



Welcome to:

‘Nurturing Nutrition: Building Healthy Foundations in the Early Years’

Our presentation will begin shortly (4:35pm). Please keep this window open as we allow all participants to join.





WELCOME



Nurturing Nutrition: Building Healthy Foundations in the Early Years



Department
for Education



Foundation Years



FOUNDATION YEARS BEGIN BRIGHT

- Begin Bright are part of Cognition Learning Group
- Global group, operating its brands in the UK for 15 years
- 2024, named as new delivery partner for DfE funded Foundation Years programme
- Daily social media postings, monthly newsletter and resources and events





AGENDA



Wendy Ratcliff & Caroline Hearn, Ofsted

Early Years Foundation Stage (EYFS) Nutrition Guidance



Laura Lindon & Alex Robinson, Department for Education

Early Years Foundation Stage (EYFS) Nutrition Guidance



Claire Theobald, British Nutrition Foundation

Supporting Food Teaching in Early Years



Catherine Lippe, Nutrition Consultant

The Role of Early Years Educators at Mealtimes





HOUSEKEEPING

- The session will be recorded and continued attendance is your agreement to this. The event recording and presentation slides will be shared online on the Foundation Years website after the event.
- Q&A function open throughout, with Q&A session at the end of each presentation.
- Chat function is disabled but interactive features such as thumbs up are enabled.
- Engagement encouraged.





Department
for Education

Early Years Foundation Stage (EYFS) nutrition guidance

May 2025

Background

- EYFS requirement: **‘Where children are provided with meals, snacks and drinks, these must be healthy, balanced and nutritious’.**
- Current guidance: Example menus for early years settings in England - GOV.UK – required updating
- Targeted consultation with early year and nutrition experts to seek views on:
 - Replacing the Example menus with this new guidance: [Early Years Foundation Stage nutrition - GOV.UK](#)
 - Adding a new requirement in EYFS for providers to have regard to the new nutrition guidance



Guidance includes (non-exhaustive)

- Feeding babies
- Introducing solid foods and foods to avoid
- Food and drink guidelines for children aged 1 – 5 years
- Portion sizes
- Menu planning
- Recipes
- Communicating with parents and carers
- Cost effective healthy food
- Specific dietary requirements

Food and drink guidelines

Food	Guideline
Fruit and vegetables These include: <ul style="list-style-type: none"> • fresh, frozen, tinned or dried fruit and vegetables • pulses such as lentils and beans. 	<ul style="list-style-type: none"> • Provide at least 1 portion of vegetables and/or fruit as part at each main meal (breakfast, lunch, dinner) and as part of some snacks (not including dried fruit). • Provide a variety of vegetables or fruit across the day and each week. • Limit baked beans to once a week if this is being counted as a vegetable. • Avoid dried fruit as a snack. It should only be provided as part of a meal. • Avoid fruit tinned in syrup and choose fruit tinned in juice. • Avoid added salt and sugar in tinned vegetables and pulses and choose no added salt and sugar options or those tinned in water.
Starchy Carbohydrates These include: <ul style="list-style-type: none"> • bread • potatoes, sweet potatoes, and other starchy root vegetables • pasta and noodles • rice and other grains • breakfast cereals. 	<ul style="list-style-type: none"> • Provide a portion of starchy food as part of each main meal (breakfast, lunch and tea) each day. • Provide plain starchy food such as plain savoury crackers, or unsalted unsweetened rice or corn cakes as part of at least 1 snack each day. • Provide at least 3 different types of starchy food and a variety of wholegrain and white starchy foods across breakfasts, snacks, lunch and tea each week. • Provide wholegrain starchy foods for at least 1 breakfast, lunch and tea each week. • Limit sugar and salt content in breakfast cereals. Choose those with the lowest sugar and salt content which are labelled as 'low' (green).

	<ul style="list-style-type: none"> • Limit the salt content in bread and bread products. Choose those with a lower salt content which are labelled as 'low' (green) or 'medium' (amber) in salt. • Limit starchy foods which have been fried to a maximum of once a week (e.g. chips, fried rice and fried noodles). • Limit tinned pasta in sauce (e.g. spaghetti hoops) and choose no added sugar options. • Avoid cereals labelled as 'high' (red) in sugar such as sugar-coated or chocolate-flavoured cereals. • Avoid flavoured dried rice, pasta and noodle products e.g. packets and pots of instant flavoured noodles, pasta and rice.
Dairy and plain, fortified plant-based alternatives These include: <ul style="list-style-type: none"> • milk • cheese • yoghurt and fromage frais. 	<ul style="list-style-type: none"> • Provide 3 portions of milk and unsweetened dairy foods each day (which includes those provided at home). • Provide non-dairy alternatives that are unsweetened and calcium fortified (e.g. oat milk or soya milk). • Provide full fat dairy foods (such as cheese and unsweetened yoghurt and fromage frais) for children under the age of 2 and gradually introduce lower-fat dairy options after this age. • Avoid sweetened yoghurts and fromage frais (including non-dairy alternatives) and choose plain unsweetened options.

Example meals

Table 3: Example meals and snacks for children aged 7-12 months

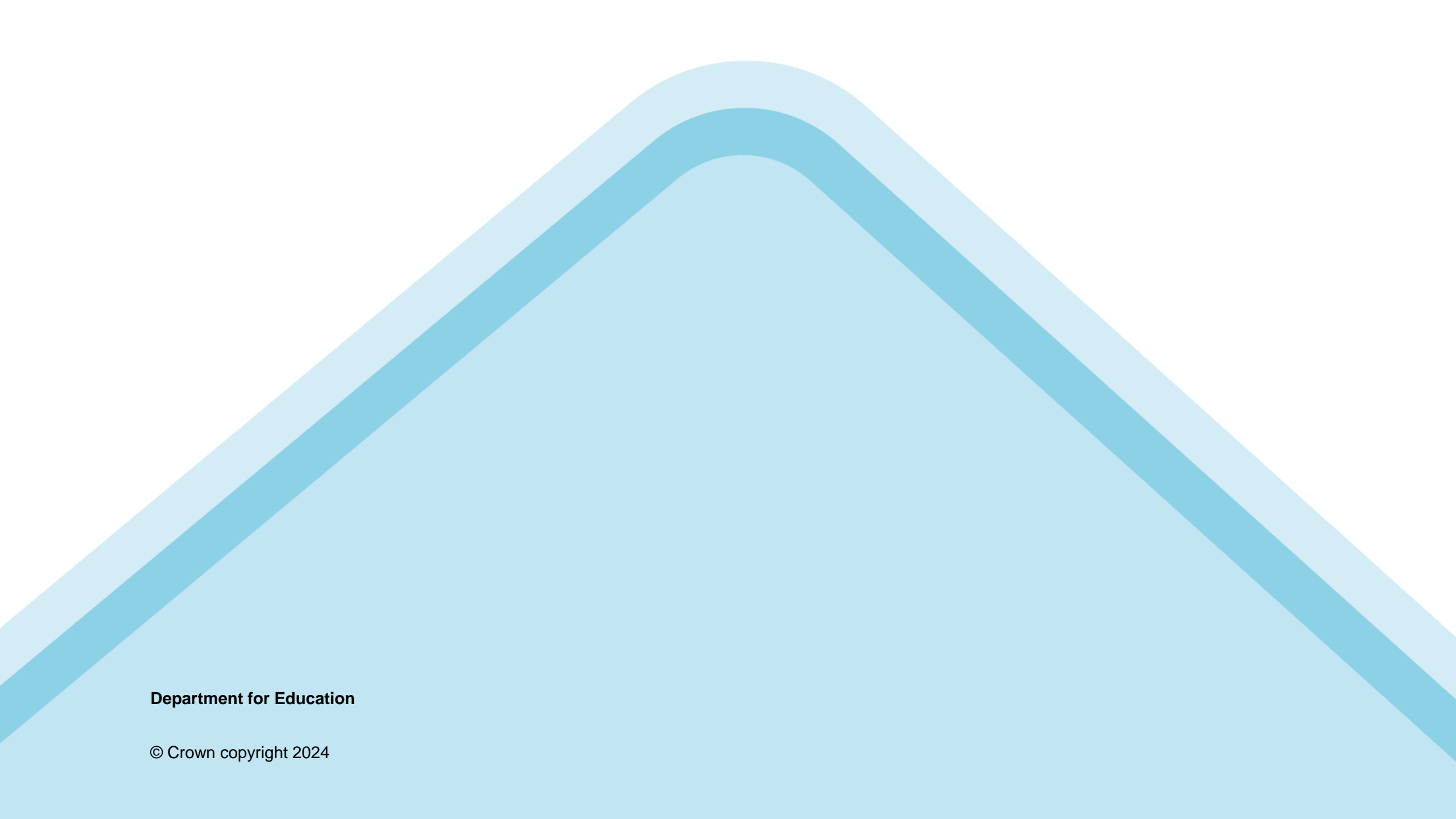
Meal	Example dishes	
Breakfast	<ul style="list-style-type: none"> • Berry porridge with banana sticks • Egg and wholemeal toast strips with quartered tomatoes • Wheat bisks with milk and peach sticks • Cinnamon wholemeal toast fingers and mashed banana • Egg and mushroom cups with wholemeal bread strips 	
Lunch or tea	<p>Main dish:</p> <ul style="list-style-type: none"> • Mixed bean hot potato • African stew with wholemeal bread strips • Cheesy mixed beans on wholemeal toast strips • Lentil and broccoli vegetable pasta • Vegetable biryani with rice and cooked cauliflower florets • Fish and pea risotto with red pepper slices • Mexican chicken with wholemeal pitta strips • Jamaican fish curry with rice 	<p>Starter, side dish or second dish (Only for children aged 10-12 months):</p> <ul style="list-style-type: none"> • Beetroot dip with pitta bread fingers • Beanie dip with breadsticks • Hummus and vegetable fingers • Sweet potato fingers • Falafel • Veggie finger foods • Plain yoghurt and soft-cooked peeled apple slices • Cheese and kiwi finger sticks
Snacks	Children under 12 months do not need snacks. If you think a child is hungry in between meals, offer extra milk feeds instead.	
Drinks	<p>The only drinks that should be provided are:</p> <ul style="list-style-type: none"> • fresh drinking water (which should be available throughout the day and offered as appropriate to children) • breastmilk/first infant formula (which should be offered to children according to their individual routines). 	

Food and nutrition policy

When developing a food and nutrition policy some of the important points to include are:

- information that covers all aspects of your setting's approach to food and healthy eating
- information on how your policy is developed e.g. in partnership with children, parents and/or carers and staff
- information on your food and drink provision
- baby feeding guidance e.g. weaning, breast or formula feeding
- the mealtime environment and social aspects of mealtimes
- celebrations and special occasions
- management of food allergies and dietary needs
- provision for cultural and dietary preferences
- policy on food brought in from home
- policy on commercial baby food and drink
- learning about food
- cooking with children
- food safety and hygiene
- sustainability

Ofsted questions



Department for Education

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Supporting Food Teaching in Early Years

Claire Theobald, Education Services Manager

What are we covering today?

We'll take a quick tour of resources from the British Nutrition Foundation and its education programme, *Food – a fact of life*, that support early years educators and learners.



Who is the British Nutrition Foundation?



A public-facing charity providing reliable information on nutrition

- We want to change the food environment and motivate people to adopt healthy, sustainable diets – for life
- We advocate science and work with experts across the nutrition and food community
- We provide impartial, evidence-based information, education and expertise

www.nutrition.org.uk



What is provided for early years?



The British Nutrition Foundation provides nutrition information for different audiences, including...

- Baby
- Toddler and pre-school
- Children

<https://www.nutrition.org.uk/nutrition-for/>



What is *Food* – a fact of life?



A food education programme providing free, curriculum linked resources and training for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating.

www.foodafactoflife.org.uk

The programme is run and managed by the British Nutrition Foundation in partnership with the Agriculture and Horticulture Development Board (AHDB).



What type of resources are available on *Food – a fact of life?*



Types of resources on the website...

- Activity ideas and notes
- Food cards
- Recipes
- Tasting guidance and charts
- Themed packs

www.foodafactoflife.org.uk



What's available on *Food – a fact of life* for early years?



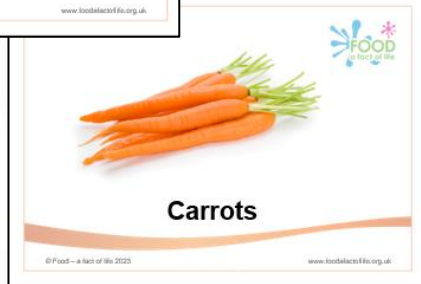
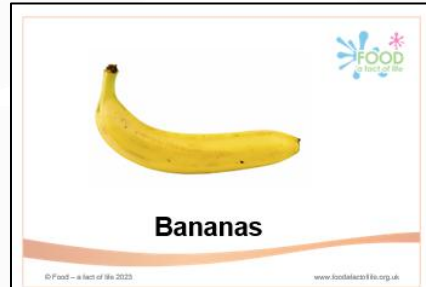
In the 3-5 years area...

- [Healthy eating](#)
- [Cooking](#)
- [Where food comes from](#)
- [Food commodities](#)
- [Activity packs](#)

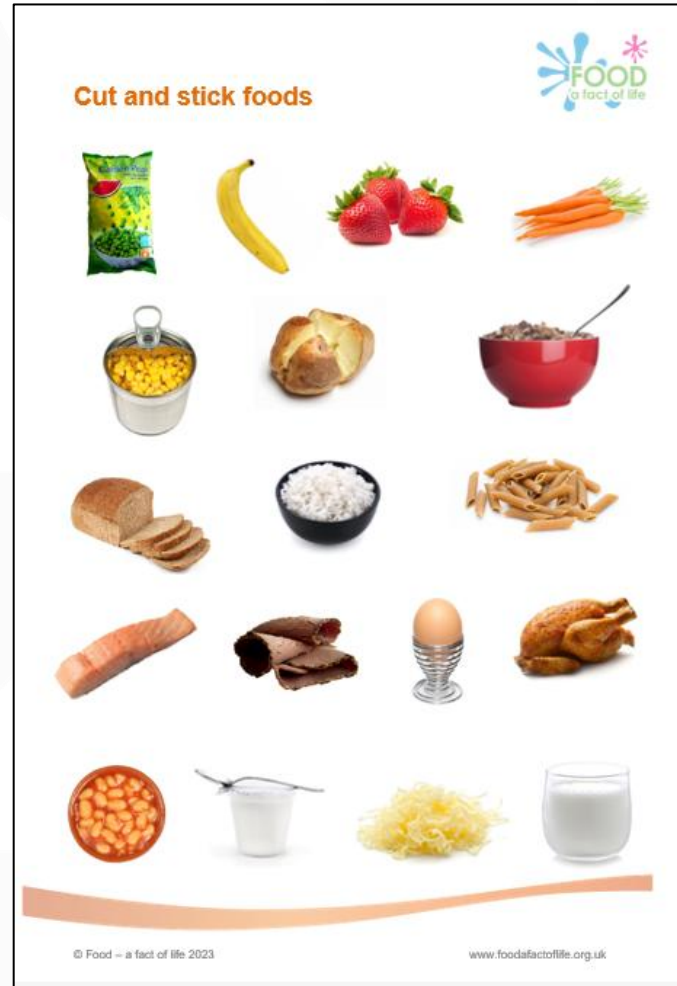
<https://www.foodafactoflife.org.uk/3-5-years/>



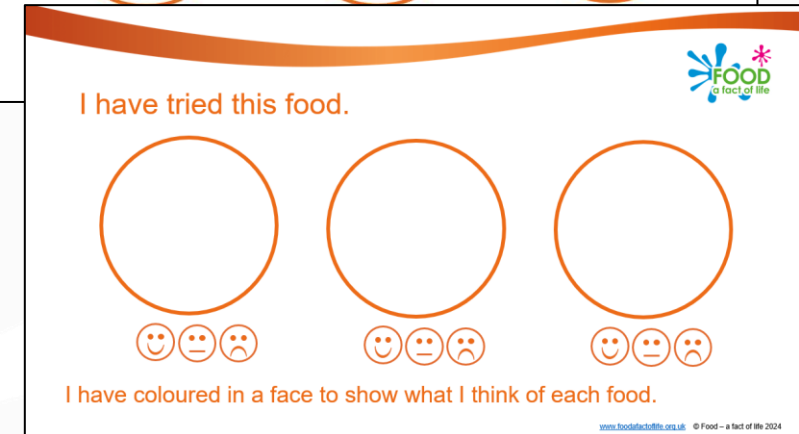
Healthy eating resources (Choices)



Food image cards



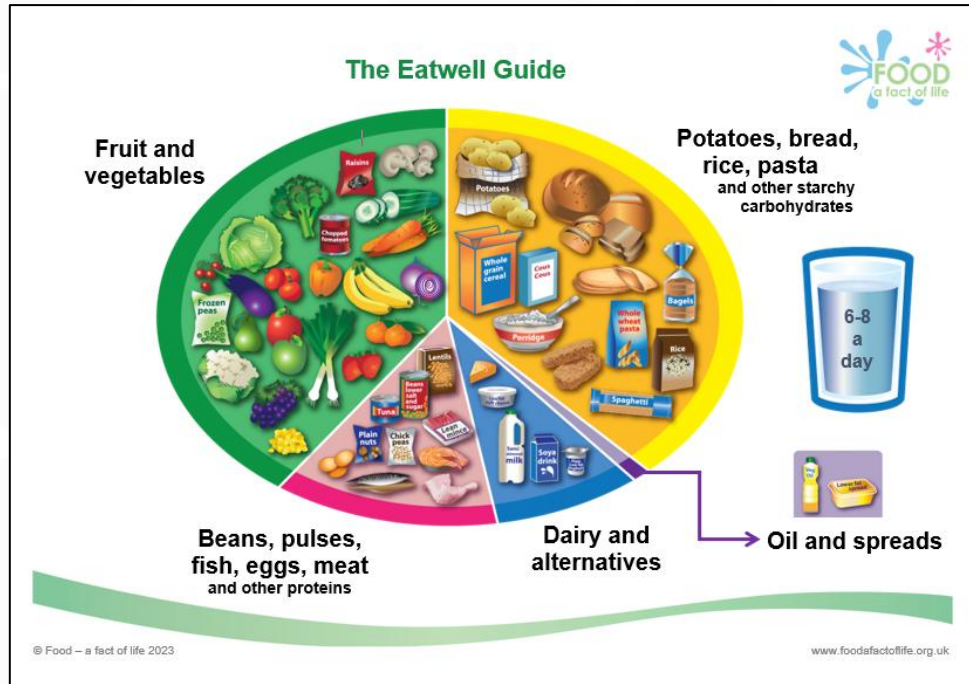
Cut and stick foods



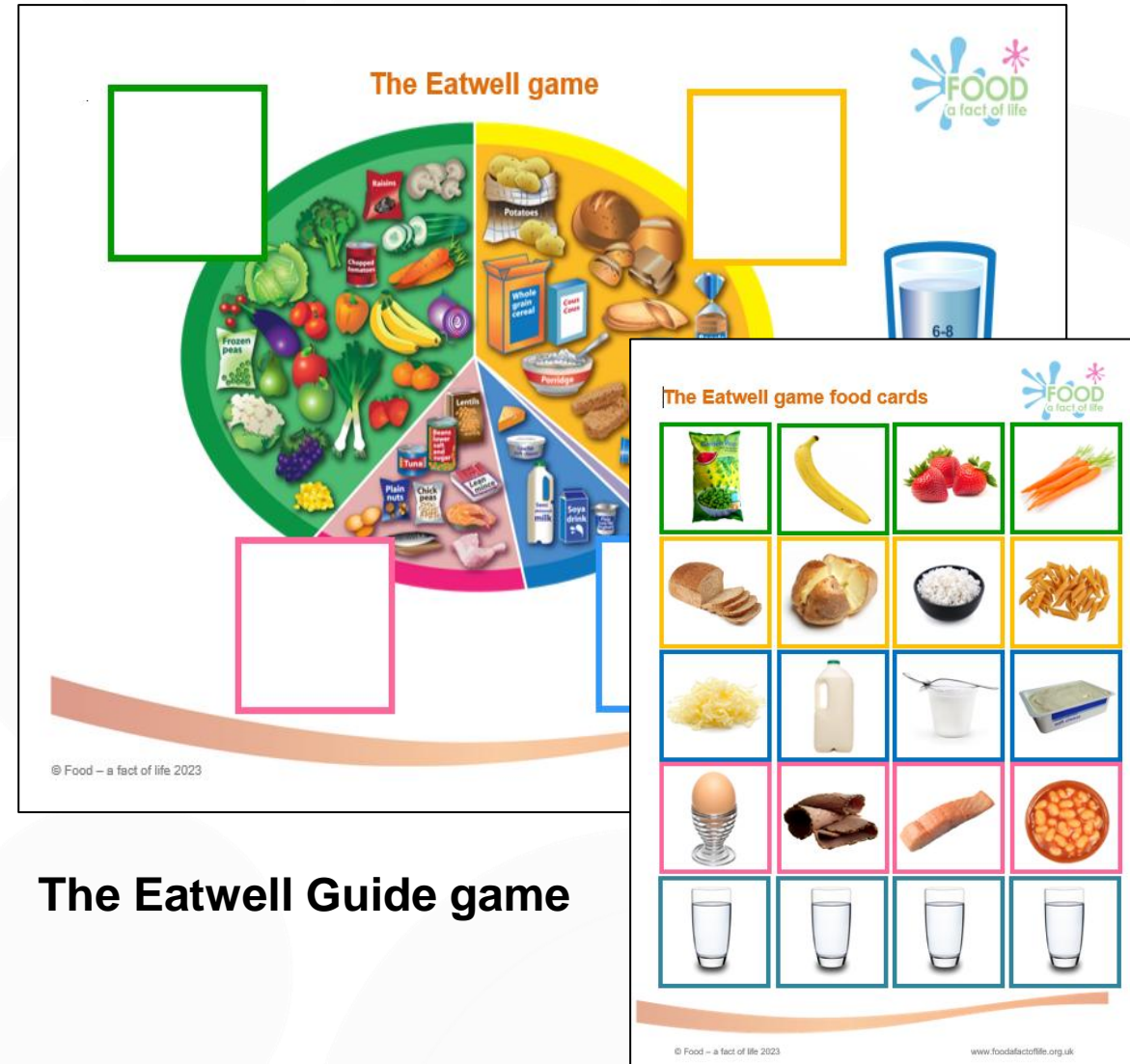
My food book



Healthy eating resources (Eatwell Guide)



Eatwell Guide poster (simplified)



The Eatwell Guide game



Cooking resources (Hygiene and Equipment)

Ronnie says...

Alisha and Ronnie have short sleeves.

What would they have to do if their sleeves were long?

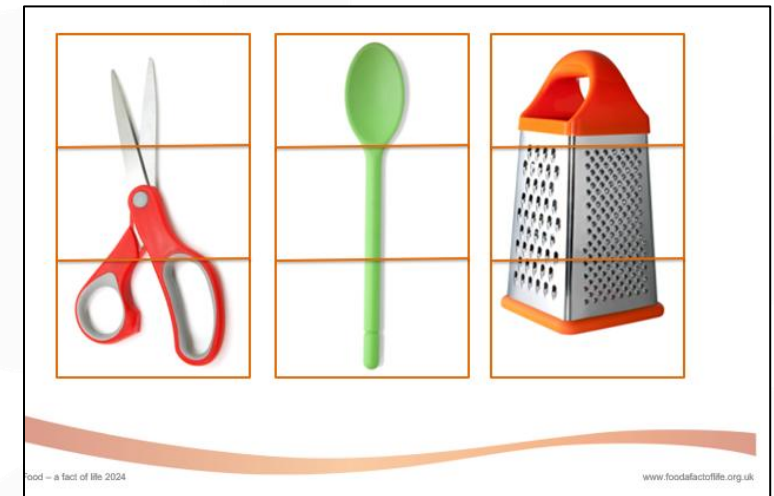
Now we are ready to cook!

Can you remember everything we did to get ready to cook?



FOOD a fact of life

www.foodafactoflife.org.uk © Food – a fact of life 2024

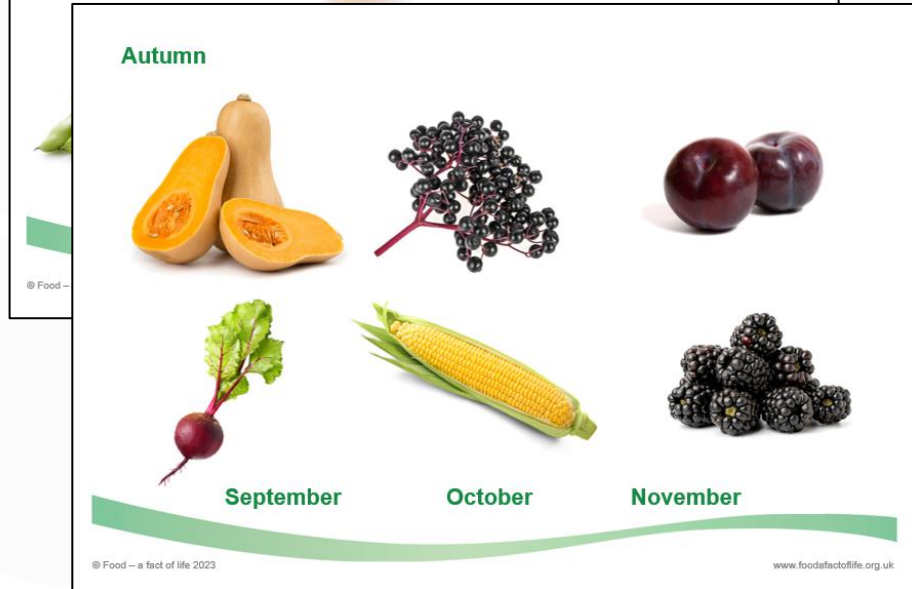


Get ready to cook – slides and cards

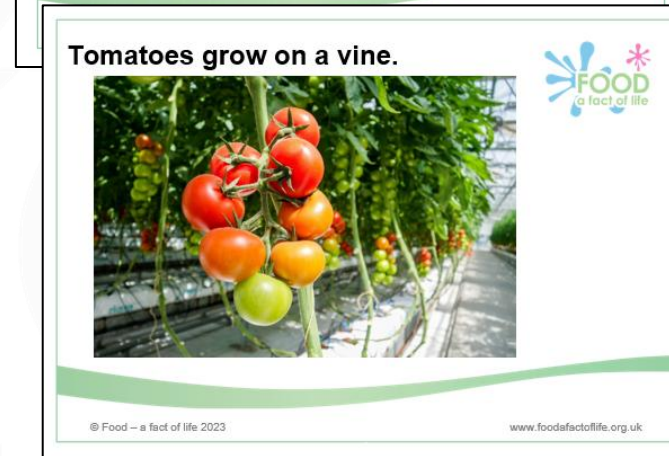
Equipment - cards and jigsaws



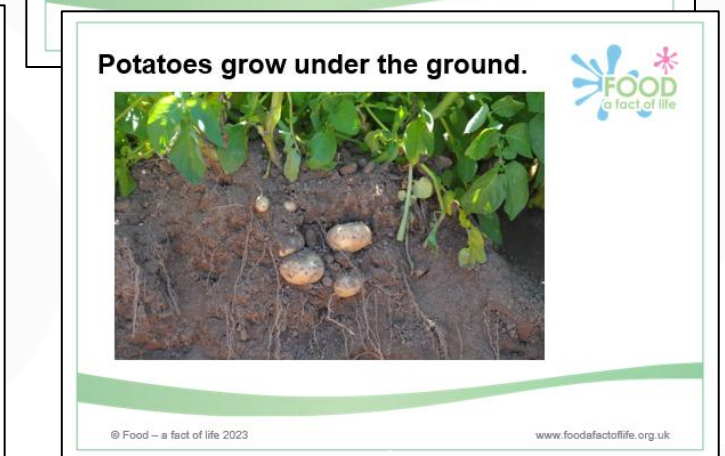
Where food comes from resources (Seasons and Sorting)



Season cards

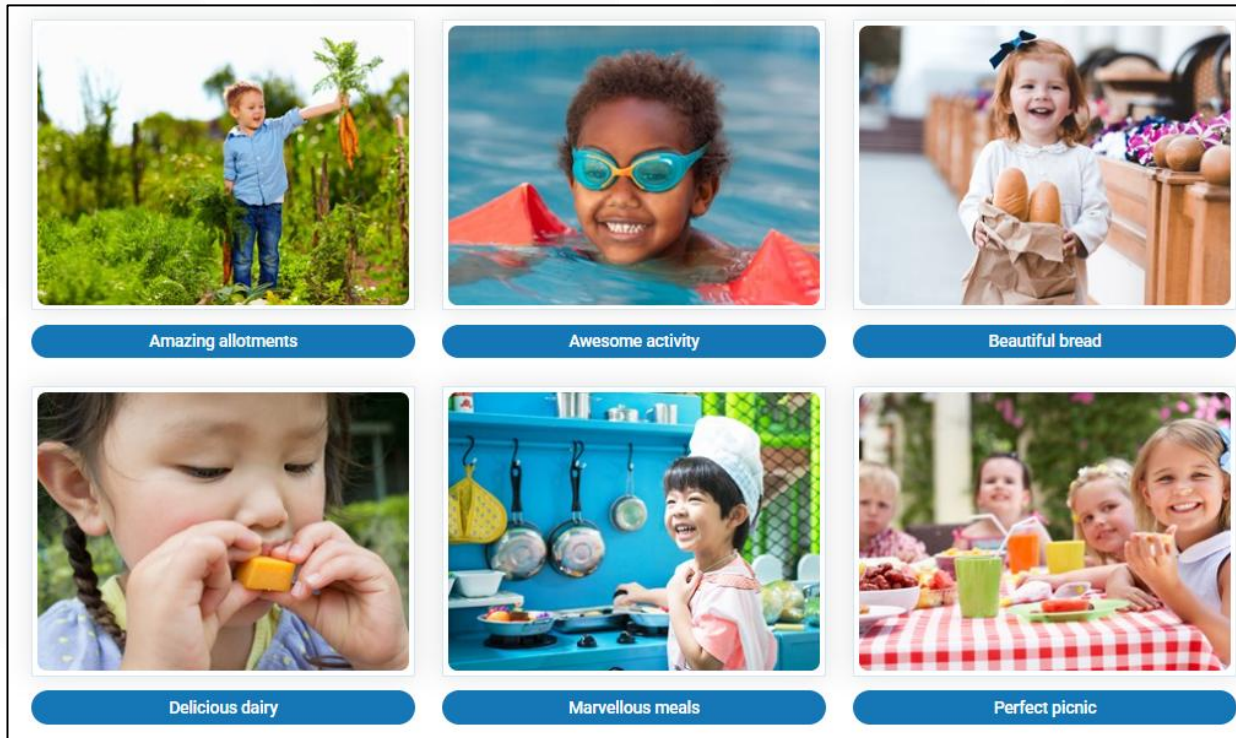


Where food comes from cards



Activity packs (Six early years activity packs)

The six activity packs use food themes to deliver different areas of learning and development common to early years curricula around the UK.



Amazing allotments - Mathematics

Awesome activity – Physical development

Beautiful bread – Understanding the world

Delicious dairy – Expressive arts and design

Marvellous meals – Personal, Social and Emotional Development

Perfect picnic – Communication and language



Six early years activity packs (Amazing allotments)

Amazing allotments

Areas of focus

Curriculum area	Food – a fact of life theme
Mathematics and numeracy	Where food comes from
<ul style="list-style-type: none"> Count to 10. 	<ul style="list-style-type: none"> Name different vegetables. Talk about how different vegetables grow.

You will need

- Amazing allotments presentation
- Allotment props, e.g. plant pots, a watering can, dark fabric and pegs (to create a shed)

From the Amazing allotments presentation:

- Allotment board (slide 19), one per child, printed
- Vegetable dice (slide 20), printed, cut out and assembled
- Dice (slide 21), printed, cut out and assembled (or use a board game dice)
- Allotment vegetable cards (slides 9-13), cut out (you may wish to print two or three sets of each vegetable so children have plenty to use to create their allotment in the imaginative play activity).
- Vegetable labels (slides 14 to 18) printed
- Optional: Certificate (slide 22)

Listen and respond

Show the images of allotments in the Amazing allotments presentation (slides 2 and 3).

Question the children:

- What can you see?
- What is this? (An allotment.)
- What happens on an allotment?
- What do you think might be growing on these allotments?
- Do any of your family or friends have an allotment?
- What could be grown on an allotment? (Fruit and vegetables.)
- Where else can vegetables be grown? (Farm, garden, windowsill.)

Show the images in the presentation of different vegetables growing (slides 4 to 8). Ask the children to name the vegetables and explain how they are growing (e.g. underground, above ground, on a vine). Count the number of vegetables in each photo with the children.

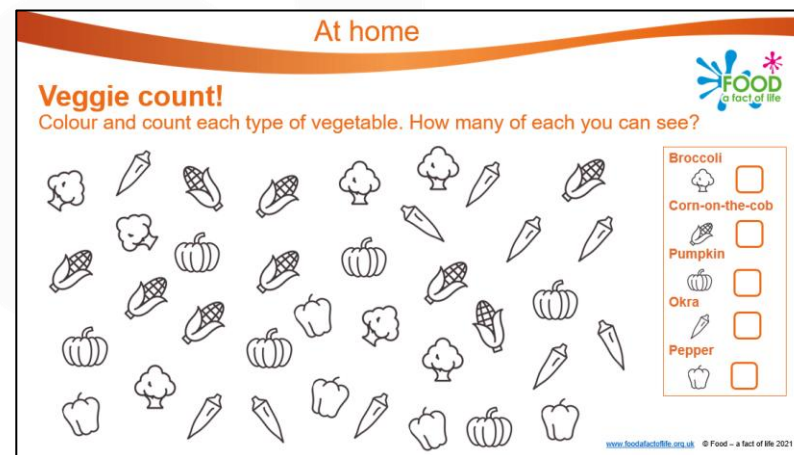
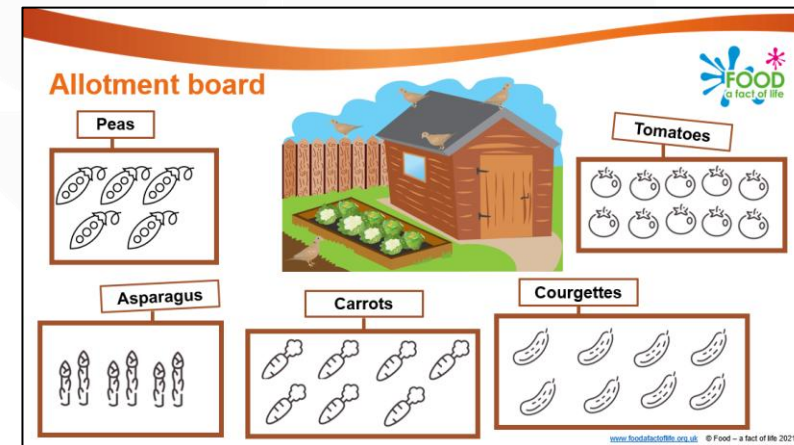
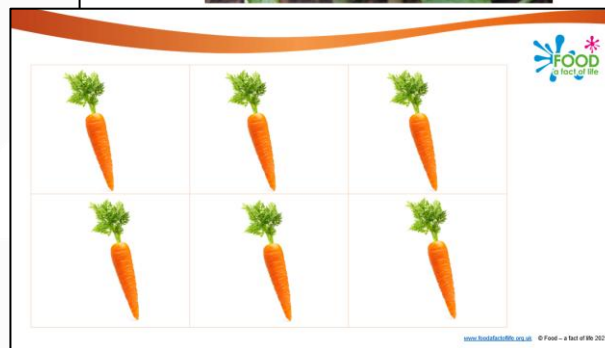
Have a go

This activity is designed for four children at a time. Give each child an Allotment board. One at a time, they should roll the vegetable dice and a standard dice. This will give them a vegetable and a number. They should colour the amount of the given vegetable on their allotment board. The aim is to colour all the different vegetables on their board by 'collecting them' through rolling the dice. If they roll a number higher than what they need to fill a vegetable planter, they can 'gift' the extras to another player. As an alternative to each child rolling the two dice to complete their own board, each child could take a turn rolling the two dice and all the children could colour what is thrown.

Imaginative play

Provide items that the children can use to set up an allotment area. You could include string to mark out planting areas, plant pots, a watering can, dark fabric and pegs (to create a shed). Provide the Allotment vegetables cards showing the five different vegetables and the

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Session notes

Presentation slides (images and resources)



Stay up to date



Education New (monthly email update)

Sign up on the homepage:

www.foodafactoflife.org.uk

Follow us on X (Twitter) @Foodafactoflife

<https://twitter.com/foodafactoflife>

Keep in touch: c.theobald@nutrition.org.uk



Thank you





The Role of the Early Years Educator at Mealtimes

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Setting the foundations

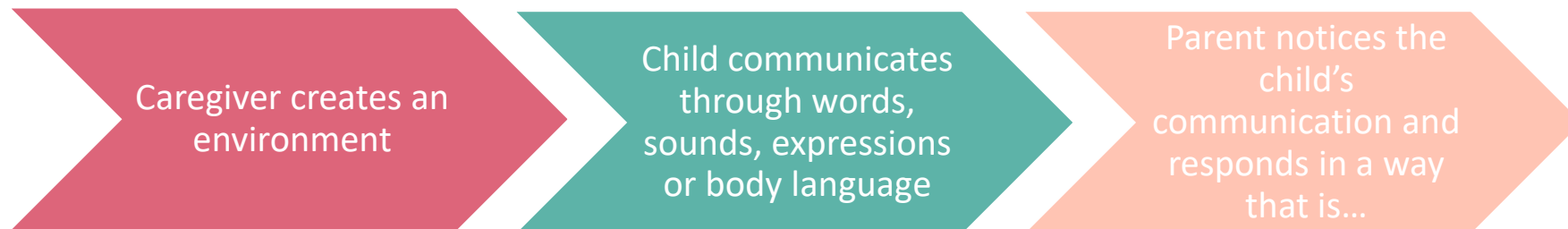
Consider how the environment supports eating...

- Remove distractions, loud noises
- Setting the table, getting children involved, presentation
- Prepare the sensory system for the mealtime/food activity – get their wriggle out!
- Appropriate seating position (foot support and 90-degree angle at hips, knees and ankles)
- Consider child skills to use cutlery or utensils to eat
- Consider length of time for meals/food activities



A responsive feeding approach

- Responsive feeding is an approach to feeding that facilitates the (re)discovery of internal cues, curiosity and motivation whilst building skills and confidence. It is flexible and prioritises the feeding relationship and respects and develops autonomy.



- Timely
- Emotionally supportive
- Related to the child's communication
- Appropriate to the child's developmental stage
- Child experiences the response they were anticipating

Autonomy

- The responsibility of the caregiver is to decide:
 - What food is offered
 - When the food is offered
 - Where the food is offered

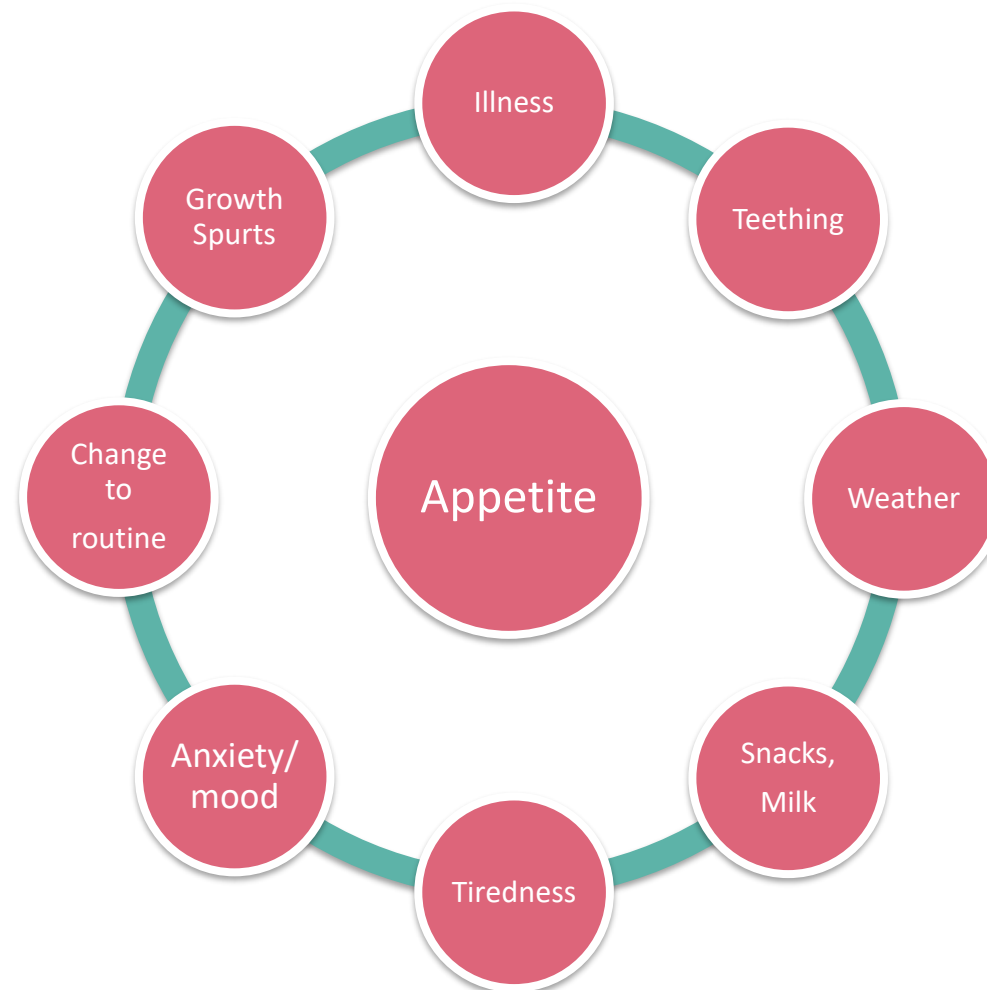
The responsibility of the child is to decide:

- How much, if any, they want to eat.

You provide, they decide!



Understanding appetite



Signs of fullness

- Verbal communication – telling you they don't want to eat
- Turning head away from the spoon
- Clenching mouth shut
- Spitting food out
- Holding food in the mouth – food pocketing
- Look of disgust
- Blocking mouth with hand
- Crying
- Throwing food
- Signal or say 'no' in response to unwanted food
- Distract their parents/carers
- Become distracted
- Move away from the meal table



Competence

- Does the child feel like a competent eater?
- Is there a lot of criticism, correction, labelling adjustment, judgment?
- The types of foods offered and methods of feeding should align with the children's developmental stage
- If the foods and feeding methods are beyond a child's capabilities the child may feel incompetent and frustrated.



Family-style serving

- Avoid pre-plating food.
- Start with an empty plate
- Place foods in central serving bowls and allow children to self-serve
- Be aware of each child's dietary requirements – supervision is required
- Include accepted foods on the table where possible and allow the child to have their fill of the accepted foods
- At least one other eater present



Role Modelling

- Children learn from watching others
- Forget your own dislikes and preconceptions.
Avoid making negative comments about the food, consider your body language too
- Mealtime chat doesn't have to be focused on food.
Non-food talk can be helpful at mealtimes and for very anxious children will help to take the focus off the food
- Focus on connection





Mind Your Language

Instead of...	Try.....
Do you like it?	The pasta is warm and smells like tomatoes
Why don't you try the cucumber?	You can leave the cucumber on the plate if you don't want to try it today.
There's no pudding/second course until you've tried the broccoli.	This piece of broccoli looks like a tree!
You can't leave they table unless you eat 3 blueberries.	Are we all done here?
I thought you liked pasta...	If you aren't ready to try the pasta that's ok.
Well done! You've eaten so well.	I heard some loud crunching there
Yum, I really like the carrot. I think you'll like it too.	The carrot is cool and crunchy. Listen to it when I crunch.



Questions

Get in touch...

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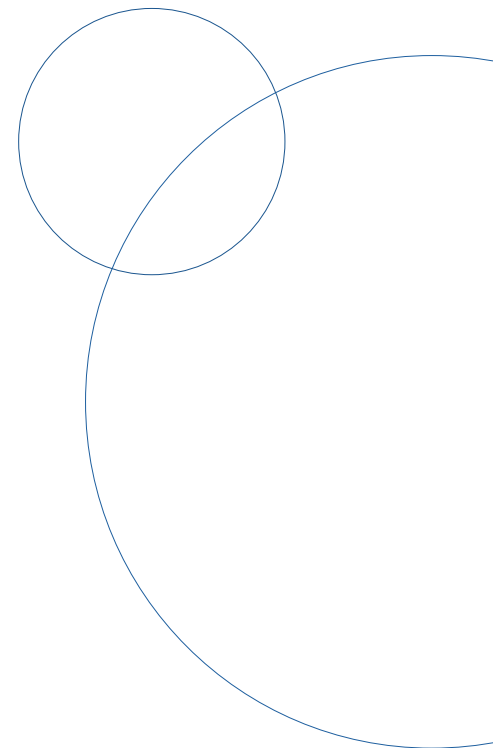




LET US KNOW YOUR THOUGHTS!

Please leave any questions you have for Claire and Catherine in the Q&A area and we will select as many as we can.

Apologies in advance if they are not answered.





LET US KNOW YOUR THOUGHTS!



www.foundationyears.org.uk



foundationyears@beginbright.com



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