ‘High Risk’ they have all of the following characteristics: <ul style="list-style-type: none">(1) Ready-to-eat – either cooked, or does not need cooking(2) Moist(3) High in protein(4) Short shelf-life and need strict temperature control	<ul style="list-style-type: none">• *Cooked meat/poultry/fish/shellfish• Eggs and food containing eggs (inc. raw egg products such as hollandaise sauce)• Dairy products• Loose vegetables and fruit with soil on them should also be considered as high risk due to the possible bacteria in soil.• Cooked rice and other grains that are hydrated e.g. couscous are also high risk <p>Note: *Raw meat/poultry/fish are classed as ‘contaminated raw foods’, which must also be handled with care to stop bacteria being transferred to ready-to-eat foods.</p>

For all recipes:

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
Foods past their use-by date and possibly unsafe to eat (B)	Check use-by dates when buying and storing chilled foods. Do not use foods past their use-by date. Once opened, follow the manufacturer's instructions on how long the food can be kept once opened.	Discard foods past their use-by date & opening shelf life date	
Foods becoming contaminated, or damaged when packing shopping bags (P, B, C) <i>(also consider other points regarding shopping below).</i>	Aim to pack all foods of a certain type together (e.g. all chilled ready-to-eat foods, all vegetables). Aim to avoid putting glass jars and bottles together to reduce risk of smashing and glass contamination. Do not overload the shopping bags and make too heavy.	Discard any contaminated food	
Chilled foods being kept at incorrect temperature – risk of bacterial growth (B)	When shopping, pack chilled foods in insulated cool box/bag. Put chilled foods in fridge as soon as arrive at setting (ideally within 30min of purchase) and only bring out just before cooking session. Ensure fridge is kept at correct temperature (optimum temperature is 1-5°C). (The maximum legal temperature for a fridge is 8°C). Checked manufacturers storage instructions as some chilled items need to be kept at a specific temperature e.g. some cooked meats say store at 4°C or below.	Discard if left at incorrect temperature (above 8°C) for over 2 hours.	
Cleaning chemicals /toiletries contaminating food (C) Paints, glue, stationery, sand and other play items contaminating food (C, P)	When shopping, pack cleaning products and toiletries in separate bags from food. Store foods separately from chemicals and other possible contaminants. Keep dried foods in sealed containers in a clean, dry area.	Discard any contaminated food	

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
	<p>Ensure 'Hygiene and Safety in Cooking Area' checklist has been followed.</p> <p>Cover foods / remove from area when cleaning work surfaces.</p>		
Opened or damaged packaging – risk of contamination (B, P)	When shopping, do not buy damaged, opened, soiled or dented tins or packaging. Avoid broken seals and/or popped lids on jars.	Discard if risk of contamination	
Food handlers contaminating food – children / staff (B, P)	<p>Follow personal hygiene rules - 'Get Ready for Cooking' - and continue to remind children.</p> <p>Wash hands if become contaminated during session (coughing or sneezing into hand, picking nose etc.)</p> <p>No-one feeling sick or unwell should be allowed to cook.</p> <p>Anyone recently recovered from sickness or diarrhoea must allow at least 48 hours before doing cooking activities (and should not be at the setting/school).</p> <p>If there is an increased incidence of infection (outbreak), particularly gastro enteritis (sickness/diarrhoea), no cooking activities should take place. Advice should be taken from the council's Health Improvement Team about when cooking activities can resume.</p>	Discard any ready-to-eat foods if risk of contamination	
Contamination from work surfaces, equipment and utensils (B)	<p>Ensure '<i>Hygiene and Safety in Cooking Area</i>' checklist has been followed.</p> <p>Use separate chopping board and utensils for raw meat / fish / poultry / vegetables. Wash immediately after use – if a dishwasher is not available, spray with anti-bacterial spray after washing with hot soapy water (a 2 stage clean). Do a 2 stage clean for sinks and</p>	Discard any ready-to-eat foods if risk of contamination	

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
	taps after cleaning raw equipment also.		
Contamination from waste on tables (B, P)	Use food waste bowls on preparation table (for peelings, egg shells etc) and empty when full.	Discard any ready-to-eat food if risk of contamination	
Undercooked food – risk of bacteria surviving/growing (B)	Ensure that food is thoroughly cooked (piping hot, steaming). Particularly important if cooking meat / fish / poultry / eggs (see tables below). Meat to have clear juices, no pink meat.	Continue cooking until cooked throughout.	
High risk foods being left at room temperature once made – risk of contamination or bacterial growth (B)	Eat high risk foods within 2 hours of making, or cool and refrigerate within 90 minutes. If sending home – High risk foods to be kept in fridge at correct temperature until just before home-time. Foods must be packed in suitable clean and disposable packaging to take home (e.g. food bags) Keep foods covered to prevent contamination.	Discard if left at incorrect temperature for more than 90 minutes	
Foods being contaminated when served (B, P)	Follow personal hygiene rules (no coughing over food etc) Keep foods covered until served. Food to be served by staff member (or under strict supervision – cold foods only)	Discard any contaminated food	

[Recipes that contain loose fruit and vegetables:](#)

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
Loose vegetables and soil contaminating ready-to-eat food (B)	When shopping, pack loose, raw vegetables in a separate bag from ready-to-eat food. Check fruit and vegetables for signs of spoilage (bruising, mould growth).	Discard ready-to-eat food if contaminated	
Contamination from pesticides on		Re-wash fruit / vegetables until	

<p>unwashed raw fruit/vegetables (C)</p> <p>Contamination from stones, leaves and garden debris when using fruit / vegetables from setting garden (P)</p>	<p>If using garden produce, do not wear aprons when picking/harvesting foods from garden. Cover any cuts on hands and wash hands thoroughly afterwards.</p> <p>Wash all fruit/vegetables properly before use, following the <i>'Storing, washing and preparing fruit and vegetables' guidance</i>.</p> <p>When preparing, use different chopping boards, knives and utensils for raw vegetables and ready-to-eat foods.</p> <p>Wash and dry hands thoroughly before and after handling raw food, including vegetables.</p> <p>Store raw vegetables separately from ready-to-eat foods</p>	clean	
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Recipes that contain eggs:

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
Contamination from eggs (B)	<p>Buy eggs from reputable supplier (i.e. supermarket). Ensure eggs have the 'Lion Brand' or 'Laid in Britain' and are date-stamped. Do not use eggs after their best before date.</p> <p>Do not buy damaged, cracked or dirty eggs.</p> <p>Store eggs on the bottom shelf of the fridge.</p> <p>Do not leave egg shells on work surface when preparing food (use food waste bowl on table, or put straight in food bin).</p> <p>Take care not to splash raw egg onto other foods, surfaces or dishes.</p>	<p>Dispose of damaged eggs</p> <p>Discard any ready-to-eat foods if risk of contamination</p> <p>Clean and disinfect any contaminated surfaces and equipment.</p>	

	<p>New guidance : Consumers who may be more vulnerable to infection, which include young children can eat raw or soft boiled hen eggs or foods containing lightly cooked hen eggs provided that they are produced under the British Lion Code of Practice. This ensures that all hens are vaccinated against salmonella and all hens, eggs and feed a fully traceable .</p> <p><u>If allowing children to handle raw eggs, the following precautions must be followed:</u></p> <ul style="list-style-type: none"> - Eggs must be visually clean and free from faecal matter - Eggs must be quality assured ('stamped') e.g. from a supermarket, or from a salmonella vaccinated flock (with documentation to support this) - After handling raw eggs, children (and adults) must wash their hands with liquid/foam soap and water and then thoroughly dry them - Children should not be allowed to taste ingredients containing raw egg (i.e. cake mix) - Do not let children use egg shells for art/ other activities 		
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[Recipes that contain raw meat / fish / poultry](#) – N.B. *Little Cooks recipes do not contain raw meat/fish/poultry, but these hazards should be considered if buying or storing raw meat with recipe ingredients. It is recommended that children under 5 do not handle any raw meat/fish/poultry.*

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked if (Initial)
Raw meat / fish / poultry /	When shopping, pack raw meat / fish / poultry / in a separate bag	Discard ready-to-eat food if	

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
contaminating ready-to-eat food (B)	<p>from ready-to-eat food. Do not buy raw meats with leaking packaging.</p> <p>Store meat / fish / poultry on bottom shelf of fridge. Keep raw meat / fish / poultry properly wrapped/in sealed container.</p>	contaminated	
Raw meat / fish / poultry / being kept at incorrect temperature – risk of bacterial growth (B)	<p>When shopping, pack chilled foods in insulated cool box/bag.</p> <p>Put chilled foods in fridge as soon as arrive at setting (ideally within 30min of purchase) and only bring out when needed.</p> <p>Ensure fridge is kept at correct temperature (optimum temperature is 1-5°C). (The maximum legal temperature for a fridge is 8°C).</p>	Discard if left at incorrect temperature (above 8°C) for over 2 hours.	
Undercooked food – risk of bacteria surviving/growing (B)	<p>Ensure that food is thoroughly cooked throughout</p> <p>Check clear juices, no pink meat, piping hot / steaming. Centre temperature must be 75°C for 30 seconds.</p>	Continue cooking until reach correct temperature and cooked throughout.	



FOOD & NUTRITION

for Childcare settings

Section 7

CONTENT ONLY

Best Practice Guidance

Volume 1

Section 7: Putting it all together

This section can help you to evaluate your own practice and be able to show others your approach and best practice for food and drink provision in your setting. It includes:

- A code of practice
- Developing a food and drink policy
- Self monitoring
- Information on resources and support

The following code of practice pulls together all the best practice guidance. You can use the code of practice to tell parents, visitors, inspectors about your overall approach to food and drink provision.

Code of practice for food and drink in childcare settings

1. I/we have developed a food and drink policy

To support health and wellbeing of the children in our care. It covers all aspects of our approach to food and healthy eating and how we talk to parents and children.

2. I/we plan varied menus and snacks in advance

To ensure variety in taste, texture and colour and taking into account sustainability of food.

3. I/we provide meals, snacks and drinks that meet the national best practice food and drink standards and guidance

To ensure the children in our care receive the right balance of energy and nutrients for healthy growth and development.

4. I/we have a positive eating environment

To encourage children to eat well, develop good eating habits and social skills, and learn about healthy food through play and activities.

5. I/we follow food safety and hygiene rules in all aspects of food and drink provision

To ensure the children in our care are safe from any risks in relation to food.

A food and drink policy for childcare settings:

- is a plan of action to ensure everyone follows best practice and is consistent in their approach to food and drink with children in their care
- enables everyone to be involved in agreeing the approaches – staff and parents and children
- can provide information to new parents
- can include food brought into the setting with children by their parents and so you can influence this to follow the same standards that you do
- can be used as evidence to demonstrate your commitment to the health and well-being of children to prospective parents, local authority and Care Inspectorate Wales

The information in the policy will vary with the number, age and needs of children in your care and the type of setting you are and food provided. The code of practice can be used to set out the policy.

The following examples are for specific settings and will need to be adapted to your own setting if you are a child minder with a small number of children or have a larger range of age groups.

Sample food and health policy for full day care setting for 0- 4 year olds

Mission statement

..... setting is committed to providing the children in their care with nutritious balanced meals, snacks and drinks, which meets the children's individual dietary needs.

We comply with Welsh Government's national minimum standards for food and drink provision and aim to demonstrate best practice in all our approaches to food and health.

We provide a social environment that supports and encourages children to eat well and learn about healthy eating through aspects of their play and learning.

Infants and young children

- We will provide a supportive environment for mothers who wish to breastfeed in our setting and continue to provide breast milk for their infant.
- We will work with parents to provide appropriate and recommended foods for babies in our care
- We will follow safe feeding practices for babies receiving infant formula e.g. babies will be held upright while bottle feeding, no bottles will be propped.

We plan varied menus and snacks in advance

- Our menus will be on display in advance.
- Recipes will be available to parents upon request.
- Parents are encouraged to offer menu suggestions or comment on the policy.

We provide meals, snacks and drinks that meet the national food and nutrition for childcare settings - best practice guidance

All children will have suitable food available depending on their age, development and needs, using the recommended portion sizes for their age group. This will include children with special dietary requirements.

- All food standards and guidance will be complied with.
- Breakfast will be available for children not having it at home. Parents are responsible for informing the setting if their child needs breakfast on arrival.
- Water will be available at all times.

We have a positive eating environment

- Carers will sit with the children when they eat and encourage good eating habits and table manners.
- Children will be given plenty of time to eat.
- Children will sit when eating or having a drink.
- Withholding food will not be used as a form of punishment.
- Parents are asked not to send sweets, crisps and other snack foods to the setting.
- Birthday party food should be discussed in advance with the staff and follow best practice guidance.
- We regularly have events that include food for cultural occasions.

We follow food safety and hygiene rules in all aspects of food and drink provision

- All food in the setting will be stored, prepared and served following regulated food safety and hygiene practices.
- Staff will have appropriate qualifications in food hygiene and safety.

Communication with parents

- We will display the policy to all parents and visitors and it will be reviewed annually.
- Parents will be informed on how well and what their child is eating.
- Parents of children on special diets will be asked to provide as much information as possible about suitable foods. In some cases, parents may be asked to provide food themselves.

- We will display the policy to all parents and visitors and it will be reviewed annually.
- Parents will be given information on our approach to food brought in from home.

General environment

- Children will be encouraged to play outside every day, weather permitting, to ensure they receive sunlight which helps their bodies to make vitamin D, as well as providing regular physical activity .
- A specific allergy plan will be in place to deal with any child having an allergic reaction.
- We will monitor the policy regularly and address any aspects that are not kept to.

Sample snack and drink policy for play groups and sessional care

- We only serve snacks that meet the national food and nutrition for childcare settings - best practice guidance and are nutritious, with little or no sugar and salt.
- The only drinks offered at snack time are water or milk (full fat for younger children).
- We do not use squashes, or fruit drinks or fruit juices.
- We are registered with the local authority as a food provider.
- Our staff that handle food have an up to date Food Safety in Catering Certificate.
- All food and drink is stored safely.

Sample policy for out of school care serving light meals, snacks and drinks for older children

- We provide light meals, snacks and drinks that meet the national best practice food and drink standards and guidance.
- Fresh drinking water has to be available to children at all times.
- We are registered with the local authority as a food provider.
- Our staff that handle food have an up to date Food Safety in Catering Certificate.
- All food and drink is stored safely.
- We ask parents about any special dietary requirements, preferences or allergies, the child may have and record them and inform all staff to follow instructions.
- Children attending all day will be offered a midday meal or packed lunch, which can be provided by parents.

Self monitoring

The following checklists are to help you ensure that:

- You are implementing the guidance for each of the 5 areas of the code of practice.
- You can demonstrate best practice and work towards an excellent quality rating for;
 - your provision of healthy food and drink
 - related communication, play and learning activities that may be linked to food
 - food safety, and the suitability of the environment

These will contribute to all 4 themes in the CIW inspection framework: well-being; care and development; environment; leadership and management, with a particular focus on care and development, in relation to keeping children safe and healthy.

- You can demonstrate the contribution that your approach to food and drink and its provision also makes to achieving the quality indicators for the ESTYN inspection framework, where relevant:
 - Well being outcome
 - Care support and guidance provision for health and well-being
 - Leadership including improving quality and partnership working

You will need to adapt and personalise these to your own setting and the range of food you provide

CHECKLIST 1 POLICY We have a food and drink policy which supports health and wellbeing of the children in our care and covers all aspects of our approach to food and healthy eating	How do I/we demonstrate this Further actions to take
The food and drink policy/statement is: <ul style="list-style-type: none"> • reviewed annually • actively used and shared amongst all staff if relevant • shared and discussed with parents • supporting posters/leaflets are easily available or on display for staff and/or parents 	
For group settings We ensure staff have the appropriate knowledge and skills to support our food and health policy *	
There is a named person(s) responsible for food and health across the setting (policy, provision, learning and play)	
In full day care settings - a minimum of 1 existing staff member has attended the Level 2 Agored Cymru Community food and nutrition skills for early years course	
All food handlers have had training in food safety and hygiene	
Catering staff have had advice on meal and menu planning from an appropriate source	
Qualified catering staff prepare meals	
Carers sit with children and/or eat the same healthy food as the children	
For individual child minders I have had training in food safety and hygiene I have had advice or training from a recognised source to be able to provide quality, healthy food for the children in my care I sit with the children at meal times and eat the same food	

I/We use healthy food choices to support other aspects of children's learning and use best practice guidance for using food in activities with children	
I/We include helping children to learn about tooth brushing and foods and drinks that protect teeth	
I/We ensure fresh water is available and accessible to all	
Lidless cups are the main provision from 1 year old	
Special dietary needs and diverse diets Children of all cultures and religions in our setting are able to have meals and snacks which meet their dietary needs	
Where possible children will all receive the same meals and snacks	
We aim to meet the needs of children who have special dietary needs for medical reasons, food allergy, special educational need or disability	
Communication with children and families	
Menus for meals and snacks are displayed and provided to parents	
Parents are given the opportunity to provide suggestions and give feedback on the menu	
We talk to families about timing of meals and how this fits with meal routines at home	
We tell families what their children have eaten and if they have accepted or refused new foods	
We use meal times to talk to children about healthy foods and act as positive role model help children to develop good eating habits and social skills	

CHECKLIST 2 MENU PLANNING & FOOD PROVISION I/We plan varied menus and snacks in advance which meet the national food and nutrition for childcare settings - best practice guidance *Full day = provision of breakfast, lunch, tea and snacks mid morning and mid afternoon	How do I/we demonstrate this Further actions to take
Menus for meals and snacks are planned in advance	
Menus consist of a 3 week cycle	
Menus are changed at least twice a year and seasonality is considered	
Menus include all meals, snacks and drinks that are offered	
Regular meals and snacks are offered every 2-3 hours	
Meals and snacks are varied to include a variety of taste, texture and colour of the food across the week	
We ensure religious, cultural and special diet requests are incorporated into menu planning	
The menu includes a meal based on pulses or meat alternative at least once a week	

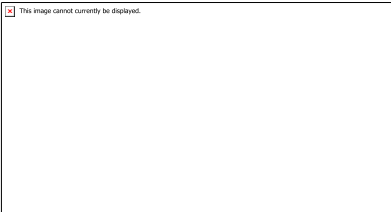
CHECKLIST 3 FOOD AND MEAL STANDARDS I/We provide meals, snacks and drinks that meet the national food and nutrition for childcare settings - best practice guidance	How do I/we demonstrate this Further actions to take
Fruit and vegetables	How do we demonstrate this Further actions to take
<p>For a full days menu do you provide ‘5 a day’ including a range of vegetables, salads and fruit across meals and snacks Or</p> <p>If no tea time meal is provided do you provide ‘4 a day’ across meals and snacks</p>	
<p>Dried fruit is provided within meals only</p>	
<p>No fruit juice or fruit juice drinks are provided</p>	
<p>Correct portion sizes are offered</p>	
Dairy and alternatives	How do we demonstrate this Further actions to take
<p>For a full days menu;</p> <p>Provide 2 portions of milk and dairy foods each day, which can include 1 as a snack</p> <p>If milk alternatives are provided for children with a diagnosed allergy, they are unsweetened and fortified with calcium</p>	
Beans, pulses, fish, eggs, meat and other proteins	How do we demonstrate this Further actions to take
<p>Provide a portion of beans, pulses, fish, eggs, meat or other proteins at each meal (2 a day, 1 serving at lunch and 1 serving at tea)</p>	

Provide a variety across the week	
Provide one meal for all children each week using pulses or meat alternative	
Is oily fish on the menu once a week	
Correct portion sizes are offered	
Processed products should not be served more than once in a week in total i.e. 1 processed meat, fish or other protein and sausages (if served) are of good quality (min. 70-75% meat content)	
Vegetarians serve 2-3 portions of beans, pulses, eggs, or other meat alternative across the day	
Provide as part of snacks once or twice a week	
Potatoes, bread, rice, pasta and other starchy carbohydrates	How do we demonstrate this Further actions to take
Provide a portion of foods from this group at every meal	
Provide as part of snacks at least one each day	
Provide a variety each day	
If cereals are provided, they are low sugar breakfast cereals	
Limit fried starchy foods to no more than once a week at lunch/tea	
Correct portion sizes are offered	
SALT	How do we demonstrate this Further actions to take
Salt is not added to cooking or at the table	
Foods products high in salt are not used – such as packet soups, stock cubes	
Provide bread and bread products with lower salt content - Choose those which are labelled as low green or medium amber in salt	
Sauces should be home made whenever possible e.g. pasta sauce, white sauce, cheese sauce	

CHECKLIST 4 ENVIRONMENT I/We have a positive eating environment and encourage children to eat well and develop good eating habits and social skills, and learn about healthy food through play and activities	How do I/we demonstrate this Further actions to take
I/We create a suitable environment that promotes healthy eating and drinking as a pleasurable experience	
I/We encourage independence at mealtimes with children feeding themselves at an appropriate age and given time to eat	
Activities and experiences are provided which involve children in making decisions about healthy food choices and trying new foods	
I/We have an agreed approach to managing fussy eating including use of non food rewards	
Second helpings limited to fruit, vegetable and salad *if child is hungry	
Children eat in small groups with a familiar carer	
Food based activities/play/cooking using healthy food choices are positively included	
Birthdays and celebrations are encouraged to be healthy food choices	

CHECKLIST 5 FOOD SAFETY AND HYGIENE	How do I/we demonstrate this Further actions to take
All staff that require it have a minimum of level 2 food hygiene training	
I/We follow strict hygiene rules covering the 4 C's; <ul style="list-style-type: none"> • Cross contamination • Cleaning • Chilling • Cooking 	
I am /We are registered with the environmental health department (if required)	
I/We follow the same safe practices to prevent harm and keep children safe when using food in educational activities	

RESOURCES AND SUPPORT FOR SETTINGS

Training	Contact
Food Hygiene courses	See Safe Food Better Food Contact Local Environmental Health Department and/or local workforce development team
NVQ level training is available from local colleges in catering and food preparation skills.	See local college prospectus for courses e.g. Level 1 NVQ Food preparation and cooking Level 2 City & Guilds Diploma NVQ Food Production and Cooking
Nutrition Skills for Life -Early Years Course Specific to early years and children 	Public Health Dietitians in health boards The following link has contact details for your health board https://www.publichealthnetwork.cymru/en/topics/nutrition/nutrition-skills/

LINKS TO AWARDS AND SCHEMES

Award	Who can apply and how
Healthy Pre school scheme - All Wales This is a national award scheme for pre schools to work to promote and protect all aspects of health including physical, emotional, mental and social health as well as the wellbeing of their whole community Settings work towards demonstrating achievements in the areas of curriculum, ethos, physical environment and community relations Nutrition, food hygiene and active play form a key part of the award	Organisations/settings delivering pre school provision can express an interest in the scheme including: <ul style="list-style-type: none"> • Full day care nurseries • Cylchoedd meithrin • Sessional childcare • Child minders • Playgroups • Flying Start child care settings Contact Sarah Andrews, Programme Manager for Healthy Settings, Public Health Wales Sarah.andrews2@wales.nhs.uk

<p>Gold Standard Healthy Snack Award Scheme and Gold Plus Award</p> <p>Local Areas covered: Abertawe Bro Morgannwg health board area Cardiff & Vale health board area</p> <p>Recognises and celebrates quality snack provision in a healthy and safe environment Award criteria for;</p> <ul style="list-style-type: none"> • provision of healthy snacks and drinks • Appropriate hygiene standards • Provision of a suitable eating environment • Dental health standards <p>The award is recognised by Care Inspectorate Wales and the healthy pre-schools scheme</p>	<p>Playgroups, nurseries, cylchoedd meithrin, child minders, parent and toddler group, out of school child care clubs, youth clubs</p> <p>Access is via local Public Health Dietitian in your health board to check who can apply and how</p>
<p>Tiny Tums / Boliau Bach Local Areas covered; North Wales Betsi Cadwaladr area</p> <p>Awarded to nurseries and other childcare settings who are achieving best practice in food and drink provision</p> <p>Support and guidance is provided</p> <p>The award lasts for 3 years and is recognised by the Care Inspectorate Wales (CIW) and the Healthy and Sustainable Pre-School Scheme as a sign of high quality</p>	<p>Early years child care settings including; child minders, nurseries, cylchoedd meithrin, playgroups, family centres</p> <p>To be eligible for the award, a member of staff from the setting needs to complete the Community Food and Nutrition Skills for Early Years Course A shorter course is available for playgroups</p> <p>Menus and food policy are submitted to the Public Health Dietetic Team for assessment against the Tiny Tums standards</p>
<p>Bach a lach Local area Powys Powys “Bach a lach” pre-school award scheme which promotes physical activity and healthy eating in pre-school settings A broader scheme that includes food and drink</p>	
<p>Play, Learn, grow healthy</p> <p>http://www.clybiauplantcymru.org/english/projects.asp</p>	<p>After school clubs</p>

RESOURCES & SUPPORT

Food provision and diet

First Steps Nutrition Trust:

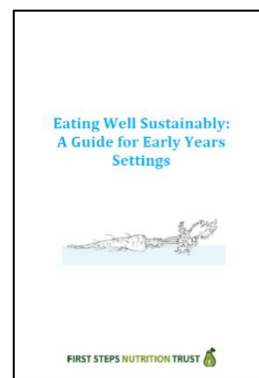
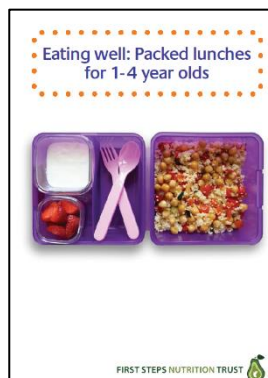
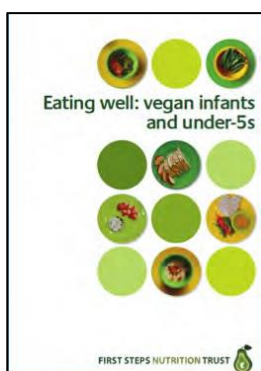
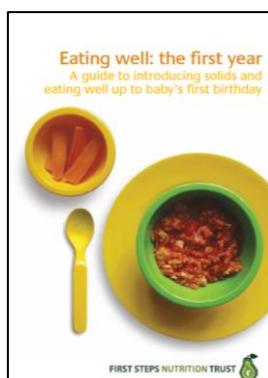
'Eating Well: the first year. A guide to introducing solids and eating well up to baby's first birthday'

'Eating Well: vegan infants and under -5's'

'Eating Well: packed lunches for 1-4 year olds'

'Eating Well Sustainably: A guide for Early Years Settings'

www.firststepsnutrition.org



British Dietetic Association Food Fact Sheets

Healthy Eating for Children

<https://www.bda.uk.com/foodfacts/healthyeatingchildren.pdf>

https://www.bda.uk.com/improvinghealth/yourhealth/welsh_healthy_eating_for_children_2017_ffs

Diet Behaviour and Learning in Children

<https://www.bda.uk.com/foodfacts/DietBehaviourLearningChildren.pdf>

Plant Based Diets

<https://www.bda.uk.com/foodfacts/plantbaseddiets.pdf>

https://www.bda.uk.com/improvinghealth/yourhealth/welsh_plant_based_2017_ffs

Public Health Dietitian

Healthy eating and training for your setting

Look up your health board website - Dietetics Services and ask for 'Nutrition Skills for Life' team

<http://www.wales.nhs.uk/ourservices/contactus/healthservicesnearyou>



Paediatric Dietitian in health board

For further information in relation to special diets for children

Public Health Wales information services/library

For leaflets:

Eatwell Guide

Also 10 Steps to a Healthy Weight

<http://everychildwales.co.uk/>

Public Health Network Cymru

<https://www.publichealthnetwork.cymru/en/>

<https://www.publichealthnetwork.cymru/cy/>

Public Health Network Cymru is a professional network for all those working and interested in public health issues and provides information and support. Join the network for free.

The Vegetarian Society of the UK:

The Vegetarian Society is a registered educational charity offering support, advice and free resources to families, individuals, health professionals, caterers and many others.

www.vegsoc.org

The Anaphylaxis Campaign:

The Anaphylaxis Campaign publishes food lists and campaigns for better labelling on food.

www.anaphylaxis.org.uk

Further information in relation to special diets for children can be obtained from the Paediatric Dietitians at your health board.

British Nutrition Foundation

www.nutrition.org.uk

Allergy Uk https://www.allergyuk.org/information-and-advice for information on managing food allergies in school and childcare settings, including guidance on being 'allergy aware' and example allergy protocols.
NHS Choices https://www.nhs.uk/conditions/food-allergy/
The Food Standards Agency website for guidance on Allergens and Intolerances, Safer Food Better Business, Food premises registration and Allergen safety alerts http://www.food.gov.uk

Infant feeding	
UNICEF/Baby Friendly Initiative https://www.unicef.org.uk/babyfriendly/	
Bump Baby and Beyond Handbook given to all first time mums on pregnancy, and the first few years http://www.wales.nhs.uk/document/239354/info/	

Services and programmes

Designed to Smile – oral health programme http://www.designedtosmile.org/welcome-croeso/welcome/	
Healthy Start Scheme: Details of entitlement and how to access the scheme can be found on the Healthy Start website www.healthystart.nhs.uk	
Dentists: For help and advice on finding a dentist in your area	

Appendices

Appendix 1 Child care regulations for food and drink

Appendix 2 recommended amount of nutrients for an average day for 1-4 year olds,
and under 1 year old

Appendix 3 recommended amount of nutrients for older children, 5-12 year olds

Appendix 4 Example template of food intakes for a child in your care

Appendix 1.

Child care regulations for food and drink

The Child Minding and Day Care (Wales) Regulations 2010

Part 5 regulation 21

Food provided for children

21.—(1) The registered person must ensure, where food is provided to relevant children by the registered person, that—

(a) they are provided with food which—

(i) is served in adequate quantities and at appropriate intervals;

(ii) is properly prepared, wholesome and nutritious;

(iii) is suitable for their needs and meets their reasonable preferences; and

(iv) is sufficiently varied; and

(b) any special dietary need of a relevant child which is due to the child's health, religious persuasion, racial origin or cultural background is met.

(2) The registered person must ensure that relevant children are provided with access to fresh drinking water at all times while they are under the care of the registered person

Health needs of children

24.—(1) The registered person must promote and protect the health of relevant children.

(2) In particular the registered person must ensure that—

(a) each child is provided with such individual support as may be required in the light of any particular health needs or disability of the child; and

(b) at all times, at least one person caring for relevant children has a suitable first aid qualification.

National Minimum Standards for Regulated Childcare for children up to the age of 12 years

These standards are made in accordance with section 30 (3) of the Measure and are designed to assist providers and settings to meet the regulations that are relevant to the service they provide. Registered persons must have regard to the standards which relate to the type of care provided.

Quality of care

Standard 12: Food and drink

Outcome:

Children are provided with regular drinks and food in adequate quantities for their needs.

Appendix 2

Table 1. gives the recommended amount of nutrients for an average day for 1-4 year olds, divided into meals and snacks

Table 1: The recommended nutrient content of an average day's food and drink over a period of one week or more (1 to 4 year old children) using the nutrient framework as agreed by the External Reference Group (based on needs of those with highest energy and nutrient requirements)							
Nutrient	Min/Max	Full day (breakfast, 2 snacks, lunch, tea)	Morning session: Snack and lunch	Afternoon session: Snack and tea	Snack only	Lunch only	Breakfast/tea only
Energy (kcal)	Approx.	1108	492	369	123	369	246
Fat (g)	Max	43.1	19.2	14.4	4.8	14.4	9.6
Total carbohydrate (g)	Min	147.7	65.6	49.2	16.4	49.2	32.8
Dietary fibre (g)	Min	13.5	6.0	4.5	1.5	4.5	3.0
Free sugars (g)	Max	14.8	6.6	4.9	1.6	4.9	3.3
Protein (g)	Min	15.4	6.8	5.1	1.7	5.1	3.4
Iron (mg)	Min	6.9	3.0	2.3	0.7	2.3	1.6
Zinc (mg)	Min	5.2	2.3	1.7	0.6	1.7	1.2
Calcium (mg)	Min	360	160	120	40	120	80
Vitamin A (µg)	Min	400	176	132	40	136	92
Vitamin C (mg)	Min	27	12	9	3	9	6
Sodium (mg)	Max	900	400	300	100	300	200
Salt (g)	Max	2.25	1.00	0.75	0.25	0.75	0.50

Ref: Children's Food Trust (2016)

Table 2

Nutrient framework for younger infants, under 1 year

Table 2: Nutrient framework for infants 7 to 9 months and 10 to 12 months (for all meals and milk provided across the day)		
Nutrient	7-9 months	10-12 months
Energy (kcal) (MJ)	682 (2851)	682 (2851)
Protein (g)	13.7	14.9
Iron (mg)	7.8	7.8
Zinc (mg)	5.0	5.0
Calcium (mg)	525	525
Vitamin A (ug)	350	350
Vitamin C (mg)	25	25
Sodium (mg)	400	400
Salt (g)	1.0	1.0

Ref : Children's Food Trust (2016)

Appendix 3

Recommended amount of nutrients for older children, 5-12 year olds and above

<i>Estimated Average Requirements for children</i>				
<i>Males</i>			<i>Females</i>	
Age (years)	MJ/d	kcal	MJ/d	kcal
4	5.8	1386	5.4	1291
5	6.2	1482	5.7	1362
6	6.6	1577	6.2	1482
7	6.9	1649	6.4	1530
8	7.3	1745	6.8	1625
9	7.7	1840	7.2	1721
10	8.5	2032	8.1	1936
11	8.9	2127	8.5	2032
12	9.4	2247	8.8	2103

Dietary references values for carbohydrate and fat as a percentage of energy intake

% Daily Food Energy	
Total Carbohydrate*	50%
<i>of which free sugars*</i>	Not more than 5%
Total Fat	Not more than 35%
<i>of which Saturated Fat†</i>	Not more than 11%

Dietary Fibre – new recommendations were made by SACN in 2015 for the population aged 2 years and over:

Age group	Recommended intake per day (g)
2-5 years	15
5-11 years	20
11-16 years	25
17 years and over	30

Protein

Reference Nutrient Intake for children Age group	RNI per day (g)
4-6 years	19.7
7-10 years	28.3

Appendix 4

Example template of food intakes for a child in your care

Name of child:

Summary of meal and drink requirements

Arrives early has breakfast in setting

Leaves around 5pm, has tea at home

Specific dietary requirements - does not eat pork

	Time & type of meal BF/snack/lunch /snack / tea	Food and drink offered	How much eaten	How much to drink (150ml cup)
Arrival time	8am breakfast	Wheat bisks x1 milk, half a banana and cup of milk	All the cereal Left the banana	Cup of milk
Mid morning	10am snack	Bread sticks and mixed vegetable sticks	Bread sticks and half the vegetable sticks	Cup of water
Midday	12.30pm lunch	Cod in tomato and pepper sauce with cous cous and green beans Rice pudding and raspberries	Most of it	Cup of water
Mid afternoon	3pm snack	Mixed seasonal fruit	All	Cup of milk
Tea	NIL	Information provided will have at home		

Time of day	Type of meal BF/snack/lunch /snack / tea and time	Food and drink offered	How much eaten	How much Drinks (150ml cup)
Arrival time	9am	Drink with piece of fruit only – instructions had breakfast at home before arriving		Cup of milk
Mid morning	10am snack	Rice cake and hummus	About 2/3 of the rice cake and all the houmous	Cup of water
Midday	12.30pm lunch	Chicken korma with brown rice Semolina with blackberry compote	All the chicken, 2/3 rice, all the semolina	Cup of water
Mid afternoon	3pm snack	Cucumber and carrot sticks	Nearly all	Cup of milk
Tea	NIL	Information provided, will have at home		Cup of water before home

Blank template of food intakes for a child in your care

Name of child:

Summary of meal and drink requirements

Specific dietary requirements

	Time & type of meal BF/snack/lunch /snack / tea	Food and drink offered	How much eaten	How much to drink (150ml cup)
Arrival time				
Mid morning				
Midday				
Mid afternoon				
Tea				

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Section 5

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Section 6

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