

# The Voice of the Child

As part of our curriculum, we aim that all children feel confident in express their needs, thoughts and feelings. We encourage this in relation to Healthy Eating in setting. Here are some examples of how we capture the voice of the child in relation to healthy eating.

- Snack time – we offer snack on a small-scale free flow basis. Four to six children sit at the snack table at a time, allowing for meaningful interactions between the adult and children. Children are offered snack 3 times a day and are encouraged to have snack, but it is their choice to listen to their bodies and decide if they want to have snack each time. Children are involved in all areas of snack time, from helping set up the table, choosing what foods we will eat, preparing foods. Children independently choose which foods they would like. Snack promotes lots of conversation around healthy eating and looking after our bodies and is great time for the adult to listen to and collect the children's voice.
- A snack selection is delivered at the beginning of each week and is supplemented by a trip to the shop midweek. Whenever possible, children will visit the supermarket with adults to explore different foods and choose some foods for themselves and friends to enjoy at snack time in nursery.
- On occasions where it is not possible for children to attend the supermarket with the grown-ups, we have implemented a new shopping list activity where children look at different pictures of fruits and vegetables and decide in Together Time which foods they would like the grown-ups to buy to try at snack time.
- Children are included in decision-making around what fruits and vegetables we grow at our nursery allotment and feel a sense of



achievement when harvesting them to take back to enjoy with friends at snack time. This sparks some brilliant conversations around Healthy Eating and what other foods we would like to grow. We recently grew our own raspberries as we noticed that they were a favourite with the children at snack time.



- Adults follow children's interests and listen to children's views when planning activities. For example, children may ask to make a specific food during an activity or choose a recipe from a book at the local library for us to make together in nursery. We recently made tropical smoothies which the children enjoyed, and a child expressed they would like to make a smoothie with strawberries like they do with their Mummy, so we planned this as a follow-up activity the next week.
- As we do not have cooking facilities on site, children bring a packed lunch from home to nursery. Parents are given lots of ideas for lunchboxes and we encourage parents to prepare their child's lunchbox as a joint activity where possible. This approach has been particularly helpful for some children going through a 'picky eater' phase. We regularly feedback to parents about their children's preferences at lunchtimes and any different foods they have tried at snack time to supports parents in preparing packed lunches that are healthy and an enjoyable experience for each child.