

General information

Name of setting: Super Stars Preschool

Name of staff member responsible for food policy: Sarah Biddle - Sandra Burgess

Date of policy implementation: 06-01-2025

Section 1

Overall aim of the policy

Super stars Preschool is committed to promoting the health and wellbeing of our children and their families. Through our holistic approach to food policy, we intend to ensure all food enjoyed at *the setting* is healthy, balanced and nutritious while also promoting the positive social aspects of sharing mealtimes. We aim to extend children's and their family's knowledge and understanding of healthy food choices enabling every child to establish healthy eating habits.

Mission statement/rationale

Our commitment to providing healthy, balanced, and nutritious food choices within a positive social environment is underpinned by the [Statutory Framework for the Early Years Foundation Stage \(2021\)](#) and draws on guidance from the [Eat Better, Start Better](#) document and the [Example Menus for Early Years Settings in England, parts 1 and 2](#). We have sought to understand current data from the [National Child Measurement Programme](#) with the clear intent of being able to contribute to children's healthy weight and future life chances.

Development and implementation of the food policy

This policy has been jointly developed by Sandra Burgess and Sarah Biddle *with contribution's children and staff*. The policy contents are not final and further comments and views are welcomed and will inform future reviews. The policy forms part of our *staff* induction procedures and is shared with all new families as part of the initial registration process. The policy is also accessible via our [website/policy folder/online system/other](#). The policy is reviewed at least annually.

When and who the policy applies to

This policy applies to all food and drinks brought into the setting and consumed by and with the children. It also applies to food consumed by and with the children at events and on outings.

Food consumed away from and out of sight of the children, for example in the staff room is not bound by this policy but it is encouraged.

The policy applies to food and drinks, prepared and cooked at *Super Stars Preschool*. including activities such as baking with the children It applies to food provided by parents in lunchboxes.

Section 2

Food and drink provision

- The age range of children attending the setting are., toddlers ,2- 3-4's, of age
- Meals are provided – Snack
- The menu is rotated weekly on a four week programme.
- What drinks are provided and what can be brought in – only milk (including alternatives soya, oat etc) or water
- Parents are encouraged to not provide drinks e.g., no juice, flavoured water, squash, or fizzy drinks at Lunch time.
- Fresh drink water is always accessible, filtered water machine
- What times are snack and meals offered 9.30am snack-Lunch 12.15pm
- Snacks
 - At snack time we offer, fruit, vegetables, cereal, toast, crackers, cheese, butter, dairy free produce when required.
- Lunchboxes
 - Be clear on the expectations for the content of lunchboxes and signpost to or create additional information to support healthy choices. E.g. <https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/> <https://foundationyears.org.uk/wp-content/uploads/2017/11/Healthy-packed-lunches-for-early-years-FACT-SHEET.pdf>
 - **What is not allowed** e.g. chocolate, nuts, sweets, grapes, cocktail sausages, popcorn, No seeds or marshmallows.
 - Fruit, vegetables, dairy, bread, pasta, starchy foods is encouraged in lunch boxes. Cut large fruits or veg into slices NOT chunks, remove stones and pips.
 - Food in lunch boxes is to be kept fresh with a frozen block and food to be cut length ways to prevent choking.
 - No items for heating be included E.g., soup, pasta. They can be bought in a flask.
 - Ensure all items packaged – can be opened by the child to promote independence, in preparation for going up to school.
 - Promote choices to promote children's development, e.g., yoghurt pots with spoons rather than 'sucky' yoghurts
 - Amount and portion sizes – what is enough – link to further information and guidance e.g. <https://cwt.org.uk/wp-content/uploads/2015/02/CHEW-1-4YearsPracticalGuide3rd-Edition.pdf>
 - <https://foundationyears.org.uk/eat-better-start-better/>
 - <https://family.kentcht.nhs.uk/>
 - <https://www.nhs.uk/healthier-families/food-facts/sugar/>
- Role of the setting.
 - How do we ensure all meals are balanced and nutritious? What guidance do we follow e.g. <https://www.gov.uk/government/publications/example-menus-for-early-years-settings-in-england>
 - How often are menus updated, weekly
 - Parent can access the menu on notice board
 - We involve the children in preparation/cooking
 - How are different diets catered for

- *The children are involved. E.g. preparing food, choosing for the menu, shopping, and growing veg in the nursery garden.*

Communicating with children, families and the wider community

- *Parents are encouraged to contribute ideas to menus and food choices.*
- *Parents can view what is offer at snack by the menu in reception*
- *Children are encouraged to offer their views on snack ideas.*
- *What information is shared with families to promote healthy food choices both at the setting and in the home? This policy with links to healthy foods.*
- *In exceptional circumstances parents/carers can join their child for snack and lunch.*

The eating environment and social aspects of mealtimes

- *Benefits of mealtimes – social experience, promotes language development and physical development (prime areas)*
- *Adults as positive roles models – Promoting good sitting and eating, snack/lunch time can also build children's social, emotional and cognitive skills, as well as building up their resilience,*
- *We promote a positive eating environment e.g. tablecloth, real cutlery.*
- *Children sit around a table with five chairs and one adult to support them.*
- *There is a space adapted for mealtimes within the classroom*
- *Children lay the table, putting a tablecloth and any cups or cutlery*
- *Staff expectations – e.g., sitting with the children, eating with them*
- *Children self-serve.*
 - *Safety is maintained with adult supervision.*
 - *Portion sizes monitored, with adult supervision*
- *Children are encouraged to try new foods. Cutting them into shapes and making faces or characters.*
- *The children clear away after themselves, putting their plate and cup in a bowl.*
- *We use real cutlery and plastic bowls and plates.*

Celebrations and special occasions

- *We use food for celebrations, e.g. birthdays, festivals, events.*
- *In the settings curriculum we use food and drinks to help children reflect on their differences and what makes them unique; teach children to be respectful and recognise and appreciate diversity and learn more about their own and the wider community. E.g. [Theme weeks Healthy eating, making butter, the local farmer brings fruit and vegetables that have been grown in the village.]*
- *Families contribute to supporting children's understanding and help them learn about their own and the wider community. Parents are welcome to come in and cook or show children their traditional foods,*

Providing food for all

- *When a family register their child at Super stars, I request information to support individual children's dietary requirements, likes and dislikes, I may also contact HENRY team for advice. <https://www.henry.org.uk>*
- *Childs dietary requirements will be colour coded on the wall with their photo in the kitchen area. RED for serious GREEN for intolerance, YELLOW vegetarian/vegan, BLUE for cultural, religious, individual choice*
 - *cultural, religious, individual choice e.g. vegetarian, vegan*
 - *allergies, intolerances, SEND e.g. soft/liquid diet*
- *For severe allergies, staff have had training with Tiger Lily, Paediatric First Aid*
- *We identify, prevent and support eating disorders working with parents and a supported Health care plan.*
- *Children are made to feel valued and included, we will consider those on a different diet, supporting each child's needs and purchasing their requirement's.*
- *We support and encourage fussy eaters, by introducing the same foods on a regular basis, also making the foods look interesting by using shapes.*
- *Some children may have food fear, we will support the child with fun interesting foods and by asking the child if they would like to help prepare the food for snack.*
- *We will support families experiencing food poverty e.g. signposting to a food bank, healthy food vouchers.*
<https://sevenoaksfoodbank.co.uk>

Learning about and through food

- *The curriculum enables children to make healthy food and drink choices and support appropriate eating habits. By growing our own vegetables in the nursery garden, taking it home and cooking with an adult to make some delicious foods.*
- *We teach children to understand and make healthy choices, securing good habits. Using resources at circle time, talking about dentist, imaginary play in the home-corner.*
- *The curriculum extends children's experiences of food, e.g. trying new foods, learning about food from other cultures and communities, by introducing new foods at snack time. E.g. star fruit, avocado.*
- *WE support children's understanding of where food comes from, by growing food, using resources for imaginary play, healthy eating themes.*
- *We use food related activities shared with families to extend learning in the home. [checking sugar content within their lunch boxes, making a poster in the reception area to display the sugar content, veg taken home]*

Food safety and hygiene

- *Food is stored, prepared and cooked under the Environmental Health guidelines, each member of staff has level 2 food and hygiene training*
- *Checks are in place to ensure food is stored, prepared, cooked or reheated correctly under Environmental Health Guidelines and training*
- *Sarah Biddle/Sandra Burgess are responsible for monitoring food safety*
- *The setting has a food hygiene inspection every year. Our current hygiene rating is **5 STARS**.*

- Lunchboxes are stored in a lunch box rack, in the reception area away from sunlight all lunch boxes are encouraged to have coolers in.
 - We do not reheated food
 - The settings curriculum teaches children about food safety and hygiene including regular hand washing, using utensils in the correct way, supported by an adult
- Link food hygiene and food and drink policy*
<https://www.superstarspre-school.co.uk/Policies/>

Sustainability

- The settings curriculum teaches children about food sustainability by involving them in the entire process of obtaining ingredients, planning, preparing, setting out, and cleaning away. This can help with gaining confidence and interest at mealtime. Growing food at the setting, about the importance of bees, talking about recycling, and what materials can be recycled, talk about food waste and how it can turn into compost by doing an experiment, it's benefits for the soil.
- Super Stars secures a sustainable approach to food and drink provision, by making menus, storing foods correctly, eat foods in season, buy local produce, buy foods with minimal packaging.
- The setting reducing its impact on the environment by E.g. shopping local, growing own, using seasonal produce.
- Food waste is given to the settings pets.
- The setting uses food as a play resource e.g. pasta, jelly, cornflour.

Protecting children's health

- Adults' role in maintaining a safe environment, e.g., to prevent choking, is following guidelines on how to chop certain foods and we have a NO grapes, cocktail sausages or popcorn, seeds, marshmallows, policy within the setting.
- Staff training takes place to give adults the skills, knowledge and understanding to protect children's health, Paediatric First Aid, Level 2 in food hygiene and following Super Stars policies and procedures.
- The PANCO [physical activity and nutrition coordinator] in the setting has responsibility for children's physical and nutritional health and wellbeing, and champions best practice in physical activity and nutrition. [exercises, dancing, running games, and a regular look at nutrition on the snack men, oral health.]
- Snack menu, policy to encourage healthy eating is shared with parents/carers.
- Children's physical development is encouraged, e.g., independently using a cup, using spoons for yoghurts, child friendly knives and cutters for preparing food.
- Children's oral health is promoted and is shared with families to enable them to extend this in the home. We upload activities about going to the dentist and we have a resource of a mouth and teeth where the children can learn about brushing with a timer.
- When needed we will work with other professionals, e.g. health visitor, dietician

Evaluation and review of the setting's approach to food and drink provision

- This policy is reviewed and updated yearly or when needed
- Staff, contribute to its review.

- *We regularly assess and evaluate our food provision*
- *We keep up to date with food related legislation and current good practice by being signed up to Gov food hygiene website*
- *Staff training identified, delivered, and monitored*

Date for policy review: 06-12-2026

Signed: S Burgess and S Biddle

Dated: 06-01-2025