

Best Practice Guidance



Llywodraeth Cymru
Welsh Government

FOOD & NUTRITION

for Childcare settings



Best practice guidance

Food and Nutrition for Childcare settings

Contents

Foreword

Section 1 Why healthy eating matters for children

Section 2 Infant feeding

Section 3 Introduction to solid food

Section 4 Food and nutrition: standards, guidelines and menu planning

Section 5 Encouraging children to eat well

Section 6 Food hygiene and safety

Section 7 Putting it all together

[to note: Section 2 and 3 will be developed alongside other initiatives on Infant Feeding]

Foreword

We are delighted to launch this new and updated *Food and Nutrition for Childcare Settings, Best Practice Guidance* with accompanying example menus and recipes. This is a practical and user friendly resource to help settings support children to eat well, provide excellent quality food to meet the childcare regulations for food and drink, and also be able to share with parents that they are offering the best start for their children.

This guidance is being delivered as part of our planned *Healthy Weight: Healthy Wales* strategy which will aim to support positive dietary behaviour within the crucial early years. Our vision is for children from all backgrounds to have the best start in life. Eating a nutritious balanced diet and having good hydration is essential for children at this stage. This helps to achieve and maintain a healthy body weight, protect teeth from decay and ensure they have all the nutrients they need for healthy development.

The early years can have a positive influence on food preferences as a toddler begins to have a decisive say in the foods they choose to eat. The evidence shows that eating habits adopted in early years will be taken forward into later childhood and adult life. Childcare settings already play an important role in creating environments which support healthy food choices.

We have heard from practitioners across Wales who have told us that they are keen to encourage children to eat well and learn about food. We have included guidance on all food provision, main meals, snacks and drinks, as these will all be contributing to children's nutritional intakes.

Through the consultation we have also listened to a range of stakeholders and we have taken

their comments on board in the final guidance. This includes helping to ensure that we can improve the accessibility of this document. There are a range of menu plans available on the Welsh Government's website. We are also providing parents with information to support their knowledge about the food their child can expect to eat in a childcare setting.

We will now be working with a range of partners, including Care Inspectorate Wales, to ensure that these guidelines are implemented and that we can monitor the difference they will make. We hope that the guidance will be a practical and useful resource. We will continue to work with and support childcare settings through the planned *Healthy Weight: Healthy Wales* strategy.



A handwritten signature in dark ink that reads "Vaughan Gething".

Vaughan Gething AM
Cabinet Secretary for Health
and Social Services



A handwritten signature in dark ink that reads "Huw".

Huw Irranca-Davies
Minister for Children, Older
People and Social Care



FOOD & NUTRITION

for Childcare settings

Section 1

Why healthy eating matters for children

Section 1

Why healthy eating matters for children in childcare

Contents

Key role of childcare settings in children's nutrition	1
Diet and children's health	2
Healthy weight	3
Dental health and tooth decay	4
Important vitamins and minerals	5
What are our children eating?	6
Sugars	6
Fruit and vegetables	7
Fibre	7
Aims of the Food and Nutrition Best Practice Guidance	8
What does the Food and Nutrition for childcare settings contain	10
Best practice guidance	10
Menu plans and recipes	10
References	11
Appendix 1: Child care regulations for food and drink	12

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 crucial. This means that childcare settings can play a key role in the 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 health¹ and that newly tasted foods are more likely to be accepted between 2 and 3 years, than between 4 and 8 years².

As children get older they may attend a variety of child care settings in addition to school, so it is equally important to maintain the focus on good nutrition.

There were 84,000 childcare and play places in Wales in 2017³ and therefore settings will impact on the lives of many young children.



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
- develop and maintain a healthy weight.
- help prevent tooth decay
- help prevent iron deficiency and constipation.

Childcare practitioners are in an ideal position to help shape eating habits and to support infants and children to eat well.

Childcare 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. This should continue throughout childcare settings for children up to 12 years.

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. Childcare settings can provide an essential part of a child's dietary intake in these crucial years.

Diet and children's health

Key health problems that are linked to children's diet include: overweight and obesity, tooth decay and not having enough vitamin and mineral intakes.



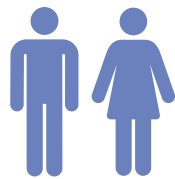
Healthy weight

The Child Measurement Programme in Wales monitors the height and weight of all school children in reception class every year. We know that 72% of children at reception age are a healthy weight but 27.1 % (over 1 in 4) is overweight or obese. What is of concern is the

recent rise in the overall levels of obesity and the higher levels in more deprived areas. This makes it even more important to ensure that young children have the opportunities to grow up eating a healthy balanced diet and being physically active.

Figure 1: Results from the Child Measurement Programme in Wales for 2016/17ⁱ

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



12.4%
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

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

Being overweight or obese as a child 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 obese⁴.

Helping children to be a healthy weight is one of the best things we can do to set them up for life.



10 STEPS TO A HEALTHY WEIGHT



www.everychildwales.co.uk

If you are planning to start a family, aim to be a healthy weight.

If you as parents are a healthy weight your child is more likely to be a healthy weight too.



Avoid gaining too much weight during pregnancy.

Pregnancy isn't a good time to try to lose weight but making sure that you gain weight within recommended levels is a good idea for your health and that of your baby.

0-24 months

Breastfeed your baby.

Babies who are breastfed are more likely to be a healthy weight by school age.



Wait until your baby is around six months old before giving solid foods.

Before six months old breast milk or infant formula has all of the goodness and nutrients your baby needs.

Help your baby to grow steadily.

Babies who grow rapidly in the first year of life are more likely to be overweight when they are school age.



Give children and toddlers opportunities to play outdoors every day.

Children who play outdoors every day are more likely to be a healthy weight.



Limit screen time.

Children who spend less than 2 hours a day using a screen, including a phone, tablet, computer or TV, are more likely to be a healthy weight.

Give children fruit and vegetables every day.

Fruit and vegetables are rich in fibre, vitamins and minerals which all help to keep your child healthy.



Help your children have enough sleep.

Regularly getting enough sleep will help your child be a healthy weight.

Water and milk are the only drinks your child needs.

These don't contain any added sugars, so your child will be less likely to be an unhealthy weight or have tooth decay.



10 Steps to a Healthy Weight is a national programme to improve the number of children starting school a healthy weight and presents positive steps that families can do to help their children be a healthy weight.

The 10 steps messages listed above 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 messages form part of these food standards and guidance for food and drink provision in childcare settings.

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

More information on the 10 Steps to a Healthy Weight Programme for parents and professionals is available from:
<http://everychildwales.co.uk/professionals/>

More information on supporting breastfeeding is in section 2 of this guidance.

Dental Health and tooth decay

Children's dental health has improved over recent years, but tooth decay is still one of the biggest health issues in children. Tooth decay can be prevented by a healthy, low-sugar diet and good tooth brushing habits.

Tooth decay occurs when sugars entering the mouth are absorbed by the plaque/bacteria present on the surface of teeth. The bacteria convert the sugars to an acid which weakens

the tooth surface, leading to dental caries (holes in the teeth). If left untreated, dental abscesses, which are collections of pus at the end of the teeth, in the gums, can occur. Build up of plaque can also cause gum disease. Enamel erosion is when the outer surface of the tooth is weakened by drinking acidic. Once the tooth surface is weakened it cannot repair itself. Tooth erosion is preventable by reducing the amount and frequency of acidic drinks.

Figure 2: Levels of tooth decay of children in Wales

3 year old in Walesⁱ

14.5%

of 3 year olds 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 Walesⁱⁱ

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 is 1.22

12 year old in Walesⁱⁱⁱ

About **9** out of 30 children (30%) will have some decay in their permanent teeth in 2017, compared with

14 out of 30 in 2004

On average children had 2.1 teeth affected

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

i. 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
ii. 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
iii. Ref: Morgan, M, Monaghan, N (2018) Dental epidemiological survey of 5 year olds in Wales 2017-18 Welsh Oral Health Information Unit, Cardiff University & Public Health Wales

Designed to Smile is a national programme to improve the oral health of children in Wales and childcare settings have an important role.

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 and to look after teeth from a very young age.

All childcare settings can help teach children about looking after their teeth and can familiarise children with visits to the dentist through role play, using stories, pictures and puzzles. Activity sheets and other resources are available to support this.

Targetted settings are encouraged to participate in a daily fluoride tooth brushing scheme for children from 2 years of age. Staff are provided

with full training and support, and home tooth brushing packs are also provided for children taking part.



For more information: www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/
Contact your local Designed to Smile team for information: www.designedtosmile.org/contact-us/



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 development⁵. Ensuring a varied diet which includes foods high in iron can help prevent this. 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/

It is also recommended that babies who are being breastfed are given a daily vitamin D supplement from birth.

For more information on feeding infants see section 2.

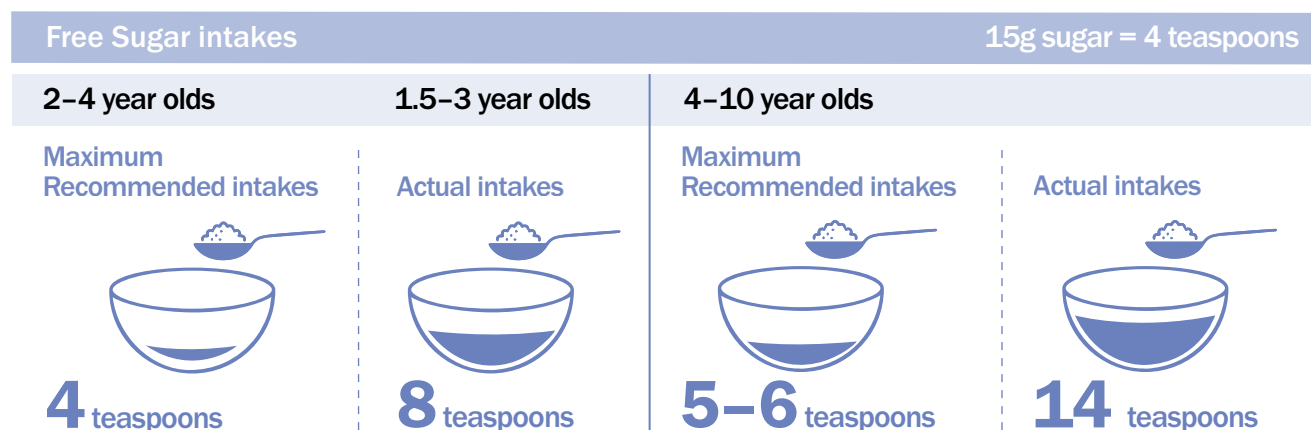


What are our children eating?

Sugar intakes

Figure 3: Children's dietary intakes of sugar

Current dietary intakes show that children are eating too much sugar.



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

What are Free sugars?



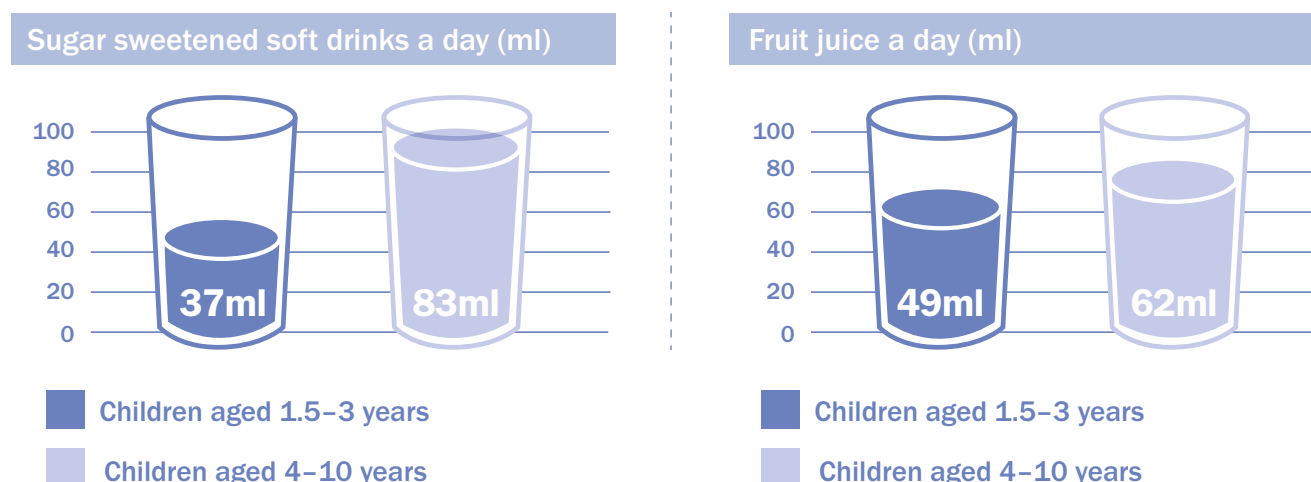
Free sugars are all added sugars in any form plus sugars naturally present in honey, syrups,

and fruit juices. They are the sugars that should be limited, not as you may think sugars that can be freely consumed.

Free or added sugars in children's diets comes from a range of foods, including sugars, preserves, confectionary, fruit juice and soft drinks, biscuits, buns, cakes, pastries and pies, yoghurts and fromage frais.

Figure 4: Amounts of sugar sweetened drinks and fruit juice consumed by children

Children are also drinking increasing amounts of sugar sweetened soft drinks and fruit juice as they get older, as shown in recent dietary intake surveys.



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

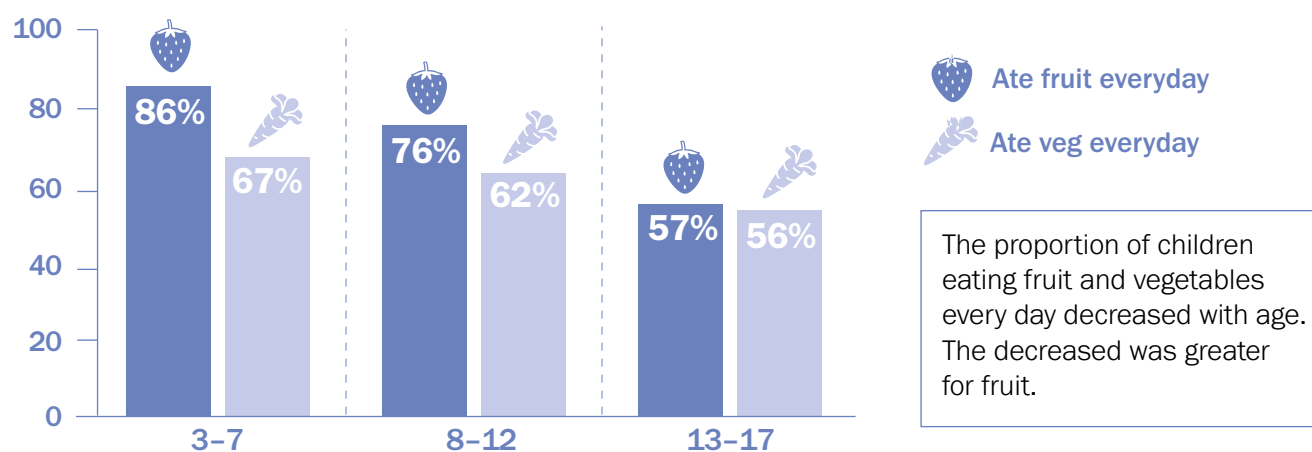
Fruit and vegetable intakes

We should be providing children with fruit and vegetables from a young age and aiming to establish a regular habit of eating 5 a day with portion size appropriate to age.

In the last detailed UK dietary survey, the highest numbers eating fruit and vegetables are children between 1.5 and 3 years but this

decreases with age. Only 8% of 11-18 year olds had '5 a day' and ate on average 2.7 portions a day. Salad and raw vegetables are less common in younger age groups with less than 50% of under 10 years eating them⁶. What's important again is that this varies with the level of deprivation.

Figure 5: Recent data for Wales on the percentage of children who ate fruit and vegetables every day, by ageⁱ



i. Statistics Wales (2017) National survey for Wales 2016/17 Child health Lifestyle





Childcare settings can help to improve this, particularly with vegetable intakes in young children and both fruit and vegetables with older children.

A survey of school pupils aged 11-16 in Wales also shows that girls, younger pupils and those from the most affluent backgrounds are more likely to eat fruit and vegetables and there is a stark contrast in the amounts eaten between the least and most deprived areas⁷.

Fibre intakes

Figure 6: Dietary intakes of fibre

Current dietary intakes show that children are not eating enough fibre.

Fibre intake (per day) 2-4 years		Fibre intake (per day) 5-10 years	
Recommended intake	Actual intake	Recommended intake	Actual intake
			
15g	10.3g	20g	14.0g

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

Although young children do not need as much fibre as older teenagers and adults they still need more than they currently have. This can be achieved by following the food guidance in

section 4 and encouraging them to eat fruit and vegetables with meals and as snacks. Also to ensure that starchy foods include a variety of whole grain cereals, bread, pasta and rice.

Aims of the Food and Nutrition in childcare settings – best practice guidance

This Best Practice Guidance document has been put together with input from a range of child care providers, childcare organisations, health care professionals and Care Inspectorate Wales. It's aim is to provide the following help to childcare settings, children, parents and carers.

For childcare settings it will help you to:

- demonstrate how you meet the child care regulations and supporting National Minimum Standards for Regulated Childcare for food, drink and health needs of children. See Appendix 1
- provide the right balance of nutritious food and drink in the correct portions to meet the dietary recommendations for children
- encourage children to eat well and learn about food
- aim for excellent quality rating and best practice in this area
- promote your setting as a healthy environment to children to develop positive attitudes toward a healthy balanced diet

- promote consistency of nutrition messages and encourage opportunities to pass these messages on to parents/carers.

For children it will help to:

- establish good eating habits
- ensure they get the right balance and range of nutrients
- develop and maintain a healthy weight
- prevent tooth decay, iron deficiency and constipation
- ensure they get consistent messages about food and drink.

For parents & carers it will help to:

- make them feel confident that their child is receiving good nutrition
- inform about the childcare setting's approach to food and drink
- continue good habits at home.





Where relevant it will also:

- be consistent with the ethos of the Foundation Phase Framework
- support other national policy initiatives and programmes that impact on early years and children, e.g. Welsh Government Healthy Weight: Healthy Wales, Every Child Wales, Flying Start, Healthy Pre-school Scheme, Healthy Eating Regulations for local authority maintained schools
- inform the relevant childcare and playwork qualifications, so that newly qualified practitioners will be aware and have knowledge of food provision in their settings
- be embedded in the community 'Nutrition skills™ for life' training programme which childcare settings can access across Wales for their staff
- inform trainers of childcare practitioners e.g. continuing professional development (CPD) sessions for staff and student training.

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**

To make it easier to use, the food provision section is split into settings that provide snacks and drinks only and settings that provide 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

- parents who provide food for their child when they are in childcare.

Developing the whole food environment

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. Also to support and develop their skills, attitudes and knowledge through education to have a voice and express their opinion in their choice of food. All these aspects are covered in the guidance.

What does the Food and Nutrition for childcare settings contain?

Best practice guidance	Menu plans and recipes
<ul style="list-style-type: none"> • Section 1 – Introduction to the guidance • Section 2 – Guidance on infant feeding 0-6 months • Section 3 – Introduction of solid foods 6-12 months • Section 4 – Food and Nutrition: standards, guidelines and menu planning: <ul style="list-style-type: none"> ◦ a set of food and drink standards for 1 year onwards and practical guidance on how to implement them • Section 5 – Encouraging children to eat well – activities that promote healthy eating habits and wellbeing • Section 6 – Food hygiene and safety • Section 7 – Putting it all together – how to monitor and demonstrate best practice in food and drink provision. <p>For ease of use in Section 4 standards, meal planning and guidance is split into three parts:</p> <p>4 A: Settings providing snacks and drinks only</p> <p>4 B: Healthy hydration for all settings</p> <p>4C: Settings providing meals, snacks and drinks for younger children 1-4 years</p>	<ul style="list-style-type: none"> • A 3 week set of example menu plans. • Recipes of all items on the menus that meet the nutritional requirement for these age groups for different size settings.

References

1. Cooke, L. (2007) The importance of exposure for healthy eating in childhood: a review. *Journal of Human Nutrition and Dietetics* 20, 294-301.
2. Skinner J D, Carruth BR, Wendy B, Ziegler PJ (2002) Children's food preferences: a longitudinal analysis *J Am Diet Assoc.* 2002 Nov; 102 (1): 1638-47.
3. Welsh Government (2017) Childcare capacity in Wales- Mapping childcare supply against potential demand.
4. Welsh Government (2018) National Survey for Wales 2017-18, Statistics for Wales.
5. Scientific Advisory Committee on Nutrition (2010) Iron and health. Available at www.sacn.gov.uk.
6. Public Health England and Food Standards Agency (2018) National Diet and Nutrition Survey (NDNS) rolling programme for 2014-2015 and 2015-1026.
7. Welsh Government Social Research, (2015); 2013/14 Health Behaviour in School-aged Children (HBSC) Wales: key findings.

Appendix 1

The Child Minding and Day Care (Wales) Regulations 2010

Regulations for Food and drink

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.

Welsh Government, 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.



FOOD & NUTRITION for Childcare settings

Section 4

Food and nutrition: standards,
guidelines and menu planning

Section 4

Food and nutrition: standards, guidelines and menu planning

Contents

Your complete guide to providing a healthy balanced diet for children in your care	4
Food and Nutrition	4
Balancing requirements	5
The Eatwell Guide	6
How to use the food standards and guidance	10
Planning the day and weeks food and drink	13
4 A: Settings which provide snacks and drinks only	15
4 B: Healthy hydration for all settings	21
4 C: Settings which provide meals, snacks and drinks for younger children 1–4 years	24
Menu planning	24
Food Groups and standards	25
Fruit and Vegetables	25
Potatoes, bread, rice, pasta and other starchy carbohydrate	28
Beans, pulses, fish, eggs, meat and other proteins	30
Dairy and alternatives	32
Oils and spreads	34
Meal Planning and standards	34
Breakfast, Lunch, Tea	34
Vegetarian diets	40
Additional guidance on salt, sugars, desserts, pudding and cakes	41
Food labelling and buying healthier products	45

Catering for special dietary requirements	49
Provision for cultural and specific dietary requirements	49
Provision of special diets for medical reasons	52
Providing food allergen information	53
Examples of specific allergies	53
Peanut allergy	53
Cows' milk protein allergy (CMPA)	54
Other medical conditions	55
Coeliac disease	55
Diabetes	55
Integration	55
References	56
Appendices	57
Appendix 1	
Recommended amounts of nutrients for 1–4 year olds	57
Nutrient framework for younger infants, under 1 year	58
Appendix 2	59
Recommended amounts of nutrients for older children, 5–12 year olds	59
Appendix 3	60
Portion sizes for buying fruit and vegetables	60
Appendix 4	
Sustainable Food Checklist	
Appendix 5	
Example procedure and individual plans for requesting a special diet	61

Your complete guide to providing a healthy balanced diet for children in your care

Food and Nutrition



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 right amounts and by creating an environment that encourages children to develop positive attitudes to food and their health. This section

provides all you need to know about the food and drink you provide to ensure it meets the dietary recommendations for children in your care.

What are nutrients?

The body needs energy, nutrients and water for healthy growth and development.

Macro nutrients are: protein, carbohydrate, fats	Micro nutrients are: vitamins and minerals e.g. Vitamins A, C & D, Minerals – iron, calcium
	

- **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 section 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 1.

For more information on the recommended amount of nutrients for older children, 5–12 year olds, see Appendix 2.

Balancing requirements throughout the day

Younger children need healthy snacks between meals that are the appropriate portion size for their age, to meet their nutritional requirements

Table 1 outlines how much food should be provided across a full day in child care, if all meals are provided, to meet the nutritional requirements for 1–4 year olds.

The example menus provide these amounts based on lunch being the main meal and tea a light meal, but these can be reversed to fit with the type of setting provision.

It also gives approximate timings as a guide.

This allows for 10% of requirements to be met at home from an additional snack and drink e.g. a small glass of milk and a portion of fruit.

However, in practice children will have meals in different settings across the day e.g. home, school, childcare, so some flexibility will be required. For other variations see the practice point on meal planning on p38.

Considerations for wrap around care are covered in Section 5.

Table 1: Proportion of energy and nutrients provided across full day care

8am	Breakfast	20% of total daily intakes
10am	Mid morning snack and drink	10% of total daily intakes
12pm	Lunch – savoury main meal and dessert	30% of total daily intakes
2:30pm	Mid afternoon snack and drink	10% of total daily intakes
4:30pm	Tea – savoury light meal and dessert	20% of total daily intakes

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 guidance 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

Eatwell Guide

Check the label on packaged foods

Each serving (150g) contains

Energy	Fat	Saturated	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	34g	0.9g
	LOW	LOW	HIGH	MED
13%	4%	7%	38%	15%

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal

Choose foods lower in fat, salt and sugars

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.

Limit fruit juice and/or smoothies to a total of 150ml a day.



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.
- Fruit juice and fruit smoothies – are now in the drinks message and 150ml maximum counts as one portion of fruit.
- Knife and fork have been removed to reflect food intake over a day or week rather than one meal.

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

© Crown copyright 2018

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 aged 1–4 years 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 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, snacks and drinks. 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 five 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 with The Best Practice Guidance, 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 1 & 2.

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 a balance of healthier and more sustainable food. This means eating more beans and pulses and sustainable sources of fish and less red and processed meat. Red meat is a good source of iron for young children but a suitable range of vegetarian food can also provide sufficient iron. The example menus have a variety of meals based on beans, pulses and fish to provide more ideas for your setting.

See p48 for more information on providing a more sustainable diet, and Appendix 4 for the sustainable food checklist.



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 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 such as plain yoghurt, cream cheese and full fat plain milk.
- Children 2–5 years can change to lower fat dairy foods and semi-skimmed milk if they are eating well. Skimmed and 1% fat milks are not suitable as a main drink for children under 5 years.

Some children may drink milk alternatives e.g made from soya, nuts or oats. This may be because of a medical reason (see p 53) or parental choice.

The type of fat is also important:

- **Saturated fat** is mainly from animal sources: dairy e.g. butter, lard, cream, ghee, full fat milk, ice cream; fatty and cured meats, sausages; coconut oil and palm oil.
- **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.

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

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. **Information on healthy hydration is found on page 15.**



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:

www.nurserymilk.co.uk/about-nursery-milk-scheme

Practice point

It is helpful to display information about Healthy Start in your setting. For further information visit 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.

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.

For Vitamin D there are specific recommendations:

- babies who are being breastfed are given a daily vitamin D supplement from birth containing 8.5-10mcg of vitamin D to make sure they get enough
- babies who are having infant formula should not be given a vitamin D supplement until they're having less than 500ml (about a pint) of infant formula a day, as infant formula is fortified with vitamin D
- children aged 1-4 years old should be given a daily supplement containing 10mcg of vitamin D all year round
- parents of older children should also consider giving them a daily supplement of Vitamin D all year round.



Healthy Start

Children in your care may be receiving Healthy Start which aims to provide a nutritional safety net for low income pregnant women and families with children up to 4 years of age and young pregnant women (under 18 years of age). They are entitled to vouchers that can be exchanged for cows' milk, fresh and frozen fruit and vegetables and infant formula as well as coupons for free vitamin drops containing vitamins A, C and D.

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 and bowls are sized as follows:

Small bowl – 8cm (depth 3cm)



Large bowl 12 cm (depth 7cm)



Large Plate 20cm



Planning the day and weeks food

Example of a weeks menu

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	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
Note: 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.

A 3–4 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. This should apply to a full menu with meals, snack and drinks as well as a snack and drinks menu.

Example menus for a 3 week menu cycle for Spring & Summer and Autumn & Winter

including snacks, drinks and meals is provided in Best Practice Guidance – Menus and recipes.

Use the food standards, menu planning guidance, practice point tips, and the example menus and recipes to produce a menu cycle that will meet the health needs of growing children, 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**
- food standards **how often, how much, and which different types** of food and drink to provide for meals.



This section on food and drink standards and guidance is divided into:

4 A Settings that provide drinks and snacks only

pg 15

4 B Healthy hydration for all settings

pg 21

**4 C Settings that provide a range of meals which can
include breakfast, main meals, light meals, snacks and drinks**

pg 24

4 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, and high in nutrients. 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 energy intakes each for mid morning and mid afternoon, this amounts to around 120 kcals. Snacks can be given from all Food Groups – see **Table 2**.

Table 2

Food Groups	Food Standards for Healthy snack choices
Potatoes, bread, rice, pasta and other starchy foods	Sessional care – provide a starchy food such as crackers, bread sticks, rice cakes as part of most snacks. Full day care providing meals and snacks – provide a starchy food such as crackers, bread sticks, 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 44 food labelling).
Fruit and vegetables	Provide vegetables and/or fruit as part of all snacks. Dried and pureed 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	One portion as part of a snack can contribute to the 3 portions of dairy and alternatives required daily. A cup of milk counts as dairy if providing milk to drink or a portion of cheese or plain yoghurt.

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

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, sticky foods.

Always ensure young children are supervised when eating.

Walking or running around with food is also a safety hazard, Children should be sitting when having food and drink.

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

Figure 1: Snack ideas for 1–4 year olds

<p>Pitta bread with tahini dip and apple</p> 	<p>Crumpets, soft cheese and peppers</p> 	<p>Wholemeal roll with peanut butter and carrot</p> 
<p>Banana, blueberries and yoghurt</p> 	<p>Peppers and carrot sticks</p> 	<p>Oatcakes, cottage cheese and peppers</p> 
<p>Mozarella and green beans</p> 	<p>Breadsticks, bean dip, tomato and avocado</p> 	<p>Rice cakes, cheese and tomatoes</p> 
<p>Sliced boiled egg with toast and cress</p> 	<p>Chopped chicken sandwich with pineapple</p> 	<p>Sweet potato wedges and yoghurt dip</p> 

Similar snack ideas can be found in the menus and recipes, there is also an example 3 week snack menu cycle.

Practice point

Food hygiene and safety

Help children to learn basic hygiene themselves – for example washing their hands with liquid soap and running 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 for more information on food hygiene and safety.



Three week example snack menu for childcare settings – spring/summer (children aged 1-4 years)

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Mid-morning snack Planned to provide 10% of a child's daily nutritional requirements	Breadsticks and mixed vegetable sticks	Toasted crumpet, spread and strawberries	Yoghurt and sliced grapes	Wholemeal toast with spread and mangetout	Banana slices
Mid-afternoon snack Planned to provide 10% of a child's daily nutritional requirements	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
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Mid-morning snack Planned to provide 10% of a child's daily nutritional requirements	Beanie dip and bread sticks	Pepper sticks and tomato slices	Wholemeal toast with spread and kiwi fruit quarters	Banana slices	Bagel and cream cheese with carrot sticks
Mid-afternoon snack Planned to provide 10% of a child's daily nutritional requirements	Nectarine slices	Oatcakes and cream cheese with apple slices	Cucumber and carrot sticks	Crackers, tzatziki and tomato slices	Melon and blueberries
Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Mid-morning snack Planned to provide 10% of a child's daily nutritional requirements	Peach slices and plain yoghurt	Breadsticks with carrot and pepper sticks	Mixed berries and plain yoghurt	Wholemeal toast and spread with apple slices	Sugar snap peas and houmous
Mid-afternoon snack Planned to provide 10% of a child's daily nutritional requirements	Crumpets and spread with kiwi fruit quarters	Banana and yoghurt	Pitta bread and tuna dip with cucumber sticks	Pepper sticks and cheese (sliced or cut into sticks)	Rice cakes, cucumber sticks and tomatoes

Drinks: Milk or Water

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

Snacks to avoid

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

Savoury pre-packed snacks – can be high in salt and low in beneficial nutrients and are not recommended.

Children can get involved in preparing home made snacks which will help improve their familiarity with different fruit and vegetables, and they are likely to be cheaper.

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

Tree Nuts and peanuts – tree nuts and peanuts can cause severe allergic reactions in

children suffering from a nut and/or peanut 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.

Tree nuts – include almonds, hazelnuts, walnuts, brazil nuts, cashews, pecans, pistachios and macadamia nuts

(See p.49 for more information on allergies and special diets).

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 or carers is crucial and they 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:

- Practice 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.



Top Tips on how to include more vegetables and fruit

- 1 Have fresh fruit easily available in the setting.
- 2 Start a fruit and vegetable tuck shop 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.

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. Dried fruit contains sulphur dioxide as a preservative, which could be an allergen.

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



For older children, up to 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 for 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 best practice to encourage continuation of water and plain 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 (lower in sugar) with milk or plain yoghurt or fromage frais Plain Yoghurt or fromage frais English muffins or bagels Sandwiches using different types of bread Filled pitta, bagels, rolls, wraps Pasta salads Raw vegetables with dips Cold sandwich fillings /toppings: Cream cheese or cottage cheese with added fruit, vegetables or herbs such as chives Houmous – choose lower salt option Home made tzatziki (see menus and recipes) Home made fish pate, such as sardine or mackerel (see menus and recipes) Peanut butter – choose one without added sugar or salt (unsuitable for children with a peanut allergy**) Boiled egg mashed with low fat cream cheese or low fat mayonnaise Cheddar cheese with salad Bean salad Mashed tinned tuna – choose tuna in water and add to cream cheese or yoghurt Mashed avocado with black pepper and lemon juice Mashed banana and add cinnamon Combinations of nuts** and seeds without added fat, sugar or salt Range of fresh fruit and raw vegetables	Toast with unsaturated* spread, peanut butter** 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 Home made pizza slice with toppings e.g. vegetables or cheese Jacket potato Hot toppings or fillings for jacket potatoes: Home made tomato sauce with grilled cheese, baked beans, chilli con carne, curry (meat or vegetable), ratatouille, tuna (tinned in water or oil), chicken with low fat mayonnaise, cheese/cream cheese/cottage cheese 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

*Unsaturated spread – Unsaturated fats are healthier fats and these spreads will include vegetable, rapeseed, olive and sunflower oils.

**See section on allergies.

Table 4: 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	Chicken and tomato panini Fresh fruit	Home made Pizza with vegetable toppings Apple berry fool	Ham rolls or peanut butter and banana sandwiches Cucumber sticks	Mexican bean wrap with pepper and carrot sticks	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 chives Selection of vegetables and cherry tomatoes	Noodles with vegetables and beans Fresh fruit	Toasted sandwich Fresh fruit
Week 3	Tomato and basil pasta bake	Tortilla wrap filled with mashed tinned tuna with low fat cream cheese and sweetcorn Fresh fruit	Roast vegetable and chickpea cous cous Or, savoury tuna and cous cous	Pitta bread with houmous Cucumber and carrot salad	jacket potato with coleslaw (home made with carrots, cabbage and low fat mayonnaise with plain yoghurt) 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 or water	Milk or water	Milk water	Milk or water	Milk or water

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

For more ideas – look at the menus and recipes section and adapt portion sizes for your age group.

For more recipes and example portion sizes for different age groups see:

www.firststepsnutrition.org/eating-well-early-years

Eating well recipe book – Simple cost effective ideas for the whole family.

If you are able to make soup in your setting

– preparing nourishing homemade soup using lots of vegetables and pulses can be a great way to involve children in a healthy food activity and to eat it afterwards. Remember to follow strict food hygiene procedures.



4 B: Healthy Hydration for children aged 1-12

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.

Infants under 6 months will be having breast milk or infant formula as their only source of nutrition. This should be continued when starting to introduce foods, from around 6 months of age, up to 12 months of age. See Section 2 and 3.

From 12 months of age, full fat cows' milk can be introduced as the main milk drink and continued until at least two years old, (unless having an alternative milk). Semi skimmed milk can be introduced from 2 years providing

the child is a good eater and a variety of foods are taken.

Plain water should also be provided as a regular drink.

Offer young children 1–5 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.

Health professionals agree that cups without a lid are best to help children to learn to drink. Childcare staff have a role in helping children progress from a bottle or cup with lid to a 'free flowing' or 'lidless cup' by around one year of age.

From 5 years the same advice applies to promote water as the main drink, and semi skimmed milk for this age group.

Practice Point: Food Hygiene & Safety

Hygiene and safety with drinking water

Cups for drinking water should be washed daily and stored upside down overnight.

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

- Bottles are washed with hot soapy water and rinsed daily.
- Bottles are sent home for parents/carers to wash.

Drinks to provide in childcare settings

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

Water

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.

Children may need more water during hot weather and when doing extra physical activity.



Milk

- Plain milk should be offered in addition to tap water.
- Full fat milk should be the main milk drink until at least two years old.
- Semi skimmed milk can be introduced from 2 years providing the child is a good eater and a variety of foods are taken.
- Childcare settings that have children mainly under 2 years should only have full fat milk.



Remember:

Under 5's

Skimmed milk is not suitable as the main drink for children under five years of age.

Over 5's

Semi skimmed or Skimmed can be the choice in out of school care settings.

Milk alternatives made from oats, soya or nuts may be requested for children and brought in by parents/carers. These need to be unsweetened and fortified with calcium.

Note: Where there are concerns that a child is not drinking enough because they won't have milk or water then this needs to be considered on an individual basis and discussed with parents for a suitable alternative.

Practice points

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. www.designedtosmile.org/welcome-croeso/welcome/

Activity sheets to support learning about healthy choices are available at: www.designedtosmile.org/info-pro/information-for-schools-and-nurseries/

For older children using time to encourage them 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.

Other drinks should not be provided in childcare settings

Here's the reasons why:

Fruit juice and fruit smoothies

When fruit is blended into a juice or smoothie the sugar content in the fruit is released as free sugar 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 NOT recommended as part of drink provision in childcare settings.



Low calorie squashes, no added sugar or reduced sugar drinks, flavoured water

Low calorie squashes, no added sugar or reduced sugar drinks and flavoured water should not be offered. They can contribute to, or cause, tooth erosion and can encourage a preference for sweetened drinks.



Sugary drinks

Sugary drinks such as lemonade, colas, squashes and fruit juice drinks contain added sugars are acidic and are not necessary in a child's diet. They may also contain caffeine.

These drinks are not recommended and should not be offered. They are a poor source of nutrients and contribute to tooth decay and erosion.



Tea and coffee

Tea and coffee are not advised as they contain caffeine and tannins.

Caffeine acts as a stimulant and tannins interfere with the absorption of iron.



Practice point

Educate older children 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.

For food hygiene and regulation in out of school childcare and holiday care – see Section 6.

4 C: Settings which provide meals, snacks and drinks for younger children 1–4 years

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.

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, snacks and drinks 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 Shepherds 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. www.wrap.org.uk/sites/files/wrap/labelling-guidance.pdf

Practice point

Remember to have plain tap water freely available to children.



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.

Food & Nutrition standards	Best Practice to include these healthy choices	Preparation do's and don'ts
<ul style="list-style-type: none"> Aim for each full day's menu for childcare settings to offer '5 a day' including a range of vegetables, salads and fruit. Include with breakfast, main meals, and as snacks. Dried fruit with meals only. Avoid fruit juice, and juice drinks. Provide correct portion sizes for age group. 	<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>Remember: potatoes are a starchy food and not included as a vegetable and do not contribute to one of your 5 a day, however sweet potatoes, parsnips, swedes and turnips do.</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>Do not overcook fresh vegetables or cut them up a long time before cooking and leave them in water;</p> <p>Do not cook vegetables early and re-heat before serving, as these practices all reduce the vitamin content.</p>
	<p>Fruit</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 buy fruit in season and cook and freeze in batches for future use e.g apples, pears, berries, plums, following food safety regulations.</p> <p>Do serve dried fruit with meals or as part of puddings and not on their own as snacks.</p> <p>Do not choose tinned fruit in syrup.</p> <p>A small amount of sugar can be added to sweeten very sour fruit in dessert recipes e.g in a few recipes 20g -30g or 1-1/2 tbsp. of sugar is used for 10 portions (Apple and rhubarb crumble, baked apple with cinnamon).</p>

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 7 or www.publichealthnetwork.cymru/en/topics/nutrition/nutrition-skills/



Fruit and Vegetables

Examples of average portion sizes for 1–4 year olds

1–2 tablespoons cooked vegetables
such as carrot and peas (40g)



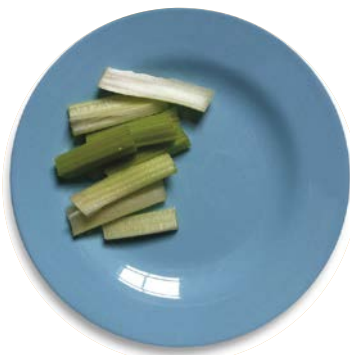
Broccoli (40g)



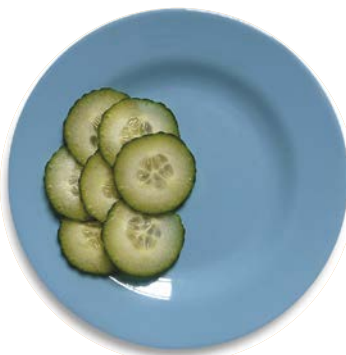
Swede (40g)



4–6 raw vegetable sticks (40g) such as
celery or carrot



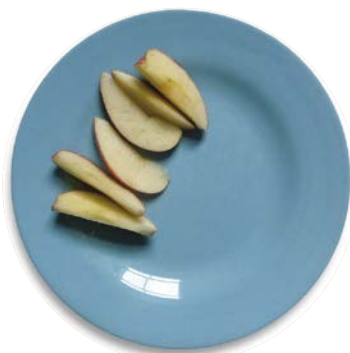
Cucumber slices (40g)



Beetroot (40g)



½ a large piece of fruit such as half an
apple or half a pear



Mixed berries (40g)



1–2 tablespoons fruit canned
in natural juice



1–2 tablespoons of stewed fruit



Watermelon (40g)



Half a banana sliced



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 children aged 1–4 approximate guide is 40g as shown, you can weigh a couple of times to see what it looks like and have the portion size pictures on display.

For more information on buying punnets or bags of fruit and numbers of portions see Appendix 3.

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

- A 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
- 1 medium tomato or 6–7 cherry tomatoes
- 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.

All fruit and vegetables should be washed before eating.

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

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, *sticky foods*.

Always ensure young children are supervised when eating

Children should be sitting to eat and drink, if they are walking or running around with food this is also 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.

Food & Nutrition Standards	Best Practice to include these healthy choices	Preparation do's and don'ts
<ul style="list-style-type: none"> • 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. • Provide bread and bread products with lower salt content. • Provide lower sugar breakfast cereals. • Provide correct portion sizes. • Serve home made or frozen chips/potato wedges/potato products, stir fries or egg fried rice no more than twice per week (one lunch and one tea). • If bought 'ready to cook' products, choose those lower in salt and fat. 	<p>All types of bread – wholemeal, brown, wheatgerm, 50/50 white/wholemeal, white, multigrain, soda bread, potato bread, chapattis, naan bread, rolls, bagels, pitta bread, wraps, tortilla.</p>	<p>Do choose bread and bread products with lower salt content – those labelled green (low) or amber (medium) in salt.</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.</p> <p>Other grains such as couscous or bulgur wheat, maize (polenta) and cornmeal.</p>	<p>Limit the use of processed foods and cook from scratch wherever possible. This can maximise the nutritional quality in the food and minimise levels of salt and sugar from a young age.</p> <p>Do use monounsaturated or polyunsaturated fats in cooking, but limit fried starchy foods to no more than once each week</p> <p>Do not use fried rice or flavoured dried rice in packets, and pasta and noodles in pots.</p> <p>If using processed products choose options which are lower in fat, saturated fat, sugar and salt, those labelled green or amber.</p>
	<p>Breakfast cereals</p> <p>Lower sugar cereals which are not sugar coated or contain chocolate, and low-salt cereals such as porridge, puffed wheat, wheat biscuits, crisped rice or flaked wheat.</p> <p>Fortified cereals are a good source of iron.</p>	<p>Do vary breakfast cereals and add cut up fresh fruit – see breakfast recipes.</p> <p>Do check labels – If a food contains more than 22.5g of sugar per 100g, it is considered a high-sugar food. For breakfast cereals for children the lower the better, look for less than 15g sugar per 100g.</p>

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 to provide a range of fibre in the diet.

Potatoes, bread, rice, pasta and other starchy carbohydrates

Examples of portion sizes

Bread

Wholemeal toast 25g



Pitta bread ½ pitta bread 30g



Rice cakes 1 rice cake 10g



Potatoes

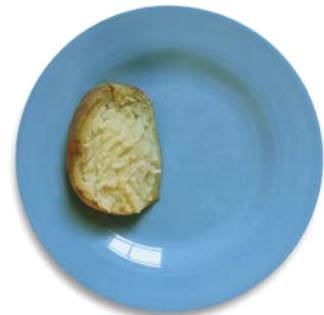
New potato slices 80g



Mashed sweet potato 80g



Jacket potato 80g



Pasta and noodles, rice and grains

White spaghetti 80g



Couscous 80g



Brown rice 80g



Breakfast cereals

15g puffed wheat & 100ml milk



12g Porridge oats with 100ml milk



20g wheat Bisk & 100ml milk



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

Food & Nutrition standards	Best Practice to include these healthy choices	Preparation do's and don'ts
<ul style="list-style-type: none"> Provide one portion of beans, pulses, fish, eggs, meat or other proteins at lunch and tea. Provide as part of snacks once or twice a week. 	<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>NB these can be included 'once' as part of '5 a day'.</p>	<p>Do buy tinned pulses with no added salt and sugar.</p> <p>Do choose lower-salt and low-sugar baked beans.</p> <p>Do not add salt to dishes made with pulses such as dahl.</p>
<ul style="list-style-type: none"> Provide a variety across the week. Provide a minimum of one lunch and one tea for all children each week using pulses or meat alternative. 	<p>Fish – White fish such as cod, haddock, plaice and coley.</p> <p>Oil-rich fish such as herring and mackerel, salmon, trout, sardines or pilchards.</p> <p>Tuna (tinned or fresh) does not count as an oil-rich fish but is a good source of nutrients.</p>	<p>Do check fish dishes are free of bones.</p>
<ul style="list-style-type: none"> Aim to serve oily fish once a week. Serve correct portion sizes. 	<p>Eggs – Boiled (hard or soft), scrambled or poached, or in an omelette.</p>	<p>Do buy eggs with the lion mark.</p>
<ul style="list-style-type: none"> Good quality* processed meat, and processed fish products should not be served more than twice a week in total. Serve Vegetarians 2–3 portions of beans, pulses, eggs, or other meat alternative across the day. 	<p>Meat – All types including beef, lamb, pork, chicken and turkey.</p> <p>Other proteins – such as soya mince, textured vegetable protein, quorn or tofu used in preparation of home made dishes.</p>	<p>Do not serve good quality processed meat or fish products more than twice a week in total.</p> <p>Do not use processed meat or fish products which contain high amounts of fat and salt (labelled red).</p> <p>NB Limit Quorn™ and soya based meat alternatives to two times per week**.</p>

*Products that are labelled lower in salt and fat (amber and green), and meat products containing at least 70% meat.

** these protein sources are low in fat & not a good source of iron for young children.

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.

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

Meat and Poultry

Chicken slices 45g



Pork cubes 40g



Minced Beef 50g



Fish

Canned tuna 40g



Sardines 50g

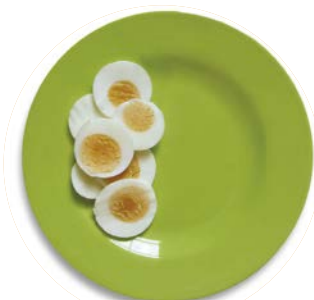


White fish 40g



Eggs and pulses

Boiled egg 50g



Red kidney beans 40g



Baked beans 55 g



Practice point

Processed food

This term can be confusing as it means any food that has been altered in some way during preparation such as baking or freezing, e.g. bread, breakfast cereals, tinned vegetables can be healthy choices.

Some processed foods that we buy are less healthy because of the amounts of sugar, salt and fat added during processing, e.g. pies, cakes, sugary cereals, crisps. But we can choose healthier ones by checking the labels. With young children it is very important as it is easier to go over the recommended amounts. See food labelling section.

Dairy and alternatives

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

Food & Nutrition Standards	Best Practice to include these healthy choices	Preparation do's and don't's
<ul style="list-style-type: none"> Provide 3 portions of dairy and alternatives each day, including those provided at home. Can provide one portion as snack. 	Milk Full fat milk should be served for infants and children under 2 years old. Children older than 2 can have semi-skimmed milk provided they eat a well-balanced diet. Pasteurised cow, goat, sheep milk. Calcium fortified soy milk.	Do not provide unpasteurised milk and milk drinks with added sugar. Do not provide skimmed milk to any children under 5 years.
	Cheese	Do not provide unpasteurised cheese and mould-ripened (blue-vein) cheese. Do use vegetarian cheese for children who are vegetarian.
	Plain yoghurt and fromage frais	Do choose plain or natural yoghurts and fromage frais for dessert. It is preferable to add fresh fruit to natural plain yoghurt or fromage frais. Plain yoghurts can be used as a snack (see snack menu).
	Home made puddings made from milk and milk based sauces	Do not offer ice cream and sweetened frozen plain yoghurt between meals as these can damage teeth and encourage a preference for sweet tastes. Butter and cream are fats – see section on oils and spreads and foods labelled high in fat.

Practice point

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 five 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. Check with parents about how much milk their child has at home.

Dairy and alternatives

Examples of portion sizes

Milk 100–150ml of full fat milk



Grated cheddar 15g



Cheese triangle 18g



Cottage cheese 30g



Greek Plain yoghurt 60g



Plain yoghurt (full-fat) 60g



Practice point

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, as 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 and 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.

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, the type of fat is important. 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.

See also pg. 8.

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

Foods labelled high in fat, sugar and salt

This includes products such as cakes, biscuits, pastries and pies, sugary soft drinks, chocolate and sweets and some prepared snacks. These foods are not needed in the diet for adults or children. To give children the best start keep sugar and salt intakes low and use the right type of fats. The menus and recipes follow this guidance.

Although young children do require a bit more fat in their diet for energy, they get this from the other food groups in the Eatwell Guide.

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	<p>Provide one portion of these foods as part of breakfast each day.</p> <p>Provide a variety across the week e.g cornflakes, wholegrain toast, porridge.</p> <p>Provide bread and bread products with lower salt content.</p> <p>Provide lower sugar breakfast cereals.</p> <p>Provide correct portion sizes.</p>
Fruit and vegetables	<p>Provide a portion of vegetables or fruit at breakfast each day.</p>
Beans, pulses, fish, eggs, meat and other proteins	<p>These foods provide a useful source of iron and zinc and can be provided as part of breakfast.</p>
Dairy and alternatives	<p>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, plain yoghurt or glass of milk.</p>
Drinks	<p>Children must have access to drinking water.</p> <p>Provide only fresh tap water or plain milk.</p>

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.

Examples of breakfasts meeting the food and drink guidelines using typical portion sizes for children aged one to four years

Banana porridge with toasted fruit bread



Granola with plain soya yoghurt and kiwi



Wheat biscuits with blueberries and plain yoghurt



Porridge with milk



Wheat biscuits with peach and almond



Wheat biscuits with apple and raisins



Omelette, tomatoes and toast



Scrambled egg with mushrooms and toast



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>Good quality processed meat, and processed fish products should not be served more than twice a week in total.</p>
Dairy and alternatives	<p>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.</p>
Drinks	<p>Children must have access to drinking water.</p> <p>Provide only fresh tap water or plain milk.</p>

Examples of lunches meeting the food and drink guidelines using typical portion sizes for children aged one to four years

Baked bean and sausage hot pot



Creamy chicken and leek hotpot



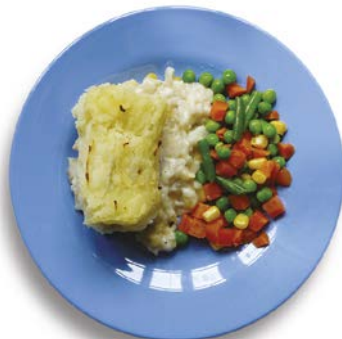
Vegetable biriyani



Tuna pasta



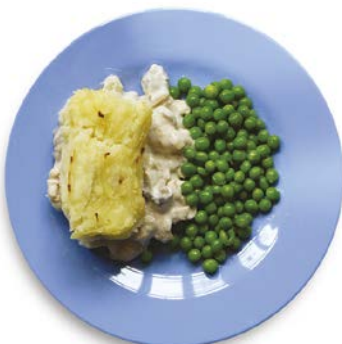
Fish pie



Easy minestrone soup



Chicken and mushroom pie



Goulash



Some of these recipes or similar ones can be found in Menus and Recipes.

Tea

Good communication between the setting and parents/carers is key as to whether a child may require tea or they are having a meal at home with the family – see practice point below.

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>Good quality processed meat, and processed fish products should not be served more than twice a week in total.</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>

Practice Point

The tea time meal can be tricky for settings as children may be leaving at different times and may or may not be having a main meal at home with family.

Good communication with parents/carers is key and always ensure food provide is balanced and nutritious.

Example scenario

A child in full day care until about 5.30 -6pm and not having a meal when they get home.	Should have a full day 's food intake including mid afternoon snack and tea time meal with dessert.
A child being picked up at 4pm and going home to have a meal with family	Should have the mid afternoon snack before being picked up.
A child being picked up at 4.30- 5pm and having a small meal/supper snack at home	Your setting may provide a tea time light meal for these children using the menu ideas or a more substantial snack .

Examples of teas meeting the food and drink guidelines using typical portion sizes for children aged one to four years

Chicken and sweetcorn soup



Jacket potato with vegetable chilli



Pitta bread with felafel, houmous and carrot salad



Vegan pizza with salad



Jacket potato with tuna, sweetcorn and soft cheese



Peanut butter sandwich with carrot and cucumber



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 alternative sources of protein to meat and fish such as beans or pulses 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, plain yoghurt and fromage frais 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.

Soya, tofu and Quorn™ are also good sources of protein but are lower in iron and fat, so limit to 2 times per week.

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



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

Salt – how much?

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

Having too much salt 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.

Most salt that children eat is found in processed foods. Use the food and drink standards to limit these foods and to check food labels to choose products lower in salt. 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
- Buy tinned pulses without added salt
- 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 Free sugars

Government recommendations in 2017¹ are to have very small amounts of sugar in the diet in the form of free sugar. Free sugars are any sugars added to food or drinks, or found naturally in honey, syrups and unsweetened fruit juices.

Free or added sugar is found in cakes, biscuits and sugary puddings, biscuits, jams. Drinks with free sugars include squashes, fruit juices and smoothies, pureed fruit, juice drinks, fizzy drinks, flavoured milks, milkshakes. 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 contain 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 and juice drinks.



Practice point

It is best to avoid foods containing sweeteners if you have a range of age groups in your care as they are not suitable for very young children. Use natural sweeteners such as fruit.

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

Remember honey, treacle, syrup are all forms of sugar and food labels may also list different types of sugar such as high fructose corn syrup, dextrose, glucose – see food labelling section.

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

Artificial sweeteners are not allowed in foods specially prepared for infants under 12 months and young children 1–3 years.

Artificial sweeteners

Aspartame (E951)

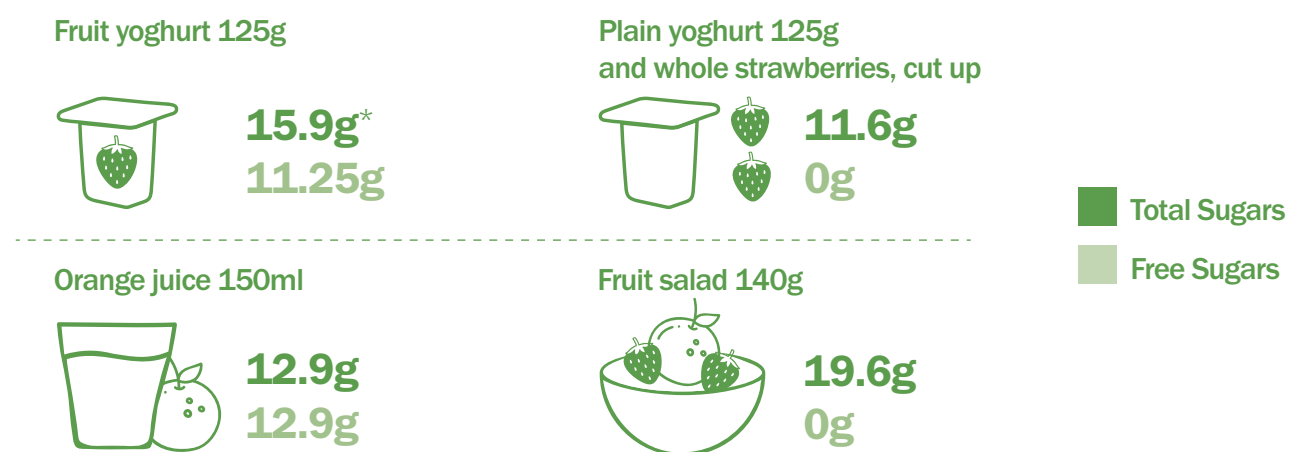
Saccharin (E954)

Sorbitol (E420)

Acesulfame K (E950)

Sucralose (E955)

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.

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.

Examples of desserts meeting the food & drink guidelines using typical portion sizes for children aged one to four

Apple crumble



Poached pear with greek yoghurt and honey



Fruit scone with strawberries



Scotch pancakes with sliced banana and strawberries



Bananas and custard



Raisin cookie with pear



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 may be better value than cheaper, fattier meats as there is less waste.
- 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 food labels and choose those that are lower in salt or sugar. This is also important for any foods, specifically aimed at young children.
- 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, honey, invert sugar, maltodextrin, treacle and syrup.

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

Buying processed foods

Reading nutrition labels can help you choose between processed products and find those that are lower in fat, salt and sugar content.

Most pre-packed foods have the nutrition information on the front, back or side of the packaging.

If the processed food you want to buy has a nutrition label that uses colour-coding, you will often find a mixture of red, amber and green.

When you're choosing between similar products, try to go for more greens and ambers, and fewer reds if you want to make a healthier choice.

But remember, for children, cooking from scratch you have more control over the nutritional quality of food and you can share the recipes and ideas with them.

Food additives

Some additives are important in terms of preserving food. Manufacturers must state what additives or colours are in the food. Additives are listed by category name (e.g colouring, emulsifier) and their 'E' number . This means it has passed safety tests for use in food.

For children certain colours used in foods should be avoided:

Tartrazine (E102)

Quinoline Yellow (E104)

Sunset Yellow (E110)

Carmoisine (E122)

Ponceau 4R (E124)

Allura Red (E129)

If these colours are used in foods or drinks they must state on the label that 'may have

an adverse effect on activity and attention in children'.

You might find these colours in:

- Confectionery, cakes, soft drinks, fruit juice drinks, ice cream, milk shake syrups and topping sauces, 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.

Allergens

Allergens are highlighted in the ingredients list. It is essential to read the ingredients list if you are trying to avoid an ingredient or allergen.

Ready made and take away meals

Best practice – it is best to limit or avoid ready made and take away meals . Cooking from scratch gives you more control over the nutritional content and you can use food as a tool for developing children's knowledge about food, where it comes from and the meals they eat.

Using external caterers

You may be a setting that uses meals bought in from the local school which should meet the school food standards. Or you may buy in meals from a catering provider – if you do this then talk to your caterer about this guidance and give them a copy. Explain how important it is for them to provide you with the meals that meet the guidance.

For more information on food labelling see:

www.nhs.uk/live-well/eat-well/how-to-read-food-labels/

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 cheaper healthier products in bulk can be more cost effective such as for tinned and frozen products.

Table 5: Remember Important nutrients

Good sources of iron and zinc in the food groups.

Food Groups	Iron	Zinc
Potatoes, bread, rice, pasta and other starchy foods	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 quornTM Peanuts (ground nuts) Sesame seeds
Dairy and alternatives		Whole and semi-skimmed milk Other dairy products e.g. plain 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.



Eating well sustainably

Childcare settings can play a key part in the well being of future generations in Wales², 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: www.firststepsnutrition.org/eating-sustainably

Find out more about the well being of future generations in Wales here: <https://futuregenerations.wales/the-future-2/>

See Appendix 4 for a sustainable food checklist.

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 the cereals are not high in sugar or salt.

If children are drinking a milk alternative e.g. soya, nut, oat, this is usually not recommended before 2 years. If buying milk alternatives always choose those that are unsweetened and fortified with calcium.

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

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 need. See Section 1, Appendix 1 for childcare regulations.

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. 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.



Table 6: 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/beef products	Kosher	No	Halal	No	No	It varies	No
Pork/pork products	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/Vegetables³	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Fasting⁴	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

Types of 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 are covered in the main planning meals section.

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 or lacking 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 will be necessary to complement the menu. The Vegan Society recommends that vegans take supplements of Vitamin B12, Vitamin D, calcium and iodine.

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.

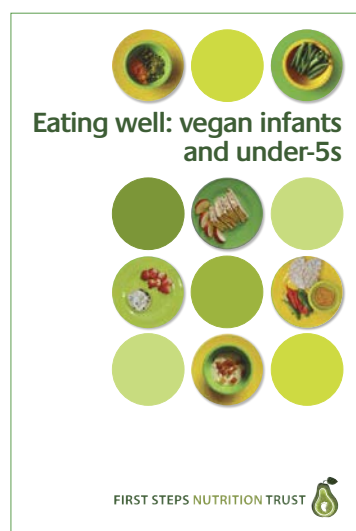
Work in partnership with parents/carers to devise a suitable menu for the child including foods the child is familiar with at home, and which particular foods are to be avoided e.g. gelatine and rennet. You may need to ask families to provide appropriate foods and seek advice from a dietitian.

For more information:

www.nhs.uk/conditions/pregnancy-and-baby/vegetarian-vegan-children/

www.firststepsnutrition.org/eating-well-early-years

Practical and visual guide on providing meals for vegan children www.vegansociety.com/



Provision of special diets for medical reasons

A special diet is one that cannot be selected freely from the main choices available.

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

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 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.

If a parent is requesting avoidance of a key nutrient in the diet, such as dairy food but has not had medical advice then it is best to ask them to seek advice from a health professional to help you provide the appropriate diet.

See appendix 4 for example procedure for managing request for a special diet

Food Allergy

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 nuts³.

 <p>Grawnfwydydd sy'n cynnwys glwten Gwenith (megis gwenith yr Almaen, Khorasan, Kamut), Rhyg, Haidd, Ceirch</p> <p>Cereals containing gluten Wheat (such as Spelt, Khorasan, Kamut), Rye, Barley, Oats</p>	 <p>Wyau Eggs</p>	 <p>Cnau Coed Tree Nuts</p>	 <p>Pysgnau Peanuts</p>	 <p>Llaeth Milk</p>
	 <p>Molysgiaid Molluscs</p>	 <p>Pysgod Fish</p>	 <p>Cramenogion Crustaceans</p>	 <p>Soia Soya</p>
 <p>Sylffwr Deuocsid (sulffitau) Sulphur Dioxide (sulphites)</p>	 <p>Bys y blaid Lupin</p>	 <p>Hadau Sesame Sesame Seeds</p>	 <p>Seleri Celery</p>	 <p>Mwstard Mustard</p>

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, Food Information (Wales) Regulations 2014, to give details about the allergens in the food they provide. This should include allergen training and should have procedures in place to ensure consumers (i.e. children) are not put at risk. More information is available on www.food.gov.uk.

There are 14 allergens covered by this requirement:

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

Note: types of nuts include: almonds, hazelnuts, walnuts, cashews, pecan nuts, brazil nuts, pistachio nuts, macadamia

It is important to remember that children can have allergies to foods and ingredients not covered by this list. These will not be **emphasised** 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, snacks and drinks are provided for them:

- Guidance for food preparation and catering for food allergens is found in Section 6 and is covered by Food Safety Regulation information from the FSA.

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.

Examples of specific allergies

Peanut Allergy

Peanut allergy usually produces a severe reaction. Care must be taken to prevent accidental consumption of food containing peanut products or food that has come into contact with them. Preparing food for peanut allergy sufferers in a designated area may help. Peanut butter must be avoided and many prepared foods can contain peanuts, peanut oil or peanut 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 peanut allergy should have been seen by a Dietitian.

Cows' milk protein allergy (CMPA)

Cows' milk protein allergy is rare but is the most common form of food allergy in childhood, particularly under 1 years of age and generally resolves in the first 3 years of life. An infant's immune system can react to proteins in milk and in some cases the reaction is immediate.

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.

Alternatives

Ready-made soya, hemp, oat, coconut or other milk alternatives 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.

Alternative milks can also be used in cooking from 6 months for children who exclude all dairy products from their diet.

The Food Standards Agency does not recommend giving rice milk to children under 5 years old.

Only use milk alternatives that have been fortified with calcium and which are unsweetened. **Note:** Organic products do not always have added calcium.

More detailed information on infant's with cow's milk protein allergy is found in Section 2.

A milk free diet may also be necessary for children who are lactose intolerant; when an infant or child has difficulty digesting lactose, the sugar naturally occurring in milk and all milk-based foods. Lactose intolerance in infants and children is rare, but some level of 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.

Food intolerances do not involve the immune system and tend to occur more slowly. Symptoms may depend on the amount of food that has been eaten, and are generally not as severe as a food allergic reaction.





Other medical conditions

Coeliac disease

Coeliac disease is an autoimmune disease which effects a small number of children. 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. All foods which contain these cereals must be avoided. Most children with coeliac disease can tolerate gluten free oats, however, problems can occur if oats are processed in the same place and can become contaminated with gluten. Gluten is commonly found in foods such as bread, breakfast cereals, biscuits, pasta and cakes but also some sauces, ready meals and sausages.

Alternatives

There are a good variety of gluten-free foods and ingredients available.

These will be labelled 'gluten free'. Many products will now carry the crossed grain symbol for gluten free product certification, which is a registered trademark.

Advice on foods to choose, foods to avoid and menu adaptations will need to be provided by the parent/carer and, where necessary, a dietitian. Coeliac UK also provide help and advice as well as information on shopping for gluten free foods.

NB play-dough is made from flour as are home-made play material often used in childcare settings and pasta shapes and are 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.

Diabetes

Type 1 diabetes is a serious condition that requires constant management through diet and administering insulin. Children with Type 1 diabetes will require understanding of how different foods affect blood glucose levels. If you are responsible for the care of a child with type 1 diabetes, you should have contact with the local diabetes team who may be able to provide training on diet management. Parents will have all the information on what their child is able to eat and when.

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. Try also 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 food needs to be excluded is replaced with a food from the same food group, wherever possible, so that 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.

For more information and guidance to support children with additional needs, see section 5.

References

1. Scientific Advisory Committee on Nutrition (2015). Carbohydrates and Health Report. Available at: www.gov.uk/government/publications/sacn-carbohydrates-and-health-report
2. Well Being of Future Generations (Wales) Act 2015. Information available at: <https://gov.wales/docs/dsjlg/publications/150623-guide-to-the-fg-act-en.pdf>
<https://futuregenerations.wales/about-us/future-generations-act/>
3. Welsh Government (2015). Infant feeding guidelines from birth to 12 months. Available from: <http://howis.wales.nhs.uk/doclib/english-infant-feeding.pdf>.

Appendices

Appendix 1

Recommended amounts of nutrients for 1-4 year olds

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)

Nutrient framework for younger infants, under 1 year

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
Sodium (mg)	400	400
Salt (g)	1.0	1.0

Ref: Children's Food Trust (2016)

Appendix 2

Recommended amounts of nutrients for older children 5–12 year olds

Estimated Average Requirements for children				
	Males		Females	
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 reference values for carbohydrate and fat as a percentage of energy intake

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

Protein

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

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

Appendix 3

Portion sizes for buying fruit and vegetables

Types of fruit/vegetables	Package size (grams)	Number of portions per pack
Clementine's	600g	15
Small Apples	520g	13
Grapes	500g	13
Plums	400g	10
Raspberries	150g	4
Strawberries	300g	8
Blueberries	150g	4
Frozen raspberries	350g	9
Frozen blueberries	400g	10
Frozen mango	500g	13
Pears	610g	15
Kiwis	360g	9
Mango	150g	4
Tinned Pineapple	432g	11
Tinned sliced peaches	410g	10
Tinned mandarins	298g	8
Cherry tomatoes	250g	7
Red pepper	160g	4
Carrots	1000g	25
Mushrooms	380g	10
Leeks	500g	13
Onions	1000g	25
Frozen Peas	1000g	25
Sugar snap peas	150g	4
Broccoli	350g	9
Tinned Sweetcorn	200g	5
Frozen sweetcorn	1100g	28
Frozen green beans	900g	23

Appendix 4

Sustainable Food Checklist

	Principle	Action	Do we do this ?
Planning sustainable menus	Have fewer meat dishes	Follow Welsh Government, Food and Nutrition for childcare settings – Best Practice Guidance to provide at least one meat free day a week.	
	Pulses, beans and peas	Use more in recipes.	
	Use sustainable fish	Use oily fish once a week and buy from sustainable sources.	
	Limit processed foods in menus	Follow Welsh Government, Food and Nutrition for childcare settings – Best Practice Guidance for use of processed foods from the different food groups.	
	Plan a variety of meals and snacks using seasonal produce	Plan menus around produce that is in season.	
Shopping for Food	Think Local	Buy foods which have been packaged and processed as locally as possible.	
	Bulk Buying	This can provide better value and you can freeze seasonal produce for use later.	
	Look for sustainable food accreditation	Buy products with symbols that indicate food is from a sustainable source e.g. tinned tuna.	
Storing Food	Reduce food waste	Ensure use of appropriate portion sizes for children.	
	Recycle food waste	Use composting and/or local council food waste schemes.	
	Packaging and recycling	Buy food that has minimal packaging, no packaging or packaging that can be recycled.	
Useful resource	Love Food Hate Waste	www.lovefoodhatewaste.com/	

Appendix 5

Introduction

The following templates are to help you plan and provide a special diet for an individual child.

Template 1 outlines the process for obtaining all the necessary information to provide a special diet.

Template 2 is a plan to help you to record all the necessary information for providing an individual child with a special diet to meet their needs.

Template 3 is a plan to help you to record all the necessary information for providing an individual child with additional needs a modified diet to meet their needs.

You may wish to adapt these plans for your own requirements and record keeping processes and attach additional information such as a sample menu or recipes or specific guidance provided by the parent and /or health professional.

Remember when asked to provide a special diet for medical reasons to consider all other relevant policies and procedures such as:

- Medication policy and procedures and specific training requirements
- Data protection and confidentiality policy. Such information is considered as special category information for data protection purposes and needs to be kept secure. Settings should undertake a risk assessment and ensure information is handled in an appropriate and effective way to avoid risk of harm e.g. gaining parental consent for the display of specific food and diet information for staff use
- Insurance policies.

Template 1: Example procedure for requesting a special diet

		Date	In place (✓ or ✗)
Request information from the child's parent/carer, so you are aware of the child's dietary requirements before they start at the setting.	<p>If a special diet is requested for medical reasons, request written confirmation of the allergy/medical need from the child's GP, dietitian or other medical professional.</p> <p>This is to make sure children are not having key foods removed from their diet without a diagnosed medical need.</p>		
<p>Work with the child's parent/carer (and health professionals if required) to write and agree a clear plan of how to manage the child's special dietary requirement.</p> <p>See example plans for provision of a special diet and provision of a diet for a child with additional needs.</p>	<p>The plan should describe</p> <ul style="list-style-type: none"> • details of their special dietary requirements • how meals and snacks will be provided • precautions to take during activities involving food e.g. craft/messy play • the action to take in the event of an emergency (e.g. allergic reaction), including names, dose and administration of prescribed medication, and the staff trained to administer it. 		
Ensure that all staff know and understand fully about an individual child's special dietary requirements, and how these are being met, to ensure appropriate food is provided.	<ul style="list-style-type: none"> • Ensure all staff can see the information, for example by displaying details and photos of children with special dietary requirements in the kitchen, and also where food is served to the children, taking into account data protection requirements. • Identify if staff need training to understand different special diets and how to ensure children are provided with food appropriate for their needs. 		
<p>For specific food allergies or food avoidance:</p> <p>Ensure that the information you have about the food used in recipes is correct</p> <p>Ensure that staff know how to deal with a severe allergic reaction and follow the procedure in the written allergy plan.</p>	<ul style="list-style-type: none"> • Follow standard recipes • have a process in place to update ingredients and allergen information when products are changed or reformulated • have a process in place to avoid cross-contamination (see SFBB) to include good hygiene (effective cleaning practices); and separation and labelling of ingredients. 		

Template 2: Individual plan for provision of special diet

	Date	Changes or review with date:
Named member of staff with overall responsibility for managing special diets. (Usually the manager)		
Child's name:		
Child's key carer(s):		
Details of dietary requirement: Condition e.g. diabetes, coeliac disease, food allergy.		
Special Diet required: (This may be provided by an individually prepared diet plan).		
List of foods and drink that can be eaten. ✓		
List of foods and drink that cannot be eaten. ✗		
Type and severity of potential symptoms.		
Action to take in an emergency.		
Allergen policy action plan required and in place.		
Meals, snacks and drinks provided from menu. Describe what can be provided from the standard menus. Or adaption or alternative to food or ingredient in recipes. Or special bought product. This may include an attached menu which has been adapted to meet the needs of the individual child with recipes as appropriate.		
Breakfast		
Mid morning snack		
Lunch meal		

		Date	Changes or review with date:
Mid afternoon snack			
Tea meal			
Drinks			
Precautions to take: Food in play & learning activities. Food Preparation & Cooking.			

Parental consent:

I consent to the information contained within and accompanying this form to be stored in my child's individual care folder and shared with the people referenced in this form, as required.

I consent to the name, photograph and type of special dietary requirement of my child to be displayed discreetly if appropriate, to assist the staff preparing, handling and serving food to provide the agreed special diet.

Name of child _____

Name of parent/carers _____

Signature of parent _____

Date _____

Template 3: Individual plan for provision of special diet for a child with additional needs

	Date	Changes or review with date:
Named member of staff with overall responsibility for managing special diets. (Usually the manager)		
Child's name:		
Child's key carer(s):		
Additional support needs that effect eating.		
Diet required: e.g. Texture modification. Limited food range. Help with eating and drinking. Help with food selection.		
Meals, snacks and drinks provided from menu: Describe what can be provided from the standard menus. Or adaption or alternative to food or ingredient in recipes. Or special bought product. This may include an attached menu which has been adapted to meet the needs of the individual child with recipes as appropriate.		
Breakfast		
Mid morning snack		
Lunch meal		
Mid afternoon snack		
Tea time meal		
Drinks		

		Date	Changes or review with date:
Precautions to take: Food in play & learning activities. Food Preparation & Cooking.			

Parental consent:

I consent to the information contained within and accompanying this form to be stored in my child's individual care folder and shared with the people referenced in this form, as required.

I consent to the name, photograph and type of special dietary requirement of my child to be displayed discreetly if appropriate, to assist the staff preparing, handling and serving food to provide the agreed special diet.

Name of child _____

Name of parent/carer _____

Signature of parent _____

Date _____



FOOD & NUTRITION

for Childcare settings

Section 5

Encouraging children to eat well

Section 5

Encouraging children to eat well

Contents

Your impact on children's eating habits	4
Top tips – things you can do to help children	4
Choosy (fussy) eaters	6
Manners and mess	6
Second helpings	7
Rolling snack provision	7
Children with additional learning needs	8
Birthdays and celebrations	9
Packed lunches and food brought in from home	10
Older children in out of school care	11
Wrap around care	11
Example mealtime scenarios	12
Younger children	13
Older children	13
Appendix 1	
Example template – record of food intakes for a child in your care	14
Appendix 2	
Blank template – record of food intakes for a child in your care	15

Your impact on children's eating habits



“

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

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)

Carers in childcare settings can support children to develop good eating habits and help them to try a wide variety of nutritious foods. This can impact positively on their health and development and help to embed

these habits as they get older. Childcare settings that have undertaken training on nutrition, developed new menus and tried new ideas with children have noticed a positive impact.

“

I went home and told my Daddy that I had my favourite dinner today, it was special pasta

Child

I like how the children have a range of 'adult meals' to help them grow with a varied taste range

Parent

I feel strongly about children's diets, it's important for their growth and development. The new menu is full of different colours and textures which the children enjoy eating and exploring

Dietitian

”



Top tips

Things you can do to help children develop good eating habits



Here are some ideas to have happy healthy mealtimes with younger children in your setting:

- 1 It helps to have meal times at a similar time every day.** Planning snack and meal times helps with structure and routine. It allows time to build up an appetite so children won't be too hungry or too tired.
- 2 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.
- 3 Make meals colourful and interesting so they are appealing – see menu plans and ideas.**
- 4 The space you provide should be clean, warm and bright and free from distractions.**
- 5 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.
- 6 Let toddlers 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.
- 7 Praise them for eating – even if they only manage a little, but only use rewards that are not food based.**
- 8 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.
- 9 Involve children of all ages in helping to prepare snacks and laying the table.** This can also have much wider benefits by encouraging communication, literacy and numeracy.
- 10 Give them the same food in a different way.** A child may refuse cooked carrots but enjoy raw carrots cut into sticks.
- 11 Ignore the fussing as much as you can.** If you give children lots of attention when they are being choosy 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.
- 12 Take away uneaten food without comment at the end of a meal.**
- 13 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.
- 14 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.

Remember that you can also have a positive impact by sitting and eating with children and talking with them about food preferences and choices. Children will observe staff eating the same healthy foods and can mimic this.



“

Eating should be a sociable occasion, and mealtimes provide a good opportunity to include infants in setting routines.

Allow plenty of time for eating, especially in the beginning and allow infants to eat at their own pace and stop eating when they are full.



Familiarity is important – children like what they know and eat what they like. Food preferences are becoming established between 1–3 years and will start to influence their food selection.

Make meal times happy and relaxed. Staff should sit with and talk to children and be a good role model.



Let children help to prepare and serve themselves and have limited choices – do you want broccoli or green beans and let them decide how much to eat.

”



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.

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 spills and mess in a calm way – young children's skills are still developing, so this is likely to happen.

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. Remember also that they may try new foods several times before they start to like it, so always try again after a break.

For introducing new foods to infants from 6 months, see Section 3.

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

The British Dietetic Association, Paediatric specialist group, has written a range of booklets which provide advice to parents and carers on a range of food related issues, including for children who aren't eating well and choosy eaters, see resources in Section 7.



Second helpings

It is important that children have a voice and feel they can ask for more if hungry, it is also important to keep an eye on those who may be eating too much. If food provided is nutritious and healthy there is less risk of having excess calories if having a bit more to eat.

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.

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.

Practice point

Remember drinks

If children don't drink enough, they can develop constipation which will affect their appetite. But if they have had too many drinks, for example, sweetened drinks at home this can fill them up and reduce their appetite. Water and milk are the recommended drinks to have. See Section 4.

Children with additional learning needs

Psychological and behavioural issues

Being anxious, upset or over tired can discourage all children from eating. Also anxiety in parents or carers at meal times can also lead to faddy eating.

Always aim for:

- A calm, fun and relaxed eating environment.
- Involving children in the mealtime e.g. setting up and preparing food can encourage them to eat.
- Making food look colourful and attractive will encourage children to try it.
- Limiting distractions at meal times, as much as possible.

Children with additional learning needs such as those on the autistic spectrum may show obsessional or repetitive behaviour linked to food and drink. This has to be managed carefully and sensitively and may require specific foods or meals to be provided that are not on the main menu. In such situations a good relationship with the child and parent or carer is important and may require health professional input if the overall nutritional intake is poor. Some autistic children are also treated with a specific diet.

Children may need additional support at meal times to ensure adequate intake.

Constipation and anaemia (low iron) have been linked to poor appetite in children with additional learning needs.

Children may also have physical health problems that cause difficulties with eating, chewing or swallowing. They may be advised to have a texture modified diet if they have swallowing difficulties. The way in which the food is modified will depend on the swallowing difficulty and can vary from a smooth thin

puree to a mashed consistency. You should have advice from health professionals, a dietitian and /or speech and language therapist to be able to provide the correct consistency that is safe for the individual child.

But also 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. If there are any concerns of malnourishment then a referral should be considered.

If there is any concern for a child who is overweight or obese, then this is a sensitive issue to raise with parents. Staff will need to feel confident in doing this and also in recognising it. Refer to the information on '10 steps to a healthy weight' in Section 1.



Birthdays and celebrations

Birthdays and celebrations, which includes national 'days' and charity 'days' are an important part of childcare settings and can become frequent, within larger settings.

Best practice will offer alternative ways to celebrate such occasions, without relying on e.g. traditional cakes, sweet items and pastries. This can include the following examples:

- healthy choices for party foods and snacks with pretend cakes with real candles

- king and queen for the day
- monthly healthy picnic for all birthdays
- birthday chair only for the birthday child on that day
- traditional food from different countries often provides healthier choices.

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.

A packed lunch should provide the same amount of energy and nutrients as a main meal for children of these ages, and should

follow the key principles of eating well for this age group.

See the parent guide for information on packed lunches. And also refer to:

Eating well: Packed lunches for 1-4 year olds
www.firststepsnutrition.org/s/Packed_lunches_Dec17.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

Life™ training from their local health boards – see Section 7. This will provide you with ideas for activities and topics that you can introduce in your setting.



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 a number of 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

- care should be taken so that children do not go hungry, or have too much food or have the same type of meal in different settings
- opportunities should be made available for sharing information on the food and drink intake of children with those between settings and parents or carers.

The example scenarios shown in the following pages give an idea of the different daily patterns of childcare that young children may experience. This illustrates how important it is to note where and what a child may be eating across the day.

Example scenarios

Daily pattern for a child who is 3 years old

7.30 am	Breakfast at home before going to school nursery.	Parent should inform if not eaten well for any reason.
9 am – 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 e.g day nursery	Arrives back at childcare setting at 12 pm – has lunch. Afternoon snack at 3 pm.	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 5 pm	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.

Daily pattern for a child who is 3 years old

8 am – 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 school nursery.	Comply with healthy eating regulations.
Child minder pick up at 3 pm – 6 pm	Small savoury tea or snack.	Comply with best practice guidance.
Home 6pm – 6.30 pm	Small tea with family.	Child minder to inform parent of day's food and drink intake.

Daily pattern for a 5 year old child attending school

8 am – 8.45 am Breakfast club in school	Breakfast in school meets healthy eating guidance.	Breakfast club to inform school if any specific issues.
9 am – 3.30 pm school	Milk to drink mid morning. Fruit or vegetables snack. Lunchtime school meal and drink. Water during day.	
3.30 pm – 5.30 pm after school club	Light meal or snack.	Comply with best practice guidance. Inform parents of food and drink provided.
Home 6 pm – 6.30 pm	Tea with family.	Informal catch up of type and variety of food eaten, with family.

Younger children

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 or carers.

Older children

Where there are opportunities across different settings, it is useful to raise awareness of a child's eating habits and behaviour and intakes, to minimise the risk of not getting what they need across the day.

See Appendix 1 – template food and drink intake diary.

Appendix 1

Example template – record of a day's food intake for a child in your care

Name of child: Jane Smith

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

Estimated average requirements for children					
	Time and type of meal Breakfast/snack/ lunch /snack / tea	Food and drink offered	How much eaten	Drink requested/offered (150ml cups)	Amount drank
Arrival time	8am breakfast	Wheat biscuits, x1 milk, half a banana and cup of milk	All the cereal Left the banana	1 cup of milk	all
Mid morning	10am snack	Bread sticks, and mixed vegetable sticks	Bread sticks and half the vegetable sticks	1 cup of water	all
Midday	12.30pm lunch	Cod in tomato and pepper sauce with cous cous and green beans Rice pudding and raspberries	Most of it	1 cup of water	all
Mid after- noon	3pm snack	Mixed seasonal fruit	All	1 cup of milk	all
Tea	NIL	Information provided: will have at home			

*Additional water drank during the day.

Appendix 2

Blank template – record of a day's food intake for a child in your care

Name of child:

Summary of meal and drink requirements:

Specific dietary requirements:

Estimated average requirements for children					
	Time and type of meal Breakfast/snack/ lunch/snack/tea	Food and drink offered	How much eaten	Drink requested/offered (150ml cups)	Amount drank
Arrival time					
Mid morning					
Midday					
Mid after-noon					
Tea					



FOOD & NUTRITION

for Childcare settings

Section 6

Food hygiene and safety

Section 6

Food hygiene and safety

Contents

Importance of food hygiene and safety	3
Food safety management and food hygiene practice for the childcare setting as a catering business	3
Safer Food Better Business toolkits	4
Cross Contamination	5
Chilling	5
Cleaning	5
Cooking	5
Allergens	6
Food safety management and food hygiene practice for the childcare setting as an education provider	8
Involving children in food preparation and activities	8
Food in play	8
Growing food and eating it	8
Cooking with children	9
Trips and outings	9
FAQ's	11
References	12
Appendix 1	
Revised advice to customers	13
Appendix 2	
Additional information on food hygiene and safety for food preparation and cooking activities with children	14
Storing, washing and preparing fruit and vegetables	14
Hygiene and safety in the cooking area	15
Food safety risk assessment	16



This section provides an overview of the food hygiene and safety practices that are covered by regulation¹ 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.

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

The Food Standards Agency, 'Safer Food, Better Business' (SFBB) information packs help small businesses with food safety management

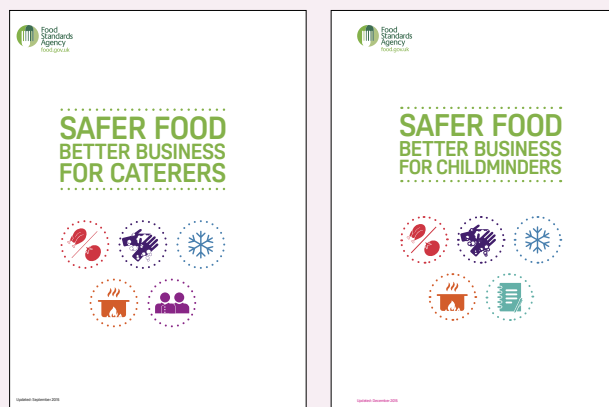
procedures and food hygiene regulations and enable you to evidence your food safety and hygiene practices.

Safer Food Better Business information packs

www.food.gov.uk/business-industry/caterers/sfbb/sfbbcaterers

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

- 1**

Childminder

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 childminders.
Follow good food storage principles for packed lunches and keep in fridge.
- 2**

Childminder

Prepares and cooks meals for small groups.

Refer to SFBB for childminders for all aspects.
- 3**

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 food to avoid.
- 4**

Sessional out of school care providing snacks and drinks

Prepares some snacks on the premises and others are bought in.
Prepares fruit (e.g. washing, cutting) and drinks.
Children bring a packed lunch/tea or own snack.

Refer to SFBB for caterers for all aspects of food provision and catering practices.
Refer to SFBB in relation to safe preparation of fruit.
Follow good food storage principles for packed lunches and keep in fridge.

The information in the SFBB 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 infants 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.

The 4 C's of food hygiene and safety management

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.

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.

Refer to the SFBB pack for recommended method of handwashing:

www.food.gov.uk/sites/default/files/media/document/sfbb-retailers-hand-washing%20%281%29.pdf

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 infants to eat. Some foods need extra care, such as expressed breast milk and infant formula. 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 Safer 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 7 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 brought in from home.

Food Hygiene training – All food handlers must receive food hygiene training in line with what they are doing in the kitchen. Most food businesses train their food handlers to the Level 2 Food Safety in catering standard. If you do not, then during an inspection the local authority officers may ask you questions on food hygiene, food safety and allergens to ensure that your knowledge is up to date.

For specific allergens training see:
<http://allergytraining.food.gov.uk/english/>

Allergens

All businesses are required to provide information about the ingredients used in any food they provide, where any of the named allergens may be included in a dish, or in use as an ingredient, or in use within the establishment.

The example below provides safe method for managing food allergies from the SFBB pack

For further information see:

www.food.gov.uk/sites/default/files/media/document/sfbb-childminders-food-allergies.pdf




Also refer to Section 4 – special diets.

SAFE METHOD:

FOOD ALLERGIES

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



SAFETY POINT	WHY?
Always check if children have any food allergies and keep a written record of these.	It is a good idea to be able to refer to this record when preparing and serving food.
Make sure you check all the ingredients of any meals and snacks you give to a child with a food allergy. For example, if you make a cheese sandwich, check the ingredients of the bread, cheese, spread and anything else you put in the sandwich. Never guess.	If someone has a severe allergy, they can react to even a tiny amount of the food they are sensitive to. You can find out more about allergies at food.gov.uk/business-industry/allergy-guide
Keep a record of the ingredient information of any ready-made food and drink you use in the children's food. Separating and labelling ingredients is very important to help you to easily identify what is in the meal.	This is so you can check what is in the food.
If you are cooking, remember to check the ingredients of any oil, sauce, dressing or other packaged foods, including tins and jars. If you are not sure, do not give the food to the child.	Any of these could contain an ingredient the child is allergic to.
When you are preparing food for a child with a food allergy, clean worktops and equipment thoroughly before you start. Make sure you also wash your hands thoroughly first.	This is to prevent small amounts of the food that a child is allergic to getting into the food by accident.
If a parent / guardian of a child with an allergy provides food, make sure it is clearly labelled with the child's name.	This makes sure that the child receives the right food and avoids it being given to another child who may have a different food allergy.
  	

HOW DO YOU DO THIS?

How do you check if food does not contain a particular allergen / ingredient?

How do you prepare food for a child with a food allergy?



THINK TWICE!

Which ingredients can cause a problem?

If asked, you must provide information about the allergens (if they are used as ingredients in the food and drink you provide) to the parents / carers of the children in your care. You can find further information here: [food.gov.uk/business-industry/caterers/startingup/childminders](https://www.food.gov.uk/business-industry/caterers/startingup/childminders)

These are some of the foods children may be allergic to and where they may be found:

Nuts (Namely almonds, hazelnuts, walnuts, pecan nuts, Brazil nuts, pistachio, cashew, Macadamia or Queensland nut).	In sauces, desserts, crackers, bread, ice cream, marzipan, ground almonds, nut oils.
Peanuts	In sauces, cakes, desserts. Don't forget groundnut oil and peanut flour.
Eggs	In cakes, mousses, sauces, pasta, quiche, some meat products. Don't forget foods containing mayonnaise or brushed with egg.
Milk	In yoghurt, cream, cheese, butter, milk powders. Also check for foods glazed with milk.
Fish	In some salad dressings, pizzas, relishes, fish sauce. You might also find fish in some soy and Worcestershire sauces.
Crustaceans	Such as prawns, lobster, scampi, crab, shrimp paste.
Molluscs	These include mussels, whelks, squid, land snails, oyster sauce.
Cereals containing gluten (namely wheat (such as spelt and Khorasan wheat), barley, rye and oats)	Also check foods containing flour, such as bread, pasta, cakes, pastry, meat products, sauces, soups, batter, stock cubes, breadcrumbs, foods dusted with flour.
Celery	This includes celery stalks, leaves and seeds and celeriac. Also look out for celery in salads, soups, celery salt, some meat products.
Lupin	Lupin seeds and flour in some types of bread and pastries.
Mustard	Including liquid mustard, mustard powder and mustard seeds, in salad dressings, marinades, soups, sauces, curries, meat products.
Sesame seeds	In bread, breadsticks, tahini, houmous, sesame oil.
Soya	As tofu or beancurd, soya flour and textured soya protein, in some ice cream, sauces, desserts, meat products, vegetarian products.
Sulphur dioxide (when added and above 10mg / kg in the finished food and drink)	In meat products, fruit juice drinks, dried fruit and vegetables, wine, beer.

WHAT TO DO IF THINGS GO WRONG

If you think a child is having a severe allergic reaction:

- Do not move them
- If the child has a prescribed adrenaline auto-injector e.g. Epi pen and you have been trained to use it, administer it according to the child's care plan.
- Ring 999 and ask for an ambulance with a paramedic straight away
- Explain that the child could have anaphylaxis (pronounced 'anna-fill-axis')
- Send a responsible person outside to wait for the ambulance
- Contact the parent / guardian of the child after you have called an ambulance.

HOW TO STOP THIS HAPPENING AGAIN

- Make sure that you and anyone who helps with food preparation, understands how important it is to check all the ingredients of a food and knows about the symptoms and treatment of an allergic reaction. You can find out more about this at [nhs.uk/conditions/pregnancy-and-baby/pages/food-allergies-in-children.aspx#close](https://www.nhs.uk/conditions/pregnancy-and-baby/pages/food-allergies-in-children.aspx#close)
- Review the way food is prepared for a child with a food allergy – are you cleaning effectively first and using clean equipment?

Safe method completed: Date:

Signature:

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 and ensure compliance with Health and Safety at Work etc. Act 1974. This will form part of the health and safety inspection by the Local Authority.

It is important that children are taught basic hygiene themselves:

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

Involving children in food preparation and activities

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 in play

Food can be used as a way of children learning through direct experiences.

It is important to separate activities that involve cooking or preparing food with children so that they are clear on food to play with and food to eat, 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.

Growing food and eating it

Young children and children with additional learning needs are particularly vulnerable to infection which can spread easily through cross contamination. Any food growing activity and further preparation of food will need to have an individual risk assessment on site.

‘E coli O157 – Guidance on Cross contamination as well should be adhered to.

Particular care needs to be taken with root vegetables and best practice would be for children to grow and pick the vegetables, and staff wash (following proper 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.

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 have 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 appendix 2 – information on hygiene and safety for food preparation and cooking activities with children.

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.

PHW guidance on infection control:

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



From December 2014, childcare providers are required to comply with the EU Food Information for Consumers Regulation which is enforced in the UK by the Food Information Regulations 2014. The EU law lists 14 allergens that need to be identified if they are present in food or used as ingredients in a dish. This new regulation introduces a requirement for all food businesses, including childcare providers, to give information about the deliberately allergenic ingredients used in any food that they provide.

Food allergens pose a significant risk to people who have allergies, which may be life threatening. Children are particularly vulnerable because they often have food choices made for them. Allergen information should be easily accessible and readily available to parents, who leave or may leave children in your care, and any children in your care who can make their own informed food choices.

As a childcare provider, it is your responsibility to ensure that you:

- provide allergen information about the food which you serve to parents/carers, and ensure that information is accurate, consistent and verifiable. You do not have to list all the food you serve just the allergens contained.
- update and maintain the information and make it available to parent/carers and local authority officers when requested.
- are able to confidently identify allergens in any dish you serve.
- check food labels regularly as manufacturers ingredients can change.

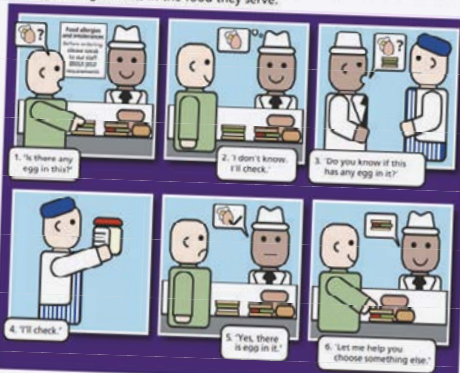
You can find a variety of support and resources on the Food Standards Agency Website. www.food.gov.uk/allergen-resources. This can support you in making the necessary changes and implement the new changes into your setting. Resources include a FREE online training course, a poster of the 14 allergens, a matrix for identifying allergens in your dishes, recipe cards and allergy cards that children can fill in.

If you require any more guidance on how this affects you please contact your Local Authority www.food.gov.uk/enforcement/find-food-safety-team

Allergen information links:
www.allergytraining.food.gov.uk/english
www.food.gov.uk/science/allergy-intolerance

Think Allergy

When someone asks you if a food contains a particular ingredient – always check. From 13 December 2014, food businesses will need to provide information about allergenic ingredients in the food they serve.



For more information and advice about allergy, visit: food.gov.uk/allergy
 A booklet Allergen information for home foods is also available for download.



Working in partnership with:



Llywodraeth Cymru
 Welsh Government

April 2016

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?

A: 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 (see Appendix 1).

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 O157 guidance differ for different types of childcare settings?

A: If the setting handles both raw foods and ready to eat foods then sanitisers that comply with BS 1276/ EN 13697, or their equivalent will be required to be used for cleaning work surfaces and equipment such as chopping boards.

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. Staff that are handling food must receive food hygiene training to a Level 2 Food safety in catering standard.

Yes, 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 Safer 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.

References

- 1 Food Information (Wales) Regulations 2014.
Available from: www.legislation.gov.uk/wsi/2014/2303/contents/made

Appendix 1

Revised advice to consumers (including vulnerable groups) on eating lightly cooked or raw UK hen shell eggs and their products in the home

The presence of *Salmonella* in UK hen shell eggs has been reduced greatly in recent years, and evidence shows that the risks are particularly low for eggs which have been produced according to

food safety controls applied by the British Lion Code of Practice. This has allowed FSA and FSS to amend advice for consumers on the consumption of raw and lightly cooked eggs.

People who are in good health

People who are in good health (i.e. who are not vulnerable to infection) are unlikely to experience food poisoning through the consumption of raw or lightly cooked UK hen eggs which are produced from *Salmonella*-vaccinated flocks. Healthy individuals should therefore continue to enjoy dishes such as soft boiled eggs, mousses, soufflés and fresh mayonnaise which are prepared using UK produced hen shell eggs which are sourced from vaccinated flocks via reputable suppliers.

Vulnerable Groups¹

People who are more vulnerable to infection or who are likely to suffer more serious symptoms from food poisoning such as young children, pregnant women, and elderly people can eat raw hen eggs or foods containing lightly cooked hen eggs (such as soft boiled eggs, mousses, soufflés and fresh mayonnaise), provided that the eggs are produced under the Lion Code². If the eggs are not Lion Code (see lion logo below) or produced under an equivalent comprehensive

quality control scheme, or if in doubt, people who may be more vulnerable to infection are advised to eat thoroughly cooked eggs.

General Advice

When eating raw or lightly cooked eggs, also bear in mind the importance of:

- storing eggs safely in a cool, dry place such as the refrigerator;
- following good hygiene practices in the kitchen; avoiding cross contamination, cleaning all work surfaces, dishes and utensils and making sure you wash your hands thoroughly before and after handling eggs;
- observing best-before dates;
- avoiding eggs with damaged shells, as these may allow dirt or bacteria to get inside.

Non-hen eggs

Non-hen eggs such as duck, goose and quail eggs should always be cooked thoroughly.

Further information on the microbiological risk from shell eggs and their products can be found at: www.food.gov.uk/sites/default/files/acmsf-egg-reportv1.pdf



¹ This recommendation does not extend to individuals who are severely immunocompromised and require medically supervised diets prescribed by health professionals.

² This advice could also apply to schemes demonstrably-equivalent to the Lion Code, but these are still being assessed. This advice will be updated if other schemes demonstrate equivalence.

Appendix 2

Additional information on food hygiene and safety for food preparation and cooking activities with children

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, former 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, wash the chopping boards in hot soapy water before using a sanitiser that complies with BS 1276/ EN 13697, or equivalent.

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 (✗ or ✓)
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 a sanitiser that complies with BS EN 1276 / BS EN 13697 or equivalent (a 2 stage clean). This is left on for the recommended contact time and wiped with a disposable cloth.	
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.	
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.	

***Note:** Where possible use a separate play area for play activities and a separate sink for washing play materials to the sink that is used for cooking

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

Acknowledgement: Cardiff Flying Start and Cardiff Healthy Pre-schools Scheme for the use of this information from their 'Little Cooks' scheme.

Food safety risk assessment

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. *It is best to use recipes that do not contain raw meat/fish, but these hazards must be considered if buying or storing raw meat with recipe ingredients.*



Definitions:

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	<p>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:</p> <ol style="list-style-type: none">1. Ready-to-eat – either cooked, or does not need cooking2. Moist3. High in protein4. 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).	<p>Check use-by dates when buying and storing chilled foods.</p> <p>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.</p>	Discard foods past their use-by date & opening shelf life date.	
<p>Foods becoming contaminated, or damaged when packing shopping bags (P, B, C).</p> <p><i>(also consider other points regarding shopping below).</i></p>	<p>Before you go shopping, check that you have enough bags for life. Ideally, you should have enough bags to carry raw foods, ready-to-eat foods and non-food items such as washing powder separately.</p> <p>Aim to pack all foods of a certain type together (e.g. all chilled ready-to-eat foods, all vegetables).</p> <p>Aim to avoid putting glass jars and bottles together to reduce risk of smashing and glass contamination.</p> <p>Storing – Keep enough bags for life for raw foods only and don't use the same bags again for ready-to-eat foods or for carrying other household items. If the shopping bag is reusable, wash it between shopping trips.</p>	Discard any contaminated food.	
Chilled foods 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 just before cooking session.</p> <p>Ensure fridge is kept at correct temperature (optimum temperature is 1–5 °C). (The maximum legal temperature for food being stored cold is 8 °C).</p> <p>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.</p>	Discard if left at incorrect temperature (above 8 °C) for over 2 hours.	
<p>Cleaning chemicals /toiletries contaminating food (C).</p> <p>Paints, glue, stationery, sand and other play items contaminating food (C, P).</p>	<p>When shopping, pack cleaning products and toiletries in separate bags from food.</p> <p>Store foods separately from chemicals and other possible contaminants. Keep dried foods in sealed containers in a clean, dry area.</p> <p>Ensure 'Hygiene and Safety in Cooking Area' checklist has been followed.</p> <p>Cover foods / remove from area when cleaning work surfaces.</p>	Discard any contaminated food.	
Opened or damaged packaging – risk of contamination (B, P).	When shopping, do not buy damaged, opened, soiled, dented or swollen tins or packaging. Avoid broken seals and/or popped lids on jars.	Discard if risk of contamination.	

Hazard – what might cause harm?	How to control the hazard	What to do if something goes wrong	Checked (Initial)
Food handlers contaminating food – children / staff (B, P).	<p>Follow personal hygiene rules – and continue to remind children.</p> <p>Wash hands if become contaminated during session (coughing or sneezing into hands, picking nose etc.)</p> <p>No-one feeling sick or unwell should be allowed to cook.</p> <p>Government health guidelines are that a food handler must not come into work until they have been a minimum of 48 hours symptom free from sickness or diarrhoea.</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 local authority'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 'Hygiene and Safety in Cooking Area' checklist has been followed.</p> <p>Use separate chopping board and utensils for raw meat / fish / poultry / vegetables. If a dishwasher is not available, wash the chopping boards and utensils in hot soapy water before using a sanitiser that complies with BS 1276/EN 13697, or equivalent. (a 2 stage clean). Also, do a 2 stage clean for sinks and taps.</p>	Discard any ready-to-eat foods if risk of contamination.	
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).	<p>Ensure that food is thoroughly cooked (piping hot, steaming).</p> <p>Particularly important if cooking meat / fish / poultry / eggs (see tables below). Meat to have clear juices, no pink meat. Use a temperature probe or probe thermometer to check safe time and temperature of cooking has been achieved. Centre temperature must be 75 °C for 30 seconds.</p>	Continue cooking until cooked throughout.	
High risk foods being left at room temperature once made – risk of contamination or bacterial growth (B).	<p>Eat high risk foods within 2 hours of making, or cool and refrigerate within 90 minutes.</p> <p>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).</p> <p>Keep foods covered to prevent contamination.</p>	Discard if left at incorrect temperature for more than 90 minutes.	
Foods being contaminated when served (B, P).	<p>Follow personal hygiene rules (no coughing over food etc)</p> <p>Keep foods covered until served.</p> <p>Food to be served by staff member (or under strict supervision – cold foods only).</p>	Discard any contaminated food.	

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>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>If allowing children to handle raw eggs, the following precautions must be followed:</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. 	<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>	

Recipes that contain raw meat / fish / poultry:

It is recommended that children under 5 do not handle any raw meat / fish / poultry. These hazards may need to be considered if buying or storing raw meat with recipe ingredients.

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



FOOD & NUTRITION for Childcare settings

Section 7

Putting it into practice

Volume 1

Putting it into practice

Contents

Code of practice for the provision of food and drink in childcare settings	3
Developing a food and health policy for childcare settings	3
Full day care setting	4
Play groups and sessional care settings	6
Out of school care setting	6
Self monitoring and Action Plans	7
Resources and support for settings	16
Training	16
Links to awards and schemes	16
Resources for food and nutrition	18
Services and programmes	20

Code of practice for the provision of food and drink in childcare settings

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

Example

- 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, taking into the 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 regulations in all aspects of food and drink provision**
to ensure the children in our care are safe from any risks in relation to food.

Developing a food and health policy

A food and drink policy:

- 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 by parents, where relevant, supporting families to make healthier food choices.
- can be used as evidence to demonstrate your commitment to the health and well-being of children to prospective parents, the local authority, other partners 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 what food is provided. The code of practice can be used to set out the policy.

The following examples outline what a sample food and health policy may look like for specific settings. Remember when developing a policy for your own setting involve staff, parents and children to ensure it meets everyone's needs.

Full day care setting

Sample food and health policy for day care setting providing meals, snacks and drinks

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 car.
- 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.
- Plain water and plain milk will be the drinks offered. 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.
- Events are held regularly that celebrate foods from different cultures.

We follow food safety and hygiene regulations 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.
- A specific allergy plan will be in place for individual children to prevent and manage allergic reactions.

Communication with parents

- We will display the policy to all parents and visitors and it will be reviewed annually.
- Parents will be informed of what and how well 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.
- 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.

You can also have a mission statement displayed in your setting and in your information packs for parents.

Sample

Our setting is committed to providing the children in our 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.



Play groups and sessional care settings

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 and protective to teeth.
- The only drinks offered at snack time are water or milk (full fat for younger children).
- We do not use squashes, 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.



Out of school care setting

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 is 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, 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 and Action Plans

The following action plans are to help you:

- check that you have implemented the guidance and have put everything into practice
- demonstrate how you meet the child care regulations and supporting National Minimum Standards – for food, drink and health needs of children
- aim for ‘excellent’ ratings in your CIW inspection

- demonstrate the positive changes achieved from putting the guidance into practice
- show how you meet best practice, in line with inspection frameworks.

Remember to adapt and personalise these to your own setting and the range of food you provide.

Action plans

ACTION PLAN 1 – POLICY			
Name of setting:		Completion date:	Review date:
We have a food and drink policy/statement which supports the health and wellbeing of the children in our care and covers all aspects of our approach to food and healthy eating.	Is in place and can be demonstrated by:	Actions needed:	By date:
The food and drink policy/statement: Is in place and reviewed annually, as a minimum. Is shared with all staff where relevant. Is shared and discussed with parents. Has supporting information on display and/or available for staff and parents.			
FOR GROUP DAY CARE SETTINGS We ensure staff have the appropriate knowledge and skills to support our food and drink policy.			
There is a named person(s) with overall responsibility for food and drink across the setting (food policy, food provision, food in learning and play).			
There is a minimum of 1 existing staff member that has attended the Level 2 Agored Cymru Community food and nutrition skills for early years course.			
All food handlers have had food hygiene training to a Level 2 food safety in catering standard.			
Staff have had advice on meal and menu planning from a recognised source.			

ACTION PLAN 1 – POLICY

Name of setting:		Completion date:	Review date:
We have a food and drink policy/statement which supports the health and wellbeing of the children in our care and covers all aspects of our approach to food and healthy eating.	Is in place and can be demonstrated by:	Actions needed:	By date:
FOR INDIVIDUAL CHILD MINDERS I ensure that I have the appropriate knowledge and skills to support my food and drink policy/statement.			
I have had training in food safety and hygiene to the appropriate level for my needs. 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/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 can help to protect teeth.			
I/We ensure fresh water is available and accessible to all.			
Lidless cups are the main provision from 1 year of age.			
I/We provide for special dietary needs and diverse diets.			
Children of all cultures and religions in my/our setting are able to have meals and snacks which meet their dietary needs.			
Where possible children will all receive similar meals and snacks.			

ACTION PLAN 1 – POLICY

Name of setting:		Completion date:	Review date:
We have a food and drink policy/statement which supports the health and wellbeing of the children in our care and covers all aspects of our approach to food and healthy eating.	Is in place and can be demonstrated by:	Actions needed:	By date:
I/We aim to meet the needs of children who have special dietary needs for medical reasons, food allergy, special educational need or disability.			
I/We communicate with children and parents/carers to ensure:			
Information about menus, meals, snacks and drinks is available to all parents.			
There are opportunities for parents to give suggestions and feedback on meal choices.			
There are opportunities to talk about timing of meals and how this fits with meal routines at home.			
Information is fed back to families about what their children have eaten and if they have accepted or refused new foods.			
There are opportunities at meal times to talk to children about healthy foods and act as positive role model to help children develop good eating habits and social skills.			

ACTION PLAN 2 – MENU PLANNING & FOOD PROVISION

Name of setting:		Completion date:	Review date:
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 meals, snacks and drinks across the day, which may include breakfast, lunch and tea.	Is in place and can be demonstrated by:	Actions needed:	By date:
Menus for meals and snacks are planned in advance.			
Menus consist of a 3 week cycle (minimum).			
Menus are changed at least twice a year and seasonality is considered.			
Menus include details of 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 range of colours, textures and tastes across the week.			
We ensure religious, cultural and special diet requests are incorporated into menu planning.			
The menu includes a meal based on beans, pulses or meat alternative for all children, at least once a week.			

ACTION PLAN 3 – FOOD, DRINK AND MEAL STANDARDS

Name of setting:	Completion date:	Review date:
I/We provide meals, snacks and drinks that meet the national food and nutrition for childcare settings – best practice guidance		
DRINKS I/we provide milk or water only for children in our setting*. Water is freely available throughout the day. *unless exceptional individual circumstance.		

Fruit and vegetables For a full days menu I/we provide:	Is in place and can be demonstrated by:	Actions needed:	By date:
'5 a day' including a range of vegetables, salads and fruit across meals and snacks Or If no tea time meal is provided I/we provide '4 a day' across meals and snacks.			
Dried fruit is provided with main meals only, not as a snack.			
Correct portion sizes are offered.			

Dairy and alternatives For a full days menu I/we provide:	Is in place and can be demonstrated by:	Actions needed:	By date:
2 portions of milk and dairy foods each day, which can include 1 as a snack.			
If milk alternatives are provided for children with a diagnosed allergy, they are unsweetened and fortified with calcium.			

Beans, pulses, fish, eggs, meat and other proteins. For a full days menu I/we provide:	Is in place and can be demonstrated by:	Actions needed:	By date:
A portion of beans, pulses, fish, eggs, meat or other proteins at each main meal. (2 a day, 1 serving at lunch and 1 serving at tea time, main meals). A portion may sometimes served at breakfast).			
A variety of options from this food group, across the week.			
Oily fish on the menu once a week, at least.			
Portion sizes that are correct for the requirements of the child.			
Good quality processed meat or fish products no more than twice a week.			
For Vegetarians: 2-3 portions of beans, pulses, eggs or other meat alternative across the day.			
A portion of beans, pulses, fish, eggs, meat or other proteins as part of snacks once or twice a week.			

Potatoes, bread, rice, pasta and other starchy carbohydrates For a full days menu I/we provide:	Is in place and can be demonstrated by:	Actions needed:	By date:
A portion of foods from this group at every meal.			
A portion of foods from this group as part of snacks at least one each day.			
A variety of types of these foods across eachweek.			
Lower sugar breakfast cereals if relevant.			
Fried starchy foods no more than once a week at lunch/tea.			
Portion sizes that are correct for the requirements of the child.			

SALT I/we ensure that we keep salt intakes low:	Is in place and can be demonstrated by:	Actions needed:	By date:
Salt is not added to cooking or at the table.			
Foods products labelled high in salt are not used – such as packet soups, stock cubes.			
We provide bread and bread products with lower salt content – choosing those which are labelled as low (green) or medium (amber) in salt.			
Sauces are home made whenever possible e.g. pasta sauce, white sauce, cheese sauce.			

ACTION PLAN 4 – ENVIRONMENT

Name of setting:		Completion date:	Review date:
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. I/we provide or encourage:	Is in place and can be demonstrated by:	Actions needed:	By date:
A suitable environment that promotes healthy eating and drinking as a pleasurable experience.			
Children to be involved in preparing and cooking or serving foods where appropriate, and helping to set the table and tidy up.			
Children to be independent at meal and snack times and make their own food choices and try new foods.			
An agreed approach to managing choosy eating including use of non food rewards.			
Children to eat in small groups with a familiar carer.			
Activities and experiences which involve children in making decisions about healthy food choices. This includes having story books which refer to healthy food choices.			
Healthy choices for birthdays and celebrations.			
Food is not used as a reward for doing well or for comfort e.g. if fall or have a bump.			

Food Hygiene and safety is covered by regulation and inspection by environmental health officers – information and checklists are provided in Safer Food Better Business.

Resources and support for settings

Training

Training	Contact
Food Hygiene courses.	<p>See Safer Food Better Business for information on training</p> <p>www.food.gov.uk/business-guidance/safer-food-better-business</p> <p>Contact Local Environmental Health Department and/or local Workforce Development team.</p>
NVQ level training is available from local colleges in catering and food preparation skills.	<p>See local college prospectus for courses e.g.</p> <p>Level 1 NVQ Food preparation and cooking.</p> <p>Level 2 City & Guilds Diploma NVQ Food Production and Cooking.</p>
<p>Nutrition Skills for Life™ – Early Years Course.</p> <p>Specific to early years and children.</p> 	<p>Public Health Dietitians in health boards</p> <p>The following link has contact details for your health board:</p> <p>www.publichealthnetwork.cymru/en/topics/nutrition/nutrition-skills/</p>

Links to awards and schemes

Award	Who can apply and how
Healthy Pre School Settings Scheme – All Wales	
<p>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.</p> <p>Settings work towards demonstrating achievements in the areas of curriculum, ethos, physical environment and community relations.</p> <p>Nutrition, food hygiene and active play form a key part of the award.</p>	<p>Organisations/settings delivering pre school provision can express an interest in the scheme including:</p> <ul style="list-style-type: none"> • Full day care nurseries • Cylchoedd meithrin • Sessional childcare • Child minders • Play groups • Flying Start child care settings <p>Contact Sarah Andrews, Programme Manager for Healthy Settings, Public Health Wales.</p> <p>Sarah.andrews2@wales.nhs.uk</p>

Award	Who can apply and how
Gold Standard Healthy Snack Award Scheme and Gold Plus Award	
<p>Local Areas covered:</p> <ul style="list-style-type: none"> • Abertawe Bro Morgannwg health board area • Cardiff & Vale health board area <p>Recognises and celebrates quality snack provision in a healthy and safe environment.</p> <p>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 groups, out of school child care clubs, youth clubs.</p> <p>To check who can apply and how, contact the local Public Health Dietitian in your health board.</p>
Tiny Tums / Boliau Bach	
<p>Local Areas covered:</p> <ul style="list-style-type: none"> • North Wales Betsi Cadwaladr health board <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 Care Inspectorate Wales and the Healthy 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.</p> <p>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 / Boliau Bach standards.</p>
Bach a lach	
<p>Local area:</p> <ul style="list-style-type: none"> • Powys <p>Powys “Bach a lach” pre-school award scheme which promotes physical activity and healthy eating in pre-school settings.</p> <p>A broader scheme that includes food and drink.</p>	<p>All pre-school settings in Powys.</p> <p>Contact the healthy schools scheme.</p>

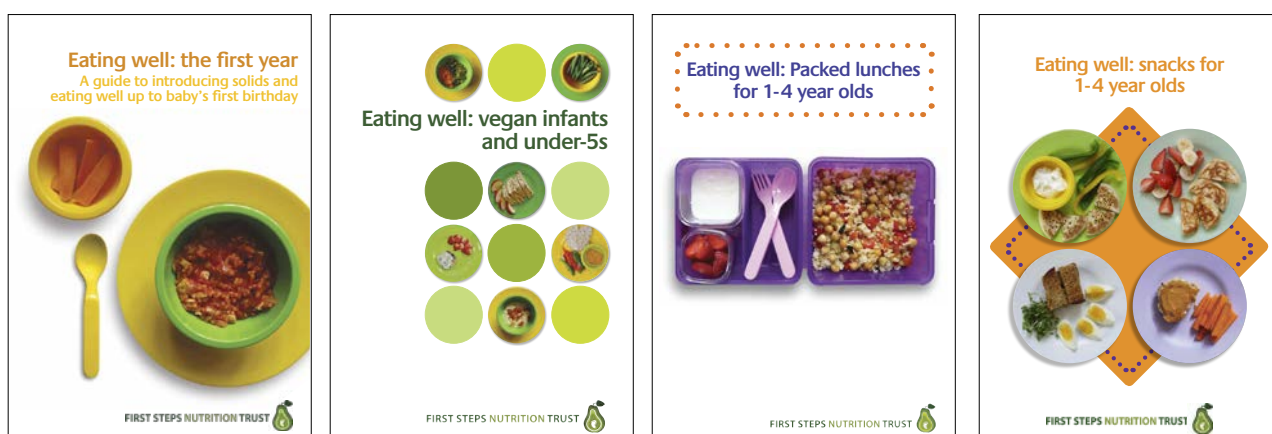
Award	Who can apply and how
Play, Learn and Grow Healthy / Chwarae Dysgu a Thyfu'n Iach	
<p>The Healthy Friends workshop provides information and guidance on setting up a buddy system within individual settings, allowing older children to lead on activities with younger children. This workshop can help all children improve their physical activity levels and knowledge of nutrition through a range of peer led, fun healthy activities.</p> <p>www.plgh.org/</p>	<p>After school clubs via Clybiau Plant Cymru.</p>

Resources for food and nutrition

First Steps Nutrition Trust – Publications

- '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: snacks for 1-4 year olds'

www.firststepsnutrition.org



We would like to acknowledge the use of food group and meal portion size pictures in the guidance from First Steps Nutrition Trust.

British Dietetic Association Food Fact Sheets

Healthy Eating for Children

www.bda.uk.com/foodfacts/healthyeatingchildren.pdf

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

Diet Behaviour and Learning in Children

www.bda.uk.com/foodfacts/DietBehaviourLearningChildren.pdf

Plant Based Diets

www.bda.uk.com/foodfacts/plantbaseddiets.pdf

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

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

www.publichealthnetwork.cymru/en

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.

Peas Please

Information campaign on promoting more vegetables in the diet.

www.foodfoundation.org.uk/peasplease/

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

British Nutrition Foundation

www.nutrition.org.uk

Resources for special diet provision

Allergy UK

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

www.nhs.uk/conditions/food-allergy/

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.

The Food Standards Agency

Website for guidance on Allergens and Intolerances, Safer Food Better Business, Food premises registration and Allergen safety alerts.

www.food.gov.uk

Coeliac UK

Website: www.coeliac.org.uk – Helpline: 0333 332 2033

Provides support and resources on catering for coeliac disease.

www.coeliac.org.uk/gluten-free-diet-and-lifestyle/gf-diet/

www.coeliac.org.uk/food-industry-professionals/caterers-and-restaurateurs/providing-gluten-free-meals/ as well as a gluten free check list.

Infant feeding

UNICEF/Baby Friendly Initiative

www.unicef.org.uk/babyfriendly/

Bump Baby and Beyond

Handbook given to all first time mums on pregnancy, and the first few years.

www.wales.nhs.uk/documents/pregnancy%20to%204%20years%20book%20final%20english%20revised%20e-book%20compressed.pdf

Services and programmes

Nutrition Skills for Life™

Support and training around good nutrition for your setting.

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

www.wales.nhs.uk/ourservices/contactus/healthservicesnearyou



Designed to Smile – oral health programme

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

