

HEALTHY EATING POLICY

Rationale

Forfar ELCC along with Angus Council have a duty to promote positive attitudes to good nutrition through the provision of healthy food and eating patterns for young children. Snack and meal times provide opportunities to promote children's understanding of the importance of healthy eating as well as helping to promote independence, language and social skills. Snack and meal times should be happy occasions for all children. Food and drinks provided must be served in accordance with local and national guidelines (follow links below) and should ensure that all individual cultural and dietary requirements are met.

[Care Inspectorate - Food Matters \(2018\)](#)

[NHS Health Scotland - Setting the Table \(2018\)](#)

[Public Health England - The Eatwell Guide \(2016\)](#)

This guidance will help providers and staff to take into account the relevant [Health and Social Care Standards](#)

1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.

1.33 I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning.

1.34 If I need help with eating and drinking, this is carried out in a dignified way and my personal preferences are respected.

1.35 I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible.

1.36 If I wish, I can share snacks and meals alongside other people using and working in the service if appropriate.

1.37 My meals and snacks meet my cultural and dietary needs, beliefs and preferences.

1.38 If appropriate, I can choose to make my own meals, snacks and drinks, with support if I need it, and can choose to grow, cook and eat my own food where possible.

1.39 I can drink fresh water at all times.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

3.1 Ensuring wellbeing, equality and inclusion

3.3 Developing creativity and skills for life and learning

This policy will be monitored by / through: Audit of cleaning records, fridge temperatures, menus, My World information, food allergy information, cleaning routines, parental consultation, planning records, CPD records

This policy will be reviewed in:	12 months
Review Date:	August 2024
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To promote a healthy diet for essential growth and development • To promote positive attitudes and enjoyment of food • To use snack and meal times to provide a broad range of learning opportunities • To involve parents and the wider community in promoting healthy eating and learning opportunities at snack and mealtimes • To ensure high levels of food safety and hygiene are maintained at all times 	<ul style="list-style-type: none"> • Foods will be nutritious and meet current national standards for children • Children are involved in planning, preparing and reflecting upon snack experiences • Staff will exploit the cross curricular learning potential of snack and mealtimes in their engagement with the children • Parents and the wider community have an understanding of how snack and mealtimes can promote health and provide a broad range of learning experiences 	<ul style="list-style-type: none"> • Staff have knowledge of and follow the guidance in the following documents – • Care Inspectorate - Food Matters (2018) • NHS Health Scotland - Setting the Table (2018) • Public Health England - The Eatwell Guide (2016) • Health and Social Care Standards (2017) – (Standards – 1.6, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39) • How Good is Our Early Learning and Childcare Quality Indicators – 3.1 and 3.3 • Staff undertake appropriate Food and Hygiene training to support snack and meal provision – and update as and when required • Appropriate opportunities are provided to engage children in planning, preparing and sharing their views about snack/meals • Snack and mealtimes are used as a meaningful context for promoting children's learning across the curriculum • Communication and information about snack and mealtimes is shared between the setting and families, firstly during the initial induction process using the My World booklet • Staff have knowledge of individual cultural and dietary requirements and ensure these are adhered to • Strategies are in place to encourage parental and community involvement in snack