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**Healthy Food**

**North Yorkshire Healthy Early Years award**

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| **Please insert the name and address of your setting into this box** |

This criteria is for all Early Years settings including: day nurseries, playgroups, pre-schools, childminders who work on their own, childminders with assistants or childcare on domestic premises.

We are strongly recommending that school reception classes are included in a schools application for a [Healthy Schools award.](http://healthyschoolsnorthyorks.org/the-award/)  If your setting is based on a school site and would like to jointly submit with the school, then please get in touch with the Healthy Schools team to discuss the most appropriate application process at [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

This action plan is to record progress and evidence towards achieving the Healthy Food theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold type when extra information is needed either written into the action plan or documents uploaded online as evidence; when you apply for a Healthy Early Years award.

Once all criteria have been achieved, please work through the Healthy Food ‘Theme content’ section online by logging into the website, adding evidence where required. Finally upload your completed action plan. Then complete a short online survey, essential feedback for our funders. Your evidence will be submitted for assessment towards an award and go through the quality assurance process. We will be in touch after the award submission deadline to let you know whether your application has been successful.

One completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all three themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| We want to recognise and celebrate the good work that all early year providers do. We need to be assured that the criteria is in place within the setting but we appreciate there may be some differences in the type of evidence from providers who work alone to those with a number of staff working in an early years setting. Please explain how your particular setting meets the criteria in your own way. | | |
| **Criteria to be achieved for Healthy Food theme**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **Explain how each element of the criteria is already being met/ in place in settings and the IMPACT it is having.** | **Detail your actions for putting in place, criteria not already being met with timescales. Actions must be complete before applying for an award.** |
| **Leaders commitment**  The leader(s) of the early years setting champions the importance of healthy eating and ensures meals, snacks and drinks are meeting government requirements as outlined in the EYFS framework and encouraging healthy pack lunches where food is brought in from home.  Leaders ensure a whole setting approach to healthy eating and though not statutory consider implementing a ‘whole-setting’ food policy covering all aspects of the approach to food. This should include not using food as a reward, encouraging healthy packed lunches and supporting healthy eating. The policy is consulted on, shared and regularly reviewed by staff, families and children.  **EVIDENCE UPLOAD: if the setting has developed one a whole setting food policy and / or a statement about their commitment to healthy eating (which could be part of a wider statement about the settings commitment to health and wellbeing)** |  |  |
| **Curriculum - Early Years Statutory Framework**  The PSED Educational Programmes from the Statutory framework for the early years foundation stage are effectively implemented in the setting  The leader(s) has an overview of the PSED educational curriculum and are confident that it is in place and enabling all children to learn including, “Through adult modelling and guidance, how to look after their bodies, including healthy eating”  The key person for the child knows and understands the child and they know the progress of the child to achieve the outcomes set out in the PSED educational programme and has strong evidence of the child’s next steps. This is supported by effective two-way communication with the family.  The learning on healthy eating links to, and compliments the wider setting activities to promote and support health and wellbeing such as themes days or weeks focused on healthy lifestyles. This could include inviting families to participate in food activities to support development of healthy cooking skills, taster sessions and recipe sharing.  Trips could be planned to local food providers, restaurants, farms, supermarkets etc to support teaching & learning around food. This could be further developed by children handling, tasting, talking about and cooking with the ingredients.  **EVIDENCE: provide detail in the action plan some examples of how the setting is showing children the importance of health eating and share an example of when healthy food was a central part of an activity.**  **EVIDENCE UPLOAD: an example of how the healthy eating curriculum links to further activities to promote and support the health and wellbeing of the children (it could be photos with a short summary and information about the positive impact it has on children).**  *We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.* |  |  |
| **The voice of the child**  The setting is supportive that “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” and the setting has the voice of the child as a core focus in the setting which can be seen through displays, photos and child-centred learning with a focus on healthy eating.  **EVIDENCE: Provide detail in the Action Plan of examples of how the voice of the child is collected and UPLOAD some examples to showcase the voice of the child in relation to healthy eating**  *We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.* |  |  |
| **Statutory requirements for meals, snacks and drinks provision are being met in the setting and adhering to allergy requirements.**  Leader must ensure all aspects set out in the EYFS framework in relation to food are being met. This includes:   * Where children are provided with meals, snacks and drinks, they must be healthy, balanced and nutritious. * Fresh drinking water must be available and accessible at all times.   There are opportunities for children to try and taste different foods. This could be linked to the Understanding the world (people, culture and communities) curriculum and linking to festivals and food and increasing awareness of different cultures.  **EVIDENCE: provide detail in the action plan of how children are consistently encouraged to try healthier food options.**  **EVIDENCE UPLOAD: a statement from the setting that the food and drink is complying to the EYFS regulations (this may be within the whole setting food policy) along with an example menu / or photograph of food provided.** |  |  |
| **Packed lunches (if allowed)**  Children with packed lunches can eat alongside children eating meals provided by the setting (where applicable), to enable them to see the food available and can sit with friends regardless of food choice.  Information is provided for families about the recommendations for a Healthy Packed Lunch and snacks and any restrictions eg nuts.  **EVIDENCE: provide detail in the action plan how information is provided to families to encourage healthy packed lunches.** |  |  |
| **Dining and eating environment**  Snacktime and lunchtime are given clear priority within the day.  Children of different ages eat together, where practical.  Children are supported to be independent e.g pouring their own drinks, choosing food items etc  Children are enabled to make choices and feed themselves, where possible. Positive eating examples are shared, eg staff eating with children and new foods are tried in a positive way.  Lunch and snack times are used as a positive learning opportunity – eg promoting social and life skills – modelling cutlery use, clearing up.  Healthy options are presented in an attractive way – eg carrot batons, sliced fruit  **EVIDENCE: provide detail in the action plan your setting’s positive lunchtime arrangements and the impact it has on the healthy eating learning opportunities for the children.**  **EVIDENCE UPLOAD: please upload a photo of your normal lunchtime environment**  *We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group but no wider than this group.* |  |  |
| **Growing Food**  A growing area is developed or pots and planters are used where space is limited eg for herbs and food plants which are simple to grow such as strawberries.  Resources including books are used to encourage discussion around composting, growing, recycling and learning about the environment. This could also include bug hotels and other wildlife aspects at the setting for children to explore.  Provision of a compost scheme including eg fruit waste, scrap paper and staff teabags/ coffee grounds is considered alongside general waste and recycling schemes.  **EVIDENCE: provide detail in the Action Plan of** **how children are encouraged and involved in growing and composting/ recycling/ reducing plastic use/ learning about looking after the wider environment.** |  |  |
| **Promotion of good oral health for children**  The setting is promoting good oral health. This should include:   * Links to the promotion of self-care, healthy eating and physical development. * Talks about healthy food and drinks that help to grow strong teeth, and those that do not. * Children looking at their own and each other’s teeth, using mirrors. * Talks about tooth brushing with fluoride toothpaste and giving families knowledge and practical advice to support oral health at home.   The setting could also support good oral health by:   * visiting dentists or having them visit you * providing or showing toothbrushing kits * showing toothbrushing routines * sharing on line resources with children and their families   *N.B. This requirement does not mean that settings must carry out supervised toothbrushing. Settings will not be required to assess children’s oral health.*  **EVIDENCE: provide detail in the Action Plan of how the setting is promoting good oral health and all children are actively encouraged to look after their own teeth** |  |  |
| **Staff CPD**  All staff who handle or prepare food have up to date Food Handling Certificates and are fully trained in food storage, preparation, cooking and food safety. Child minders have an up-to-date environmental health check.  Staff have access to CPD opportunities relating to children’s oral health (see training section on the healthy schools website)  There are CPD opportunities for leader(s) and / or staff to develop their practice and provision in supporting and promoting healthy eating and wider healthy lifestyles and there is a positive impact on the practice and provision in the setting.  The setting are able to identify and engage with children who may require further support around any issues related to eating and drinking and communicating this to families and external support if required.  **EVIDENCE: provide detail in the action plan relevant staff training and what impact this has had on provision.** |  |  |
| **Working in partnership with families**  The setting actively works in partnership with families to inform them about the settings positive approach to healthy eating and how this can be supported in the home setting.  Families and children are consulted and encouraged to give feedback (e.g. survey/questionnaire, comments box) about the meals and snacks offered  Families are signposted to appropriate information and support both within the setting and supporting external agencies to support the family around healthy eating (e.g Change 4 Life leaflets)  If possible there are opportunities throughout the year for families and children to jointly take part in healthy eating activities  **EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on promoting healthy eating.**  **If appropriate, add in the website link to communications with families about health and wellbeing and signposting of information/ groups/ services for families.** |  |  |
| **NEXT STEPS**  **What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to Healthy Food?**  **Please detail below:** | | |