

Level 3 Children's Care, Play, Learning and
Development – Practice

Unit 302 Promoting Nutrition and Hydration in Early Years

Guidance for delivery

Guidance for Tutors and Assessors

In Wales, there is a programme called **NUTRITION SKILLS FOR LIFE™** delivered by a network of Public Health Dietitians. Public Health Dietitians can provide expert knowledge and guidance on nutrition and hydration for children and young people.

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Website: <https://www.publichealthnetwork.cymru/cy/topics/maeth/nutrition-skills/>

Unit 302 Promoting Nutrition and Hydration in Early Years



Recommended Reading

<p>Welsh Government (2018) Food and Nutrition in Childcare Settings: Best Practice Guidance. Available from:</p>	 http://bit.ly/2YMcL7Z
<p>Public Health England (2016) Guidance in association with the Welsh Government: The Eatwell Guide. Available from:</p>	 http://bit.ly/2oWzXQj
<p>The NHS Choices website also contains useful background reading on a balanced diet:</p>	 http://bit.ly/2Al3csX

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.1	<p>Different types of feeding:</p> <p>The learner will understand that there are different types of feeding. For example, in the first year of life, babies can be breastfed or be fed using infant formula milk (or 'combination'/ 'mix' fed using both breastmilk and formula milk). The learner will be aware that supporting women to start and continue to breastfeed for as long as they and their infant would like to, is a public health priority in Wales.</p> <p>The learner will know that at around 6 months of age infants require complementary foods in addition to breastmilk/infant formula milk. This is to meet their nutritional requirements and to support the development of feeding skills – this is usually referred to as “complementary feeding” or “introducing solids”. The learner will understand that there are different approaches to complementary feeding and some parents/families/carers may choose to offer more finger/hand-held foods rather than spoon feeding.</p> <p>The learner will understand that the decisions families make around feeding can be complex and influenced by many factors, including real and perceived barriers. They will understand the importance of working in partnership with families about how they'd like their baby to be fed.</p>	<p>Assessor Notes/Learner Handout: Different types of baby/toddler feeding (Level 2 CCPLD Practice and Theory Unit 202).</p> <p>For information on the benefits of breastfeeding and overcoming challenges see https://www.unicef.org.uk Local Midwives and Health Visitors can provide details of breastfeeding support groups in the area.</p> <p>Additional reading on types of infant formula milks available in the UK can be found at https://www.firststepsnutrition.org. See 'Infant milks: A simple guide to infant formula, follow-on formula and other infant milks'. This information is impartial and has been improved by the WHO Baby Friendly Initiative.</p> <p>The UK breastfeeding helpline can be accessed at 0300 100 0212.</p>	Assessed holistically through structured tasks.

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1.2	<p>Current national guidance for a balanced diet for children including the introduction of solid foods</p> <p>Learners will know from completion of the level 2 core unit (002) that the Eatwell Guide is the national, evidence based food model recommended by the UK government for policy, teaching and healthy eating guidance.</p> <p>Learners will understand however that the Eatwell Guide does not apply to those under 2 years of age, and that children from the age of 2 to 5 can gradually move towards healthy eating guidelines for adults and older children. The Assessor Notes 'The Eatwell Guide: A Guide for Early Years Childcare Workers' can be used for more information.</p> <p>They will know where to find evidenced based portion size guidance for children and that children require a regular pattern of meals and snacks to meet their nutritional requirements.</p> <p>From around 6 months of age infants should gradually be offered a wide range of tastes and textures. The learner will understand that at around 1 year of age infants should be enjoying a range of foods and a regular meal pattern of 3 meals a day and 2-3 nutritious snacks in-between. Nutritious, low/salt and sugar family foods can be used from the start.</p> <p>The learner will be familiar with the Welsh Government's Food and Nutrition in Childcare Settings Best Practice Guidance published in 2018 and understand how the guidance and associated materials can be used in practice to ensure a balanced diet and hydration for infants and children in childcare.</p>	<p>National guidance on introducing solid foods can be found at: https://everychildwales.co.uk https://www.firststepsnutrition.org https://www.nhs.uk.</p> <p>Bump, Baby and Beyond (Public Health Wales 2014) – currently under review. https://www.healthystart.nhs.uk.</p> <p>Guidance on the introduction of solid foods and a balanced diet for children can also be found in the Welsh Government's (2018) Food and Nutrition in Childcare Settings: Best Practice Guidance: https://gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p> <p>Eatwell Guide Booklet Public Health England (2016) in association with the Welsh Government. Available from: https://www.gov.uk/government/publications/the-eatwell-guide.</p> <p>Assessor Notes/Learner Handout: The principles of a balanced diet and good hydration for children (Level 2 CCPLD Core Unit 002 AC 7.2).</p> <p>Assessor Notes/Learner Handout: Different types of baby/toddler feeding (Level 2 CCPLD Practice and Theory Unit 202).</p> <p>See/refer back to worksheets Level 2 CCPLD Core Unit 002 AC 7.2: The Eatwell Guide and How it Applies to Children and Level 2 CCPLD Practice and Theory Unit 201: Different types of baby/toddler feeding.</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.3	<p>Foods and drinks to limit and avoid in the first year</p> <p>The learner will understand the importance of limiting and avoiding certain foods in the first year of life and be able to give examples with clear explanation.</p> <p>Learners will understand that it is important not to add salt (including stock cubes, gravy granules, condiments) to infants' foods as their kidneys are not able to process high levels of salt. Foods and drinks high in free sugars such as biscuits, confectionary and juices can cause tooth decay. Infants have an innate (natural) preference for sweet tastes so it is important to introduce them to a wide range of flavours including savoury and bitter.</p> <p>Learners will know that home-made family foods for infants are usually more nutritious, economical and use less packaging than manufactured/jar/packet 'baby' foods. Home-made foods offer a wider variety of tastes and textures and mean infants can enjoy similar foods to other children and adults at the table.</p> <p>The learner will know that milk (breast or infant formula milk) and plain water are the only drinks needed in the first year of life. There is normally no need for healthy infants to move on to "follow-on" or "hungrier baby" infant milks (see AC 1.1).</p> <p>The learner will understand that certain foods can pose a choking risk and that childcare workers have an important role in supporting infants to stay safe at mealtimes.</p> <p>The learner will be able to describe the guidance around the introduction of foods that can cause an allergic reaction e.g. cow's milk, eggs, gluten, fish and nut products – see Assessor Notes/Learner Handout.</p>	<p>Assessor Notes/Learner Handout: Complementary feeding (Level 2 CCPLD Practice and Theory Unit 202) - see page on foods and drinks to limit or avoid in the first year.</p> <p>For further information see:</p> <p>Commercial foods for infants and young children in the WHO European region (2019): https://bit.ly/35kzG9M https://www.everychildwales.co.uk https://www.firststepsnutrition.org (see information on introducing solid foods, processed baby foods and infant milks in the UK).</p> <p>See/refer back to worksheet: Foods to limit or avoid in the first year (Level 2 CCPLD Practice and Theory Unit 202 AC1.3).</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.4	<p>The role of essential nutrients for maintaining a balanced diet and supporting holistic growth, well-being and development</p> <p>The learner will understand the importance of a varied balanced diet containing foods from the different food groups, to ensure children get all the nutrients they need for growth, well-being and development.</p> <p>The learner will be able to name key nutrients for children 0-8 years and be able to describe their key roles in the body and good dietary sources. These can be macronutrients e.g. fibre or micronutrients e.g. iron, zinc, calcium, vitamin D and omega-3 fats.</p> <p>The learner will be able to describe the government recommendations around vitamin supplements for babies and young children and know how to signpost families for support in choosing an appropriate product (i.e. pharmacist, dietitian, health visitor, midwife).</p>	<p>Assessor Notes/Learner Handout: The role of essential nutrients in supporting holistic growth, well-being and development (Level 2 CCPLD Practice Unit 202).</p> <p>Information on vitamin supplement recommendations for children can be found at https://www.healthystart.nhs.uk and https://www.nhs.uk and https://www.bda.uk.com/foodfacts (see Food Facts section - Vitamin D).</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.5	<p>The nutrition and hydration requirements at defined stages of development</p> <p>The learner will understand that nutrition and hydration requirements differ throughout the lifecycle.</p> <p>The learner will understand and be able to explain a key dietary requirement at each of the following stages of infancy and childhood: 0-6 months, 6 months – 1 year, 1-4 years, 5 years and over. They will understand that recommended portion sizes vary depending on the age of the child and know where to access related guidance.</p> <p>See the supporting material section for information to inform discussion and learning.</p>	<p>Assessor Notes/Learner Handout: Nutrition requirements at defined stages of development (Level 3 CCPLD Practice and Theory Unit 302 AC1.5).</p> <p>Assessor Notes/Learner Handout: The principles of a balanced diet and good hydration for children (Level 2 CPPLD Core Unit 002 AC7.2).</p> <p>Guidance on portion sizes for children and families can be found at: https://www.cwt.org.uk, https://www.firststepsnutrition.org/ and the Food and Nutrition for Childcare Settings Best Practice Guidance: https://gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p> <p>Answer sheet for activity: The nutrition and hydration requirements at defined stages of development (Level 2 CCPLD Practice and Theory Unit 202 AC1.5).</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.6	<p>Factors that influence the intake of food and drink</p> <p>The learner will understand that there are a number of factors that can influence the intake of food and drink in practice. They will be able to give at least five examples and understand the significant influence that they can have on these as a childcare worker working in the children's care, play, learning and development sector.</p> <p>Factors that can influence the intake of food and drink in practice include:</p> <ul style="list-style-type: none"> • Special dietary requirements for medical reasons e.g. a modified diet for coeliac disease, diabetes, allergies, swallowing difficulties. • Psychological factors (e.g. child feeling tired, upset, anxious). • Feeling under pressure to eat. • Limited exposure to new tastes and textures at home. • Food avoidance, disgust response (e.g. spaghetti looks like worms). • Sensory issues – some children are particularly sensitive to texture, smell taste and noise. • The provision for cultural, religious or ethical (e.g. vegetarian or vegan) reasons. • The way food is presented e.g. shape, colour, texture, smell, portion sizes. • The choice of food available. • The neophobic stage of development where young children can become fearful of new foods. • The eating environment e.g. lighting, temperature, seating at the correct height for the child, noise level, distractions (e.g. screens). • Health issues e.g. sore mouth, sore throat, feeling unwell, constipation, anaemia, reflux. • Wider daily routines including sleep and physical activity levels. • Medications e.g. some can affect appetite. 	<p>Assessor Notes/Learner Handout: Factors that can affect nutrition and hydration in children (Level 2 CPPLD Core Unit 002 AC7.6).</p> <p>See/refer back to Worksheet: Factors that can affect nutrition and hydration Level 2 CPPLD Core Unit 002 AC7.6.</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.6 (Continued)	<p>Intake of food and drink can be influenced in a positive way by a number of factors such as:</p> <ul style="list-style-type: none"> • role-modelling • opportunities to experience new food with no pressure to eat (e.g. role play) • fun food activities and initiatives • involving children in food preparation and serving • trying foods from different cultures • growing and cooking food • eating with peers and other adults • relaxed and sociable meal/snack times • a consistent approach to food by caregivers • communication between settings • wrap around care to ensure children receive a balance of foods in adequate amounts across the day. <p>Childcare workers have the potential to influence food and drink eaten in the home through supportive relationships developed with families.</p>		

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.7	<p>The reasons why food should not be used as a reward</p> <p>The learner will understand the importance of using age-appropriate alternatives to food for reward, comfort and encouraging positive behaviour. They will be able to give developmentally appropriate examples e.g. praise, choosing a story or song, a reward chart, being given a special role for the day.</p> <p>The learner will understand that using food as a reward can undermine children's hunger and satiety signals – encouraging the child to eat in the absence of hunger. If high sugar/fat/salt foods are used as a reward on a regular basis this can affect the quality of a child's diet and potentially contribute to unhealthy weight gain and dental decay. It can make high sugar/fat/salt foods with a low nutritional content more desirable and 'prized' to the child. There is some evidence that using foods to make a child feel good or better, can lead to reliance on foods to help regulate their emotions.</p> <p>If celebration events/parties are held to mark achievements, the learner will be able to plan healthy food and drink options in line with the Welsh Government Best Practice Guidance (e.g. homemade vegetable pizzas, vegetable crudité and dips, fruit salad, sandwiches and wraps).</p>	<p>Tips for parents/families/carers for managing behaviour in a positive way can be found at: See https://giveittime.gov.wales/.</p> <p>For information on helping children have a healthy weight see: https://www.everychildwales.co.uk.</p> <p>Welsh Government's Food and Nutrition in Childcare Settings: Best Practice Guidance. https://gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p> <p>See http://www.childfeedingguide.co.uk for further information around why food should not be used as a reward.</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.8	<p>The potential impact of poor nutrition and hydration</p> <p>Learners will understand that a balanced diet is important for children for numerous reasons and a poor diet is linked to issues such as: failure to thrive, constipation, malnutrition and vitamin/mineral deficiency, iron deficiency anaemia, poor oral health, overweight and obesity, impaired cognitive/brain development, increased risk of infections, poor concentration and reduced ability to learn, and an increased risk of chronic disease such as heart disease, stroke, diabetes and cancer. Poor diet can also affect bone health. The learner should be able to outline at least 5 potential impacts of poor nutrition. They will understand the important role CCPLD childcare workers can play in preventing poor nutrition and hydration within the boundaries of their role.</p> <p>Learners will understand that nutrition is vital at all stages of the life-cycle and will recognise that nutrition in the first 1000 days of life (from conception to a child's 2nd birthday) is particularly important for improving health and well-being outcomes for future generations.</p> <p>Water makes up a large proportion of the body and the brain and if children don't drink enough fluid, or lose fluids and don't replace them, they can become 'dehydrated'. The learner will understand that dehydration can affect the health and well-being of the child and can lead to lethargy, irritability, reduced ability to learn and concentrate and constipation. The learner will understand that dehydration in babies and young children can be serious if left untreated.</p> <p>The learner should be able to identify possible signs of dehydration in babies and children (e.g. fewer wet nappies, thirst, dry mouth, dark urine, fast breathing, drowsiness, sunken fontanelle (the soft spot on a baby's head)). They will know their local workplace/setting's policies and procedures on reporting concerns around a child's nutrition and/or hydration.</p>	<p>See NHS: https://www.nhs.uk</p> <p>Every Child Wales on Public Health Wales's website https://everychildwales.co.uk.</p> <p>British Dietetic Association Food Fact Sheets e.g. 'Children – diet, behaviour and learning' See – https://www.bda.uk.com.</p> <p>See Annual Child Measurement Programme for Wales reports on Public Health Wales's website - https://www.wales.nhs.uk/.</p> <p>For information on oral health see: https://www.designedtosmile.org/welcome-croeso/welcome/.</p> <p>Assessor Notes/Learner Handout: The importance of nutrition and hydration for the health and well-being of children (Level 2 CCPLD Core Unit 002).</p> <p>See/refer back to worksheet: The importance of a balanced diet for optimum health, development and growth of children (Level 2 CCPLD Core Unit 002 AC7.5).</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.9	<p>The importance of hydration</p> <p>Learners will understand that good hydration is essential for the body and brain to function e.g. for bowel health (helping to prevent constipation), the ability to learn and concentrate and for general mood and well-being. Infants and young children are more at risk of dehydration and this can be serious if left untreated. The learner will understand that dehydration can happen more easily in situations such as:</p> <ul style="list-style-type: none"> • hot weather • a child with a high temperature • diarrhoea and/or vomiting • physical activity • sweating. 	<p>Assessor Notes/Learner Handout: The importance of nutrition and hydration for the health and well-being of children (Level 2 CCPLD Core Unit 002).</p> <p>Information about dehydration can be found on the NHS website https://www.nhs.uk.</p>	Assessed holistically through structured tasks.
1.10	<p>The purpose of recording the intake of food and drink</p> <p>The learner will understand their responsibility for recording, monitoring and communicating the food and drink intake of children in their care and understand the purpose:</p> <ul style="list-style-type: none"> • to enable childcare workers to observe any changes in eating or drinking and report any concerns • to communicate concerns to families/carers, senior colleagues, management or specialist professionals as appropriate to the situation • to inform parents/families/carers of what and how well their child is eating and drinking • to help identify likes and dislikes and feeding preferences (e.g. self-feeding) • to reassure parents who may feel anxious leaving their child in care • to help parents continue good eating habits in the home and allow careful communication with any wrap around care to ensure the right balance of food, drinks and nutrients across the day. 	<p>Example templates for recording and monitoring food and drink intake and nutrition planning can be found in the Welsh Government Food and Nutrition for Childcare Settings Best Practice Guidance at: https://www.beta.gov.wales/food-and-nutrition-childcare-settings-resources</p>	Assessed holistically through structured tasks.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.11	<p>How to plan menus that respond to individual needs</p> <p>Standard 12 of the National Minimum Standards for Regulated Childcare states that children need to be 'provided with regular drinks and food in adequate quantities for their needs'. Childcare settings are required to obtain information about special dietary requirements before a child attends and this must be recorded and acted upon.</p> <p>The learner will be familiar with the Welsh Government's Food and Nutrition in Childcare Settings Best Practice Guidance (2018) and understand how the standards, example menus and recipes can be used to support menu planning in childcare. The learner will know that the Best Practice document can support childcare settings to achieve an 'excellent' quality rating in this area of the CIW inspection framework.</p> <p>The learner will be able to consider how children and families can be involved in the menu planning process and enabled to make suggestions. The learner may be required to work closely with families and specialist professionals to plan menus for children with special dietary needs. They should understand the importance of checking if they are unsure about giving a food or ingredient. To support integration, food provided for special diets should be similar to what is provided for the other children e.g. soya milk to make white sauce (so the child on a milk-free diet can enjoy fish pie alongside others).</p> <p>The learner will understand that menu planning offers the opportunity to appreciate foods from different cultures. They will understand the importance of working with families to meet cultural and religious dietary needs and not to make assumptions about what a child eats based on their name, appearance or religion.</p> <p>If planning menus for infants, they will understand that some families may prefer to offer more finger foods than spoon-fed foods and meal patterns and portion sizes will differ from older children.</p>	<p>Related legislation – national Minimum Standards Regulated Childcare for children up to the age of 12 years (2016)</p> <p>Standard 12: Food and Drink https://www.careinspectorate.wales/sites/default/files/2018-01/160411regchildcareen.pdf.</p> <p>See sections 3, 4 and appendix 5 of the Welsh Government Best Practice Guidance for information on menu planning including cultural and religious considerations: https://www.gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p> <p>See also:</p> <ul style="list-style-type: none"> • 'Individual Plan for the Provision of a Special Diet'. • 'Example Procedure for requesting a Special Diet'. <p>Further training on menu planning and information on local snack/food award schemes can be accessed through Public Health Dietitians in each health board.</p>	<p>Workplace observations, feedback from others, structured tasks and learner reflection.</p>

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1.12	<p>The potential challenges to the intake of food and drink that may arise at each stage of development and strategies to manage them.</p> <p>The learner will understand that there are several potential challenges that can arise at each stage of development including:</p> <ul style="list-style-type: none"> • 0-6 months – continuation of breastfeeding and perceived barriers • 6-12 months – moving on to lumpy textures and finger foods • 1-4 years - challenging behaviours at mealtimes, food refusal and fussy/choosy eating • 5+ - as above, peer influences and advertising. <p>Physical disabilities can impact on nutrition and hydration at any stage of development.</p> <p>Management strategies will depend on the situation and a child/family-centred approach will be needed. Childcare workers may be required to work with other professionals in agreeing appropriate support e.g. dietitians, occupational therapists, speech and language therapists.</p>	<p>Assessor Notes/Learner Handout: Eating and Drinking: The potential challenges to the intake of food and drink that may arise at each stage of development and strategies to manage these (Level 3 CCPLD practice 302 AC1.12).</p> <p>Parenting Give it Time – See 'Mealtimes (suitable for 1-5 years)'. https://gov.wales/parenting-give-it-time for first line tips on managing 'tricky' food behaviours.</p> <p>Welsh Government (2018). Food and Nutrition in Childcare Settings: Best Practice Guidance. Available from: https://www.gov.wales/food-and-nutrition-childcare-settings-full-guidance See section 5: Encouraging children to eat well.</p>	Workplace observations, feedback from others, structured tasks and learner reflection.

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You are able to work in ways that:			
1.13	<p>Agree with others specific instructions for the storage and provision of food and drink</p> <p>The learner will understand that there is a legal requirement for all settings that prepare and/or serve any food and drink on the premises to be registered as a food business with their local Environmental Health Department. They will understand the importance of compliance with food safety law for the protection of public health and the reputation of the setting/organisation. They will know that pregnant women, infants and young children are vulnerable to the bacteria that cause food poisoning.</p> <p>The learner will work with others in their practice to agree specific instructions and this could include:</p> <ul style="list-style-type: none"> • working with colleagues to agree and review the content of local policies and procedures • sharing information from training (e.g. food safety level 2) briefing other staff on specific instructions within the setting/workplace • risk assessing an activity such as growing food and eating it • discussing or handing over instructions during team meetings working with specialist childcare workers e.g. Environmental Health Officers, CIW, Healthy & Sustainable Pre-School Scheme staff around food storage and safety legislation. <p>The learner might collect evidence of food safety and hygiene practices e.g. using the Food Standards Agency 'Safer Food, Better Business' pack.</p> <p>This AC could also include working with children themselves to agree instructions and routines such as handwashing before cooking. It could include discussions with families e.g. storage of expressed breast milk or packed lunches at the setting.</p>	<p>See section 6 of the Welsh Government's Food and Nutrition in Childcare Settings: Best Practice Guidance -https://www.gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p> <p>Food Standards Agency – see https://www.food.gov.uk.</p> <p>Safer Food Better Business information packs: https://www.food.gov.uk/business-industry/caterers/sfbb/sfbbcaterers https://www.food.gov.uk/business-industry/caterers/sfbb/sfbbchildminders.</p> <p>Online training for assessors and learners who would like to know more about food allergens is available from the Food Standards Agency at: https://allergytraining.food.gov.uk/english/.</p> <p>Guidance on safety and hygiene when preparing bottle feeds for infants can be found at https://www.unicef.org.uk and https://www.nhs.uk.</p>	<p>Workplace observation, feedback from others, structured tasks and learner reflection.</p> <p>Completion of records in line with workplace policies and procedures.</p>

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1.14	<p>Promote the benefits of a balanced diet to others</p> <p>From completing the core unit 002, the learner will understand that there are many important benefits of a balanced diet for children, their families and staff. In addition to long-term health benefits, the learner will know that meal and snack times offer wider opportunities for children's development including communication, independence and numeracy. They will know that CCPLD childcare workers have a valuable role to play in promoting the benefits of good nutrition and hydration. They have the potential to influence eating habits outside of the setting e.g. peers, siblings and other family members.</p> <p>The learner will be able to give a clear example of how they promote the benefits of a balanced diet to others. They might also wish to consider further ways they could do this in their future practice.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • Signposting families to community food initiatives e.g. the Healthy Start Scheme, local cooking classes, breastfeeding support groups, school holiday meal provision, fruit and vegetable co-operatives. • Sharing information on the benefits of eating well with families e.g. leaflets from reputable sources, a display, providing healthy recipes used in the setting to take home. • Invite parents/carers into the setting to take part in food or cooking related activities. • Sharing learning from nutrition training with colleagues. • Sharing reputable web links with families e.g. https://www.everychildwales.co.uk; https://www.bda.uk.com (food fact sheets); https://www.firststepsnutrition.org • Inviting partners to attend the setting (Designed to Smile) to talk to families and staff about the benefits of a balanced diet. • Role modelling healthy eating themselves to the children and families in their care. • Providing families with a copy of the Welsh Government Best Practice summary leaflet for parents. • Involving parents/carers in menu planning and food and drink policy development within the setting. 	<p>Assessor Notes/Learner Handout: National and local initiatives that support nutrition and hydration (Level 2 CCPLD Core Unit 002 AC7.4).</p> <p>Information settings can share with families outlining the Welsh Government Food and Nutrition for Childcare Settings Best Practice Guidance can be found at: https://beta.gov.wales/food-and-nutrition-childcare-settings-resources</p>	<p>Workplace observations, feedback from others, structured tasks and learner reflection.</p>

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1.14 (continued)	Learners can also provide evidence through their involvement in national and local initiatives that support nutrition and hydration e.g. the Welsh Government Healthy and Sustainable Pre-School Scheme, local snack/food provision awards and/or health awareness days/weeks.		
1.15	<p>Promote strategies that encourage children to drink a sufficient volume of fluid</p> <p>Young children can often forget to drink when involved in play and activities. The learner will work in a way that promotes good hydration for example:</p> <ul style="list-style-type: none"> • prompting children to drink • setting out a water table that is easy to access • supervising children to pour their own drinks • providing colourful cups and straws • ensuring careful monitoring of fluid intake in line with the setting's procedure • helping children to drink if they need assistance • supporting breastfeeding mothers to feed their baby at the setting. <p>Learners are expected to promote plain water and milk as the only drinks children 0-8 years need and encourage children from around 1 year of age to drink from an open cup.</p> <p>Learners might promote these strategies to the children in their care, to families and other staff in the setting. They may be involved in review of the setting's food and drink policy and/or self-monitoring using the checklists in the Welsh Government Best Practice Guidance.</p> <p>Learners will gain an understanding of the importance of a values and rights based approach to the food environment ensuring access to fresh drinking water at all times.</p>	<p>Assessor Notes/Learner Handout: The principles of a balanced diet and good hydration for children (Level 2 CCPLD core unit 002 AC7.2).</p> <p>Welsh Government (2018). Food and Nutrition in Childcare Settings: Best Practice Guidance. Available from: https://www.gov.wales/food-and-nutrition-childcare-settings-full-guidance</p>	Workplace observations, feedback from others, structured tasks and learner reflection.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.16	<p>Ensure the preparation and storage of food and drink for children meet specific instructions and in line with workplace/setting policies and procedures</p> <p>In practice, the learner will ensure the preparation and storage of food meets food hygiene and safety regulations. For example:</p> <ul style="list-style-type: none"> • washing all fruits and vegetables before eating or preparation by the children • cleaning worktops and equipment thoroughly before preparing food for a child with a food allergy • checking and recording the temperature of the setting's fridge using separate chopping boards for raw and ready-to-eat foods covering and labelling decanted foods before storage. <p>The learner will work with colleagues in the workplace to ensure guidance and local policies and procedures are followed.</p> <p>If involved in cooking activities with children, the learner could complete the checklist and food safety risk assessment on pages 15-20 of the Welsh Government Food and Nutrition in Childcare Settings: Best Practice Guidance – 'Hygiene and Safety in the Cooking Area'.</p>	As for AC1.13.	<p>Workplace observation, structured tasks, feedback from others and learner reflection.</p> <p>Completion of records in line with workplace policies and procedures.</p>

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.17	<p>Ensure safe eating and drinking routines that support social interaction, the development of independence skills and take account of factors that influence dietary intake</p> <p>The learner works in a way that supports safe eating and drinking routines that encourage social interaction. Examples of evidence can include supporting children to:</p> <ul style="list-style-type: none"> • eat in a hygienic environment • wash their hands before eating • sit safely (e.g. strapped into a highchair) • eat at the table rather than wondering around with food (a choking hazard) • eat in small groups with a childcare worker present • develop their communication skills e.g. sharing their views on the food on offer • enjoy a regular meal and snack routine rather than grazing. <p>The learner will also work in a way that supports children to develop independence skills e.g. making choices about healthy foods, being given a voice in menu planning, helping to set up and clear up at meal and snack times, helping to prepare snacks and self-serving.</p> <p>The learner works in a way that takes into account factors that influence intake of food and drink outlined in AC 1.6.</p>	<p>See section 3 of the Welsh Government's Food and Nutrition in Childcare Settings: Best Practice Guidance: https://www.gov.wales/food-and-nutrition-childcare-settings-full-guidance.</p>	<p>Workplace observations, feedback from others, structured tasks and learner reflection.</p>

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.18	<p>Ensure that children are encouraged to experiment with new foods</p> <p>The learner will work in a way that ensures children are encouraged to experiment with new foods which might include:</p> <ul style="list-style-type: none"> • giving children a voice and involving them in planning and preparing meals and snacks providing variety and choice (e.g. choosing the vegetables they'd like with their meal) • providing opportunities to experience new foods through play and activities (e.g. shopping, linking new foods with stories or songs, growing, tasting, cooking, visiting a market, role play e.g. a food shop or healthy café) • trying healthy foods from different countries and cultures • ensuring sociable meal and snack times where children can try new foods together. <p>The learner will demonstrate a positive attitude to new foods in their work and be a role model to the children. The learner could provide evidence of communicating with families around new foods tried in the setting.</p>	<p>Information on 'Managing Mealtimes' to share with families can be found at: https://gov.wales/parenting-give-it-time</p>	<p>Workplace observations, feedback from others, structured tasks and learner reflection.</p>

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.19	<p>Ensure a positive response to objections to food and drink, making adaptations as necessary</p> <p>The learner will understand the importance of responding positively to objections to food and drink and the importance of role-modelling healthy eating and drinking behaviours.</p> <p>The learner will ensure they work in a way that:</p> <ul style="list-style-type: none"> • avoids labelling children or using negative language in front of them e.g. 'he's fussy', 'a poor eater' • removes uneaten food without fuss • uses gentle encouragement to eat and drink • praises attempts to try new foods • avoids pressuring or coaxing • avoids bribes to eat or drink • respects children's appetites and allows children to stop eating when they are full. <p>If a child is refusing to eat or drink the learner actively looks for ways to encourage them and make appropriate adaptations, such as:</p> <ul style="list-style-type: none"> • help with positioning • assistance to eat/drink • eating with others/friends • giving plenty of time to eat • introducing a rolling snack if children are hungry at different times • ensuring the child has age-appropriate cutlery and a cup • limiting distractions at meal/snack times • offering finger foods if they prefer to self-feed • following health professional guidance provided by a parent (e.g. texture modification). <p>The learner might work with the child, colleagues, families and other professionals to plan necessary adaptations.</p> <p>The learner will know who to report to if they have concerns about a child's objections to food and drink.</p>		Workplace observations, feedback from others, structured tasks and learner reflection.

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.20	<p>Record and monitor the intake of food and drink and take action where there are concerns</p> <p>The learner will be able to show they can record and monitor food and drink following the setting's policies and procedures. They might provide an example of a completed template (e.g. a food or fluid chart) as evidence – this must be clear, accurate, legible and contain an appropriate level of detail. They will understand that a key purpose of this is to be able to report concerns e.g. to families/carers and/or colleagues, management or specialist professionals if appropriate to the situation.</p> <p>Examples of action might include:</p> <ul style="list-style-type: none"> • Talking to the family/carers if a child appears very hungry to ensure they receive the right balance of foods and nutrients across the day. • Putting a plan in place with colleagues for a child who isn't drinking well e.g. to prompt them to drink at regular intervals. • Sitting a child who is reluctant to try new foods beside peers who eat well for encouragement and role-modelling. • Working with families and specialist professionals (e.g. Speech and Language Therapists, Dietitians) to put modifications in place to improve a child's food and drink intake e.g. texture modification, positioning or modified utensils. <p>The learner will be aware that action taken must be within the professional boundaries of their role.</p>		<p>Workplace observation, feedback from others, structured tasks and learner reflection.</p> <p>Completion of records in line with workplace policies and procedures.</p>

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.21	<p>Ensure that others are kept up to date about the intake of food and drink</p> <p>The learners will ensure that clear, accurate and legible records of food and drink intake are kept to inform others in the setting. These will contain an appropriate level of detail. If the learner has concerns, they will keep colleagues and the setting/ workplace leader (if appropriate) fully informed. If they find a strategy that helps a child to eat/drink well, they will share this information with colleagues who can continue the practice for consistency.</p> <p>The learner will feedback to families about their child's intake – this could be done through verbal communication, a completed chart for the family to keep (paper or online), a daily display showing the food and drinks that have been offered, providing families with copies of setting menus. They will ensure that families know how they will be kept up to date on registration.</p> <p>If the child attends another care setting during the same day, they will ensure good communication so that the right balance of foods, meals and snacks can be planned across the full day. This is important so that children don't go hungry, are not fed too much and are not given the same type of meal in each setting.</p>		<p>Workplace observations, feedback from others, structured tasks and learner reflection.</p> <p>Completion of records in line with workplace policies and procedures.</p>

Assessment criteria (AC)	Assessment Guidance Learning Outcome 1: Support nutrition and hydration for children. Understanding:	Supporting material	Suggested learning activities for learner to complete
1.22	<p>Encourage children to drink a sufficient volume of fluid</p> <p>Young children can often forget to drink when involved in play and activities. The learner will work in a way that encourages good hydration for example:</p> <ul style="list-style-type: none"> • prompting children to drink • setting out a water table that is easy to access • supervising children to pour their own drinks • providing colourful cups and straws • careful monitoring of fluid intake in line with the setting's procedure. <p>Learners are expected to work in a way that promotes water and milk as the only drinks children 0-8 years need and that encourages children from around 1 year of age to drink from an open cup (children from around 6 months can drink from an open cup or a lidded cup with a free-flowing spout).</p> <p>Learners will understand the importance of a values and rights based approach to the food environment including access to fresh drinking water at all times.</p>	<p>Assessor Notes/learner Handout: The principles of a balanced diet and good hydration for children (Level 2 CCPLD Core Unit 002 AC7.2).</p>	<p>Workplace observations, structured tasks, feedback from others and learner reflection.</p>
1.23	<p>Monitor, record, report and communicate the intake of food and drink</p> <p>The learner will be able to show how they monitor, record, report and communicate the intake of food and drink following the agreed ways of working in the setting/workplace. Communication with families should be supportive and empowering.</p> <p>They might provide an example record they have completed for a child – this should be clear, accurate and legible. They might wish to reflect on a time they have communicated with colleagues, wrap around care, specialist professionals or a family about the food intake of a child – how this went and if the desired outcome was achieved. The learner might want to consider ways the processes in their workplace could be developed or new ideas they have for the future.</p>	<p>https://www.beta.gov.wales/food-and-nutrition-childcare-settings-resources.</p> <p>See 'Encouraging Children to Eat Well' as an example template for recording food and drink intake.</p>	<p>Workplace observations, structured tasks, feedback from others and learner reflection.</p> <p>Completed Welsh Government template/s or setting's own version.</p>