



**Healthy Food
North Yorkshire Healthy Early Years award**

**Kirkgate Childcare
Behind the Old Girls School
Sherburn-in-Elmet
Leeds
LS25 6BL**

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](#). 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

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

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	The Manager champions healthy eating in setting and has chosen to apply for the Healthy Early Years Award to support us in reflecting on our current practices around healthy foods and lifestyles and to continue to improve our practice. SEE ATTACHMENT – HEALTHY EATING POLICY SEE ATTACHMENT – WHOLE FOOD POLICY	<ul style="list-style-type: none"> Review our Healthy Eating Policy – July 2024 (Complete) Develop a Whole-Setting Food Policy to be shared with staff, children and families – July 2024 (Complete) Highlight our Whole-Setting Food Policy at Home Visits

<p>framework and encouraging healthy pack lunches where food is brought in from home.</p> <p>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.</p> <p>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)</p>		<p>with new families, encouraging parent partnership around supporting our children to eat a nutritionally balanced diet. – Implement with new families from July 2024 (Complete)</p> <ul style="list-style-type: none"> • Share the Whole-Setting Food Policy with existing families encouraging parent partnership around supporting our children to eat a nutritionally balanced diet. – July 2024 (Complete)
<p>Curriculum - Early Years Statutory Framework</p> <p>The PSED Educational Programmes from the</p>	<p>Children in the setting are supported to manage emotions, develop a positive sense of self and have confidence in their own abilities. Through adult modelling, such as eating alongside children at lunch and snack times,</p>	

<p>Statutory framework for the early years foundation stage are effectively implemented in the setting</p> <p>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"</p> <p>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.</p> <p>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</p>	<p>guidance and planned activities, children learn how to look after their bodies, which includes eating healthily.</p> <p>Staff in the setting regularly talk with children about the importance of healthy eating, oral hygiene and exercise. Staff make use of picture books to ignite children's interest and curiosity towards the different aspects of a healthy lifestyle, and to explain the importance of healthy eating on their body's development.</p> <p>Example of books used., e.g. The Very Hungry Caterpillar, Oliver's Vegetables, The Runaway Pea, This is How We Keep Healthy, Which Food Will You Choose? Vegetables Non-Fiction Book, Cookbooks in the Home Corner.</p> <p>Key Persons build a strong relationship with children and families which supports children PSED development. Staff work in partnership with parents, giving daily handovers and hold a termly parents evening to discuss their child's progress and development in more depth. Children's development is tracked using and EYFS tracked document which clearly outlines each child's next steps and is shared with parents and all staff in the setting to promote a holistic approach to each child's development.</p> <p>Children regularly participate in planned food preparation and cooking activities. Recipe cards are shared so that children can consolidate their learning at nursery by cooking the meal at home again with their families.</p> <p>Children participate on outings that promote healthy eating, such as trips to the supermarket to purchase healthy foods for</p>	<p>Children are given a recipe sheet to take home following a 'Little Cooks' session to promote parent partnership, in future we will also invite children's parents/carers to our 'Little Cooks' sessions – Start September 2024 (Implemented)</p>
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<p>lifestyles. This could include inviting families to participate in food activities to support development of healthy cooking skills, taster sessions and recipe sharing.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>snack time. We walk to our nursery allotment every week to grow our own fruits and vegetables. We visit the local orchard, which is a fantastic place for a run around and to pick apples from the trees to use in our baking at nursery or take home. At the library, we often lend books about healthy eating and being active and have also looked at recipe books in the library where the children choose a healthy recipe to make back at nursery.</p> <p>SEE ATTACHMENT – Evidence: Importance of Healthy Eating</p> <p>SEE ATTACHMENT – Evidence: Healthy eating links to further activities</p>	
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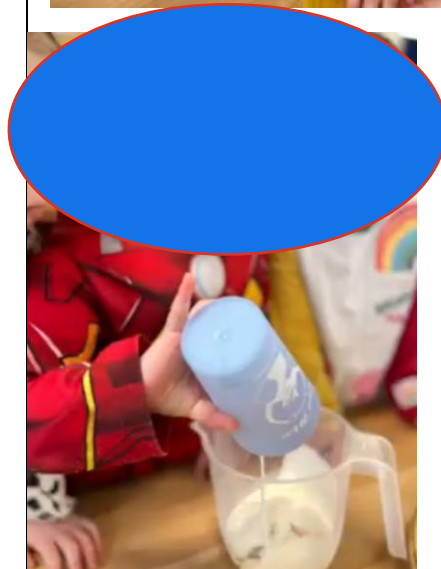
<p>short summary and information about the positive impact it has on children).</p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.</i></p>		
<p>The voice of the child</p> <p>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.</p> <p>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</p>	<p>Staff members listen to the voice of child in daily practice and include the perspectives, preferences and feelings of the children in our care in decision -making processes. The voice of the child is collected through child-led conversations, group discussions, offering choices play-based interactions and observations where it is just as important to listen to children’s non-verbal cues as well as their verbal ones. This approach helps our children to feel valued, supports our understanding of children’s needs and helps shape activities and the learning environment to align with children’s interests, which helps to spark more engagement in activities around healthy eating.</p> <p>Children are offered a variety of healthy foods at snack times and are encouraged to make decisions for themselves such as which foods they would like to eat, using tweezers to place their chosen foods in the bowl or whether they would like to drink milk or water. Children are encouraged to try different foods but never pressured to try a new food, and we listen to and respect a child’s feelings around food.</p> <p>SEE ATTACHMENT – THE VOICE OF THE CHILD</p>	<p>When it is not possible for children to visit the supermarket and choose foods themselves, staff will carry out a shopping list activity with the children where they decide what fruits, vegetables or healthy snack foods they would like to try for the rest of the week so that children still have input and make decisions about the food they would like to eat at nursery – implemented July 2024</p>

<p><i>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.</i></p>		
<p>Statutory requirements for meals, snacks and drinks provision are being met in the setting and adhering to allergy requirements.</p> <p>Leader must ensure all aspects set out in the EYFS framework in relation to food are being met. This includes:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>We offer children opportunities to try a variety of healthy food and, where possible, link this to different themes throughout the year which support children's learning of 'Understanding the World'. For example, during Chinese New Year, the children enjoy trying oriental foods such as vegetable noodles and rice at snack time. One child in attendance is of Chinese heritage and brings in a box of oranges to share with her friends to celebrate the New Year which is a tradition she follows with her family. On Pancake Day, the staff organised and supervised an activity where the children cooked pancakes on a hot plate and ate them with a selection of fruit that they had prepared.</p>	

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.






Children use real vegetables in the mud kitchen to support role-play and understanding the world.



We regularly talk with children about making healthier food choices, often using books to facilitate conversations. Lunch time is a social occasion where children sitting in key groups with an adult. The adult eats their healthy lunch alongside the children, role modelling healthy eating and provide conversation opportunities about choosing healthy foods. Children are allowed to bring a small treat in their lunchbox if parents wish but they are strongly encouraged to eat their

	<p>mains and healthy foods first, promoting understanding that 'treats' are a smaller part of a balanced diet.</p> <p>SEE ATTACHMENT – EVIDENCE EXAMPLE OF SNACK TIME</p> <p>An example of foods offered at snack time: A selection of chopped up fruits and vegetables Plus a savoury snack such as wholemeal crackers/rice cakes A dairy product such as cheese, cream cheese for dipping veggies in or yoghurt to eat alongside fruit.</p> <p>Our statement that food and drink provided complies to EYFS regulations (taken from our Whole Food Setting Policy)</p> <p>At Kirkgate Childcare we believe that mealtimes should be a happy and social occasion for children and staff alike. We promote shared, enjoyable positive interactions at these times. We are committed to offering children healthy, nutritious snacks which meet individual needs and requirements. Encouraging healthy eating habits and learning about food is particularly important in early years.</p> <p>The Statutory requirements in the Early Years Foundation Stage (EYFS) states:</p> <ul style="list-style-type: none"> • The provider must promote the good health of all the children • Where children are provided with meals, snacks, and drinks, these must be healthy, balanced and nutritious • Fresh drinking water to be always available <p><i>At Kirkgate Childcare we aim to work in partnership with parents/carers to support the health and development of all children by encouraging a nutritionally balanced diet and</i></p>	
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	<p><i>positive approach to food and mealtimes in line with EYFS requirements.</i></p> <p>Water Bottles Children have access to water bottles all day. Water bottles are refreshed after lunch time (and more frequently on hot days) and regularly checked by grown-ups to ensure children are drinking enough throughout the day.</p> 	
<p>Packed lunches (if allowed)</p> <p>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</p>	<p>We have limited cooking facilities onsite and as such all children bring a packed lunch to nursery.</p> <p>We encourage all parents and carers to bring a healthy packed lunch to support children in eating a nutritionally balanced diet. Information is provided to parents in person, where parents may ask for suggestions for lunch, following our advice, many parents choose to bring a hot flask so children can enjoy a hot</p>	

<p>friends regardless of food choice.</p> <p>Information is provided for families about the recommendations for a Healthy Packed Lunch and snacks and any restrictions eg nuts.</p> <p>EVIDENCE: provide detail in the action plan how information is provided to families to encourage healthy packed lunches.</p>	<p>meal at lunch time such as pasta, curry or stew. Others choose to bring sandwiches, pasta salads, 'picky bits' lunches with selections of meats, cheese and crudites.</p> <p>We also provide information online, through our websites blog (SEE EVIDENCE – Lunchbox Blog) and private Facebook group where we share regular ideas to encourage parents to bring healthy lunches into setting (SEE EVIDENCE – Healthy Lunchbox Facebook Post)</p> <p>(SEE EVIDENCE – An Example of our Children's Lunch Boxes)</p>	
<p>Dining and eating environment</p> <p>Snacktime and lunchtime are given clear priority within the day.</p> <p>Children of different ages eat together, where practical.</p> <p>Children are supported to be independent e.g pouring their own drinks, choosing food items etc</p> <p>Children are enabled to make choices and feed themselves, where possible. Positive eating examples are shared, eg staff eating with children</p>	<p>Children sit at the table in smaller groups to promote a calmer lunch time environment.</p> <p>(SEE PHOTO EVIDENCE – Lunch Time Environment)</p> <p>Children eat alongside an adult from their key group and sit in a mixed aged group. The adult role models eating healthily and using good and safe table manners.</p> <p>The children also sit in a mixed age group and as the academic year progresses the older children act as good role models to the younger children at lunch time, modelling good sitting whilst eating to reduce any choking risks. To encourage independence, when children are ready, they are able to access their lunch box themselves, making good choices to eat their mains, fruit and vegetables first before their small treat if their parents have chosen to pack one.</p> <p>At nursery lunch time is a social occasion where children and grown-ups have opportunities to talk about healthy foods and the effects that foods have on our body, such as giving us lots</p>	

<p>and new foods are tried in a positive way.</p> <p>Lunch and snack times are used as a positive learning opportunity – eg promoting social and life skills – modelling cutlery use, clearing up.</p> <p>Healthy options are presented in an attractive way – eg carrot batons, sliced fruit</p> <p>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.</p> <p>EVIDENCE UPLOAD: please upload a photo of your normal lunchtime environment</p> <p><i>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</i></p>	<p>of energy to play, helping us to grow bigger and stronger, helping us to feel happy and good about ourselves.</p> <p>Children with allergies sit next to the grown-ups to allow them to be more closely monitored at lunch time. We discuss allergies in a positive way to ensure no child feels 'singled out'. One of our staff members has a dairy allergy and talks about this positively and openly with the children, promoting the children's understanding of eating alternative foods to keep ourselves safe and looking at and checking food labels to check the ingredients in different foods.</p>	
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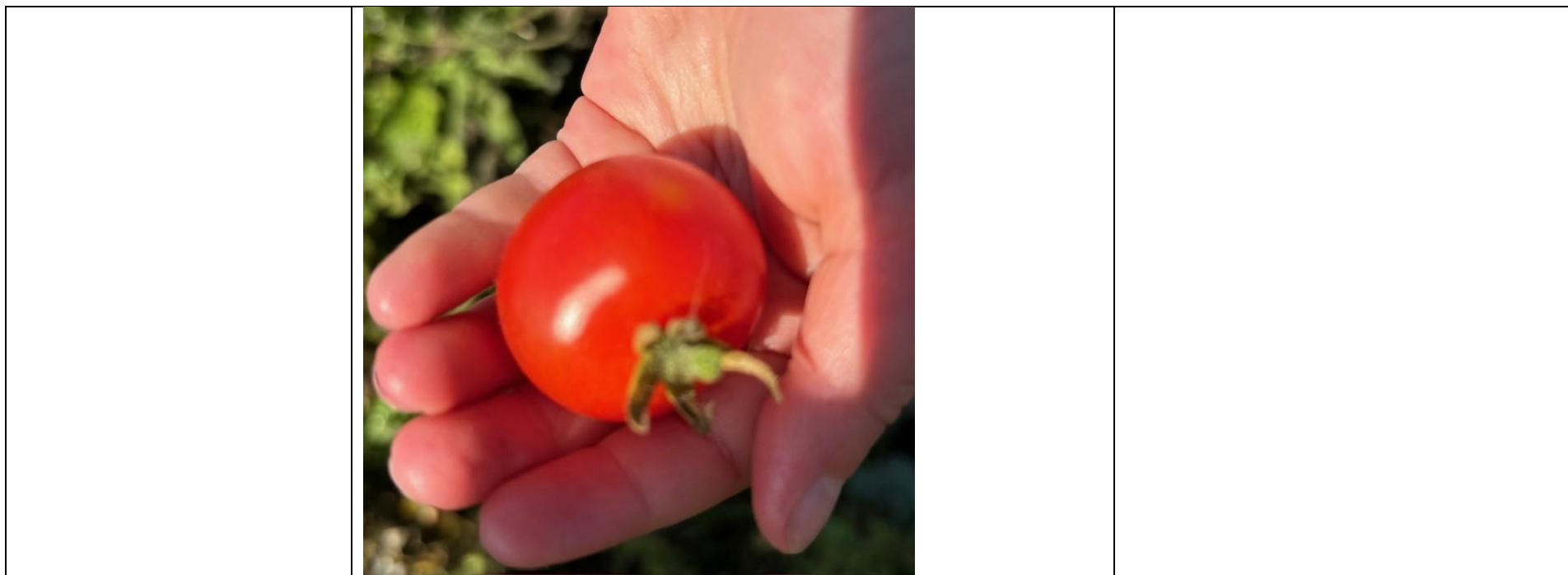
<p><i>quality assurance group but no wider than this group.</i></p>		
<p>Growing Food</p> <p>A growing area is developed or pots and planters are used where space is limited eg for herbs and food plants which are simple to grow such as strawberries.</p> <p>Resources including books are used to encourage 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.</p> <p>Provision of a compost scheme including eg fruit waste, scrap paper and staff teabags/ coffee grounds is considered alongside general waste and recycling schemes.</p> <p>EVIDENCE: provide detail in the Action Plan of how children are encouraged and involved in growing and composting/ recycling/ reducing plastic use/</p>	<p>Children are given lots of opportunities to grow fruits, vegetables and herbs whilst at nursery. We do this on a small scale at nursery, where children may plant in pots or planters in the garden. And at least once a week we visit our allotment where children enjoy growing a larger variety of fruits and vegetables and use different tools to care for the plants and soil at the allotment. The children really enjoy the allotment and comment on the growth of their plants as they go back each week. Children bring back produce from the allotment to share with friends at snack time which encourages conversations about growing foods. (SEE PHOTOS BELOW)</p> <p>The children take it in turns to help the adults carry out the recycling. Children learn about different materials and the importance of giving materials ‘a new life’. Children’s understanding of recycling is supported through reading the book ‘The life of a little cardboard box’ and talking with grown-ups. We use this understanding of recycling to teach children to be resourceful and less wasteful, for example, using just one paper towel to dry their hands, as anymore is creating more rubbish unnecessarily. (SEE PHOTOS BELOW)</p> <p>At nursery we have a compost bin, and the older children take it in turns to help the grown-ups empty their peelings into the bin. This promotes children’s understanding of growth and decay.</p>	<p>The children really enjoy the ‘little cardboard box’ recycling story. We plan to go to the library to search for more books and stories that teach us about recycling to further children’s understanding. (Complete September 2024)</p>

learning about looking after the wider environment.	<p>The adults teach kindness in looking after all creatures. In Summer time the adults and children have worked together to make a sugar water solution to feed a tired bumble bee, and watched as he gained the strength to fly away again. Children often have mini-beast hunts and use magnifying glasses to closer inspect the wildlife in our nursery garden and at the allotment. Children are able to hold bugs such as ladybirds should they crawl onto them which is excellent to get a closer look but children always need to use the 'gentle hands' when handling living creatures.</p>	
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- 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.

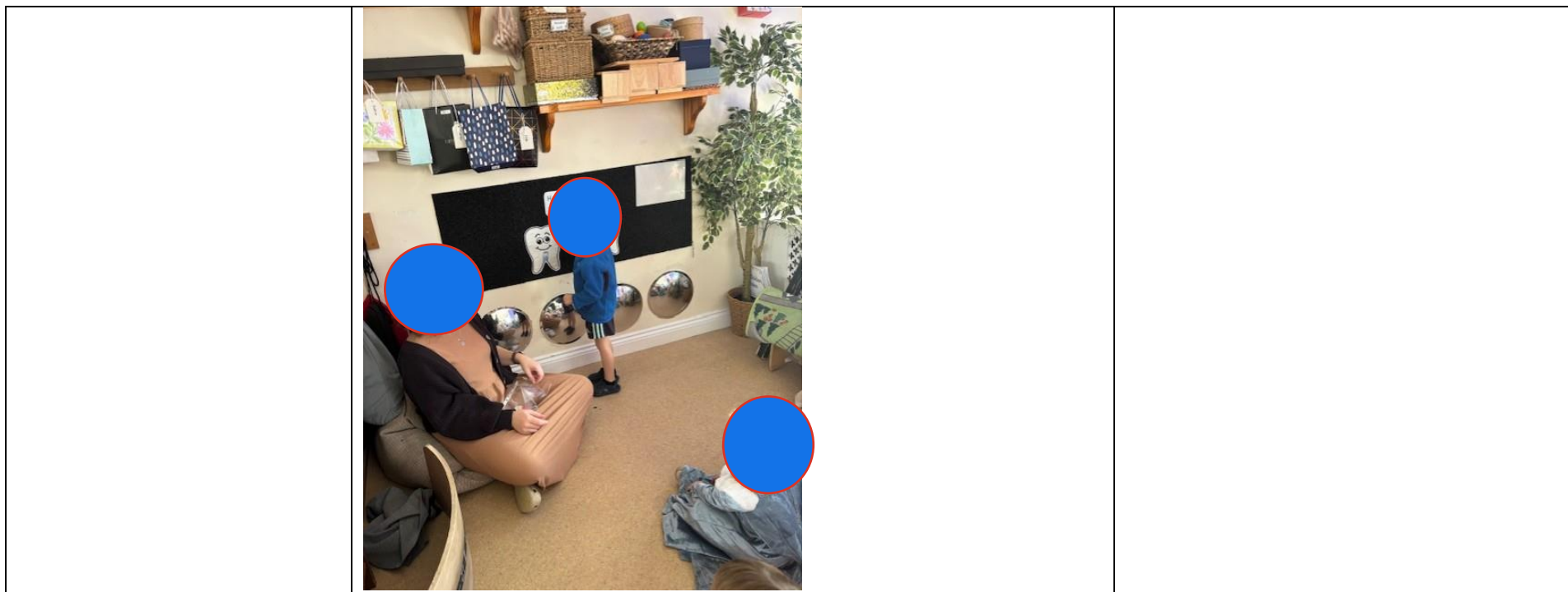
EVIDENCE: provide detail in the Action Plan of how the setting is promoting good oral health and all children are actively encouraged to look after their own teeth




hygiene.








		
<p>Staff CPD</p> <p>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.</p>	<p>All staff in setting have completed Level 2 Food Hygiene. This has impacted the setting by ensuring that safe food preparation and handling techniques are adhered to in setting, significantly reducing the risk of food contamination.</p> <p>All staff in setting have completed Level 3 Emergency Paediatric First Aid. This training has impacted the setting by promoting safer mealtimes, as staff are knowledgeable in how to reduce the risks of children choking and how to administer emergency first aid in the event of choking. This course also provided staff with how to identify signs of food allergies and</p>	<p>All staff to complete the 'understanding allergens and anaphylaxis' Flick Training to refresh and supplement their knowledge in this area – completed September 2024</p>

<p>Staff have access to CPD opportunities relating to children's oral health (see training section on the healthy schools website)</p> <p>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.</p> <p>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.</p> <p>EVIDENCE: provide detail in the action plan relevant staff training and what <u>impact</u> this has had on provision.</p>	<p>anaphylactic shock and how to administer epi-pens correctly in the event of an emergency.</p> <p>'Picky Eaters Online Training' March 2024 – A staff member attended this training and cascaded the information to other staff members in a team meeting. This training was useful in supporting staff members to identify and offer support to children showing signs of picky eating or food anxiety. This training was also shared with and attended by some parents at the setting. This training has been very useful to support a child who shows signs of food anxiety, who now has a Care Plan and Individual Learning and Provision Plan in place to support her during mealtimes and to ensure a consistent approach around foods at home and nursery.</p> <p>A staff member has completed Flick Learning Rospa-assured training 'understanding allergens and anaphylaxis' – this has impacted the setting by supplementing staff members knowledge on allergens, preventing cross-contamination, allergy awareness and how to prevent anaphylaxis. All staff to complete this training to supplement their knowledge.</p>	
<p>Working in partnership with families</p>	<p>At Kirkgate Childcare, working in partnerships with parents and families is a key part of our ethos. Right from the first home visit we explain how we work in partnership to support our children's development and the importance of the Key Person</p>	<p>Promote growing and planting at home. Plant some plants for children to take home and care for with</p>

<p>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.</p> <p>Families and children are consulted and encouraged to give feedback (e.g. survey/questionnaire, comments box) about the meals and snacks offered</p> <p>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)</p> <p>If possible there are opportunities throughout the year for families and children to jointly take part in healthy eating activities</p> <p>EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on promoting healthy eating.</p>	<p>role in building that relationship with families to better understand and support the children in our care. Please see – https://kirkgatechildcare.co.uk/parent-partnership/</p> <p>This approach is used to support healthy eating and good oral hygiene for children at home as well as in setting, promoting the holistic health and wellbeing of children in our care.</p> <p>Parents are given a daily handover about their child's experience at nursery, which includes feedback of the child's lunch time and eating habits throughout the day. This is a great opportunity for practitioners to share any food likes or dislikes expressed by the child, as often children try different foods at snack time.</p> <p>We hold termly Parent Consultations, where parents discuss their child's development, health and wellbeing with their child's Key Person in more detail. This is an opportunity to discuss next steps in more detail and to provide extra support or signpost to other services regarding children's health if appropriate.</p> <p>Some parents join us to attend our Little Cooks sessions, where a chef comes to lead a cooking activity, following a recipe with children and bringing cooking equipment to use with the children. All parents have commented on what a positive experience the Little Cooks sessions are and some parents who have attended have expressed how it's giving them more ideas on how to incorporate their little ones to join in with cooking and preparing food at home. For those parents who cannot attend the activity, we send home recipe cards so</p>	<p>parents – IMPLEMENTED AUGUST 2024</p> <p>Our spider plant had seedlings and the children replanted the seedlings in their own little pots to take home. A parent has emailed us a picture, sharing they have re-potted the plant and it is thriving!</p> 
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<p>If appropriate, add in the website link to communications with families about health and wellbeing and signposting of information/ groups/ services for families.</p>	<p>that children can recreate the recipe they have made at home if they wish.</p> <p>We provide information on healthy eating and signpost parents to external services where appropriate. For example, we offer Change 4 Life and HENRY portion guide leaflets for parents. We recognised that many parents did not fully understand the reasoning behind our 'no juice policy' so we took time to explain to parents the impact of regularly drinking juice on children's teeth and also created a poster to increase parents' awareness.</p> <p>In cases of suspected medical needs, we have signposted parents to their children's GP where we suspect the possibility of food intolerances, encouraging parents to begin a food diary (which we complete whilst they attend nursery) for them to take to the appointment. Furthermore, one parent who was very worried about their child's food anxiety has accessed a North Yorkshire online 'picky eaters' training to support their child's anxiety around food.</p>	
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Why have we implemented a 'No Juice Policy'?

Government guidance states that early years providers must promote good oral health of children who attend their setting.

Oral health is important, even with baby teeth. This is because children's baby teeth:

- help them to bite and chew
- support speech and language development
- help them feel confident when they smile
- make space for and help to guide adult teeth

Good oral health also keeps children free from toothache, infection and swollen gums.

The problem with juice...

When children drink diluted juice throughout the day this increases the risk of cavities.

Even though children might not be getting that many grams of sugar, dentists are more concerned about the *frequency* that children's teeth are exposed to sugar.

Drinking a cup of full-strength juice at mealtime isn't that bad for their teeth, but sipping on juice-flavoured water all morning or afternoon is.

Every time the mouth is exposed to carbohydrates, like with juice, the oral bacteria make acid. That acid hangs around for about 20 minutes before the acid is neutralized by your child's saliva. Unfortunately, those acids on the teeth are what cause tooth decay and cavities. So, sipping on diluted juice all day is just exposing the teeth to acid all day and inviting tooth decay.

Even sugar-free varieties contain harmful ingredients such as citric acid and artificial sweeteners.

The best thing for your child to drink in between meals is plain water or milk. Offering water in fun cups and water bottles, or adding ice, can make it more appealing.

If children still refuse plain water, you can offer them flavoured water, which is gradually watered down. The goal is to slowly wean children off the flavoured water until they are just drinking plain water between meals.

Children are welcome to bring juice as part of their packed lunch if parents choose. Drinking juice with meals helps reduce the risk of tooth damage, as the teeth are already exposed to some acids during mealtimes. This limits the additional harm that might occur if juice is consumed on its own between meals.

Thank you for your cooperation. If you have any questions, please speak to your child's Key Person.



<p>NEXT STEPS</p> <p>What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to Healthy Food?</p> <p>Please detail below:</p> <p>Use our allotment to promote partnership between home. Children grow seasonal fruits and vegetables to enjoy in nursery. We aim to grow more fruits and vegetables that children can take home to share and cook with their families.</p> <p>Share a weekly healthy recipe with parents on our Facebook group, a recipe that the children can help get involved in, to promote cooking together at home and trying different healthy recipes. This will also act as a discussion point throughout the week as adults and children can talk about the weekly recipe and whether they made it and enjoyed it or not.</p> <p>We have identified that children really benefit from our Little Cooks sessions. These are arranged and a chef comes to nursery to teach the children new recipes. We have decided that we will continue to run our Little Cooks but also adapt them, offering more sessions in nursery that are run by our Practitioners. Our EYP's are eager to deliver more cooking sessions and feel confident to do so after observing and helping to support the Little Cooks sessions.</p> <p>We are excited that a new family that have joined us have a Mum who is a dental nurse. We have discussed with Mum and she is happy to come and do some activities with the children talking about visiting the dentist and the important of looking after our teeth. Going forward we hope that any parents with relevant jobs will be able to deliver similar sessions to support being healthy and looking after our bodies.</p>		