



## Food and drink policy

### Aim

We recognise that snack and meal times are an important part of the child's day. It is a social time for children to enjoy food and to have quality time with Practitioners. We aim to provide healthy, balanced, varied and nutritious food and drink to meet the child's needs and encourage them to develop and promote healthy lifestyles and eating.

**3.45 Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious.**

**3.46 There must be an area which is adequately equipped to provide healthy meals, snacks and drinks for children as necessary.**

**3.47 Registered providers must notify Ofsted of any food poisoning affecting two or more children looked after on the premises.**

### **Statutory Framework for the Early Years Foundation Stage 2012**

**The Nursery has been part of the Eat Better, Start Better initiative and successfully met all of the criteria. This enabled us to sign up to the Early Years Code of Practice for Food and Drink.**

### Implementation

-Before a child starts at the setting all dietary requirements, including any cultural, religious or medical reasons, preferences or food allergies are discussed at the home visit and recorded on the registration form, parents sign the form to signify that all information is correct. All individual dietary requirements are discussed at team meetings so that all practitioners are aware of any specific requirements or arrangements.

-We regularly consult with parents about children's dietary requirements that have changed. This is through discussion and updating of the registration form.

-A child's specific dietary requirements are displayed inside the door of the food cupboard to ensure sensitivity and confidentiality to the child and their family.

- The snack menu is designed to include a wide range of healthy foods and children can choose to drink either milk or water. The milk we provide is whole pasteurised milk and the water is from a chilled water dispenser.

- We include food from the diet of each of the children's backgrounds, providing children with familiar foods and introducing them to new ones.

-A board in the entrance of the nursery provides parents with information of the snack choice for that day. Key persons are available at the end of the sessions if parents wish to talk about what their child has consumed.

-We ensure that we do not provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. When a child does have a specific allergy, a risk assessment is written and all staff sign to confirm that they have read and understood the information provided.

-Children have access to fresh drinking water throughout the session. They are aware of good hygiene, and pictures support the children in remembering how to wash and store their cups.

-Snack and lunch times are valued as special times and all Practitioners take time to talk to the children. All children are given opportunities to prepare their own snack and learn how to use tools safely while cutting and spreading. We provide jugs with lids so that children can pour their own drinks.

-We acknowledge that some children have fears of new foods and may be fussy eaters. Practitioners seat fussy eaters with good eaters at mealtimes. Practitioners use opportunities to talk enthusiastically about the taste and texture of food both at meal times and at other opportunities. The nursery menu provides opportunities for children to regularly repeat the tasting of new foods.

-Children who are adverse to tasting new foods or tolerating different textures are supported through a specific program designed to support the development of oral feeding.

-At lunchtime children sit with a practitioner, we have two tables and a practitioner sits at both tables. Parents are informed of our healthy eating policy and are encouraged to provide the children with a healthy lunch box.

-In order to protect children with food allergies, we have rules about children sharing and swapping their food with one another.

**Food hygiene is considered the upmost. All practitioners who handle or serve food are trained in food hygiene. We have a named practitioner for the responsibility of preparing and handling food and kitchen responsibilities. All food is stored safely in accordance with environment regulation.**

-As part of the curriculum we discuss healthy practices and healthy lifestyles. The children learn about the importance of regular exercise and are given opportunities to notice changes in their bodies after exercise. Children are given opportunities to taste and prepare healthy foods and to understand why some foods are healthy and others are not.

-Learning about food is integrated daily into the curriculum and is linked to the Early Years Foundation Stage (EYFS) Curriculum.

**Personal, social and emotional development** – Meal times offer opportunities to taste different foods, taking turns and developing independence while preparing and tidying up at snack times. Cookery sessions offer opportunities for learning through working with others and increasing self-esteem.

**Physical development** - Fine and gross motor skills are developed through handling tools safely, washing up, preparation of food at snack time and taking part in cookery sessions.

**Literacy** – The children are provided with opportunities to design menus for special events and contribute to Healthy Eating leaflets. They learn about ingredients and follow recipe cards. Language skills and concepts are developed through the discussion of taste, texture, size and appearance of food and ingredients.

**Mathematics** – Both at snack time and during cookery activities the children have opportunities to count and develop their numeracy skills and mathematical language.

**Communication and language** – Sitting together and sharing conversations as part of snack and lunch times develop both speech and social skills.

**Understanding the world** – The children have opportunities to explore and taste foods, they create graphs to show their favourites. Through our planting area the children have opportunities to grow their own vegetables and herbs. This teaches the children about where food comes from, about life cycles, about gardening and how to look after plants.

**Expressive arts and design** – Foods are explored through art activities and children with food aversions are supported through the exploration of foods in play activities.

**Signed**

**Foundation Stage Leader**

**Date**

**Signed**

**Head Teacher**

**Date**