

NUTRITION



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INTRODUCTION

As a child care provider, you play an important and influential role in the daily nutrition of the children in your care. Children attending care for more than six hours receive at least half of their daily nutrition from you – quite significant! You have the opportunity to shape children’s eating habits to be as healthy as possible. You can help do this by providing healthy meals and snacks, role modeling healthy eating practices, and having a healthy attitude towards food.

The Importance of Healthy Eating For Young Children

Food is more than something to eat! Food is important for children because:

- Children grow and develop more rapidly during the first three years than at any other time in their lives.
- As children learn to feed themselves, they are developing motor skills.
- Eating food provides learning opportunities. Where does the food come from? Where does it grow? How is it made?
- Variety is the spice of life! Young children are curious and want to try new foods. Studies show that children who have experienced a variety of food tastes, textures and colours when they are young are better eaters and better nourished.
- Mealtimes provide a good opportunity for children and staff to communicate in a family-style setting and provide pleasure and satisfaction for children in a relaxed atmosphere. Children acquire attitudes towards food from their caregivers, so keep mealtimes positive!
- Good eating habits learned in the early years can last a lifetime.

Did You Know?

The Simcoe Muskoka District Health Unit has a section on their website specifically for you – child care workers! Visit <http://www.simcoemuskokahealth.org/JFY/ChildcareWorkers> for information on healthy eating and more!

NUTRITION REQUIREMENTS

Regulation 137/15 under this Act, section 42-44, are intended to ensure that all infants and children attending home and licensed child care centres in Ontario are provided with safe and nutritious foods that follow current nutrition recommendations for infants, toddlers, preschoolers and school age children. By providing foods that align with current recommendations, you are promoting eating practices that encourage and support a lifetime of healthy eating and well-being.

According to the Child Care and Early Years Act, child care providers should ensure that:

- Parents are providing written feeding instructions for all children less than one year of age.
- Parents are providing written instructions for all children with special dietary needs.
- Food or drink provided by parents must be clearly labeled with the child's name and the date the food was sent to the centre.
- Food or drink is stored in a manner that maximizes their nutritive value and minimizes the risk of contamination or spoilage.
- A list of children with food allergies and the specifics of the allergy is posted in clear view in both the cooking and serving area of the child care centre.
- Complete menus are posted in an obvious and visible location for the current and following week.
- Menus are kept for 30 days following the last day that it was applicable.

Types and Amounts of Food (One Year of Age and Older)

The nutrition section of the Child Care and Early Years Act, section 42 advises all foods given to children over the age of 2 years, should be foods from the four food groups in [Eating Well with Canada's Food Guide](#) or Eating Well with Canada's Food Guide – First Nations, Inuit and Métis. Basing meals and snacks on the Food Guide will provide vitamins, minerals and other nutrients that contribute to the nutritional needs and well-being of growing children.

How Much in a Day at your Childcare Facility?

The Child Care and Early Years Act nutrition regulations do not currently define the specific amount of food that a child should be offered during meals or snack times when attending a child care centre or home day care for six or more hours. Further guidance about specific serving size amounts and how many servings from each food group that should be offered per day is forthcoming. In the meantime, we recommend you use the table below, as a general guide. This table provides an overview of serving size amounts, along with the equivalent amount in food guide servings according to *Eating Well with Canada's Food Guide*. Let children decide how much of the food they will eat of the food you offer.

Food Group	Amounts offered to each Child in attendance for 6 hours or more	# of Canada's Food Guide Servings
Vegetables & Fruit	2 to 2½ whole fruits or 250 to 300 mL (1-1¼ cup)	2 - 2.5
Grain Products	1½ to 2½ slices or 175 to 450 mL (¾-1 ¾ cup)	1.5 - 2.5
Milk and Alternatives	250 to 375 mL (1-1½ cup)	1 – 1.5
Meat and Alternatives	60 to 90 grams (2-3 oz)	1

Serving Sizes for Children One to Six Years of Age

Serving size usually increases with the age of the child. Offer the recommended serving size below and let the child decide if more is needed. For example, offer ¼ of a peeled orange, chopped into pieces, for a two year old. A five year old child could be offered orange segments from a whole orange. Sometimes children will eat a little, sometimes a lot. Children know best how much they need to eat. Different children need different amounts of food depending on things like age, body size, activity level, growth rate and appetite.

Food Group	Range of serving size for children one to six years of age
Vegetables & Fruit	¼ to 1 whole fruit 60-125 mL (2-4 oz / ¼-1/2 cup)
Grain Products	½ slice to 1 slice 50-125 mL (1/4-1/2 cup)
Milk and Alternatives	125-175 mL (4-6 oz / ½-3/4 cup)
Meat and Alternatives	30-60 g (1-2 oz)

How Much in a Meal?

- For children over the age of two years, Canada's Food Guide recommends all meals include foods from all four food groups. Children between the ages of 1 and 2 years can follow this recommendation as well. When planning your meals for the day, ensure you include: 2 servings* from vegetables and fruit (this can be divided into two ½ servings of different vegetables and fruit)
- 1 serving* from grain products
- 1 serving* from milk and alternatives
- 1 serving* from meat and alternatives

* for serving sizes, see table above

Snacks Should...

- Contain at least two of the four food groups
- Complement the lunch meal to meet the food requirements of the *Day Nurseries Act*
- Be served at least two hours before the next meal
- Promote good dental health

Menu Planning Chart

This chart has been developed for you to track the number of food guide servings on your menu. It will ensure you meet the Canada’s Food Guide serving number recommendations for each food group for children in care for six hours or more each day. To use this chart, review each snack and meal on your menu and mark off the corresponding food groups for the meals and snacks. For example, if Monday morning’s snack consists of bananas and milk, you would check off the vegetable and fruit group and milk group under Monday morning snack. Fill the circles in halfway to track half portions. If you have more servings than each group this allows you to track them as well. This will be helpful if you need to move around foods on your menu. This chart is available in the Appendix section for you to copy and/or laminate. You can re-use the chart with a water soluble marker each time you make changes to an existing menu or plan a new menu.

Menu Planning Chart

LEGEND: V/F=Vegetables & Fruit G=Grain Products Milk=Milk & Alternatives M/A=Meat & Alternatives

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM SNACK (at least 2 food groups)	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
LUNCH V/F: 1 whole or 2 half servings G: ½ - 1 Milk: ½ M/A: ½ - ¾	V/F <input type="checkbox"/> <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
PM SNACK (at least 2 food groups)	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input checked="" type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
TOTAL Required Number of Servings Daily V/F: 2-2.5 G: 1.5-2.5 Milk: 1-1.5 M/A: 1	V/F (2-2.5) ___ G (1.5-2.5) ___ Milk (1-1.5) ___ M/A (1) ___	V/F (2-2.5) ___ G (1.5-2.5) ___ Milk (1-1.5) ___ M/A (1) ___	V/F (2-2.5) ___ G (1.5-2.5) ___ Milk (1-1.5) ___ M/A (1) ___	V/F (2-2.5) ___ G (1.5-2.5) ___ Milk (1-1.5) ___ M/A (1) ___	V/F (2-2.5) ___ G (1.5-2.5) ___ Milk (1-1.5) ___ M/A (1) ___

EATING WELL WITH CANADA'S FOOD GUIDE

Eating Well with Canada's Food Guide applies to children ages two years and older. The guide gives recommendations for the amount and types of food required each day. It has been developed to help Canadians meet their nutrient requirements at every stage of life.

For more information on how Canada's Food Guide applies to children, visit: <http://hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/advice-conseil/child-enfant-eng.php>

What is a Food Guide Serving?

A food guide serving is a reference amount. It helps you understand how much food is recommended from each of the four food groups every day. The following are examples of food guide servings according to Canada's Food Guide.

Vegetables and Fruit

- 125mL (½ cup) fresh, frozen or canned vegetable or fruit
- 250 mL (1 cup) leafy raw vegetables or salad
- 1 piece of fruit

Grain Products

- 1 slice (35 g) bread or ½ bagel (45 g)
- ½ pita (35 g) or ½ tortilla (35 g)
- 125 mL (½ cup) cooked rice, pasta, or couscous
- 30 g cold cereal or 175 mL (¾ cup) hot cereal

Milk and Alternatives

- 250 mL (1 cup) milk or fortified soy beverage
- 175 g (¾ cup) yogurt
- 50 g (1 ½ oz.) cheese

Meat and Alternatives

- 75 g (2 ½ oz.)/125 mL (½ cup) cooked fish, shellfish, poultry or lean meat
- 175 mL (¾ cup) cooked beans
- 2 eggs
- 30 mL (2 Tbsp) peanut butter

For more examples of food guide servings, visit: <http://hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/serving-portion-eng.php>

Below are examples of how to count food guide servings in some common meals.

Chile Con Carne with Beans		
125 mL (½ cup) tomato sauce	=	1 Vegetables and Fruit Food Guide Serving
125 mL (½ cup) celery, onion, stewed tomatoes	=	1 Vegetables and Fruit Food Guide Serving
75 g (2 ½ oz.) ground beef	=	1 Meat and Alternatives Food Guide Serving
About 90 mL (6 Tbsp) kidney beans	=	about ½ Meat and Alternatives Food Guide Serving
Omelette		
60 mL (¼ cup) green pepper	=	½ Vegetables and Fruit Food Guide Serving
60 mL (¼ cup) onion	=	½ Vegetables and Fruit Food Guide Serving
1 egg	=	½ Meat and Alternatives Food Guide Serving
30 g (1oz) ham	=	½ Meat and Alternatives Food Guide Serving
5 mL (1 tsp) margarine	=	part of your Oils and Fat intake for the day

Vegetable Curry		
125 mL (½ cup) fresh spinach	=	½ Vegetable and Fruit Food Guide Serving
250 mL (1 cup) carrot, cauliflower, mushrooms, green beans, onion	=	2 Vegetable and Fruit Food Guide Serving
about 90 mL (6 Tbsp) chickpeas	=	about ½ Meat and Alternatives Food Guide Serving
15 mL (1 Tbsp) peanut oil	=	part of your Oils and Fat intake for the day
Chicken Couscous		
375 mL (1 ½ cups) carrot, turnip, zucchini, red pepper	=	3 Vegetables and Fruit Food Guide Servings
250 mL (1 cup) couscous	=	2 Grain Products Food Guide Servings
75 g (2 ½ oz.) chicken	=	1 Meat and Alternatives Food Guide Serving
about 90 mL (6 Tbsp) chickpeas	=	about ½ Meat and Alternatives Food Guide Serving
5 mL (1 tsp) olive oil	=	part of your Oils and Fat intake for the day

A HEALTHY FEEDING RELATIONSHIP

While following *Eating Well with Canada's Food Guide* is an important part of healthy eating, there are many other factors that help build healthy eating habits in children. Sharing the responsibility for eating during meal and snack times is one way to build a healthy feeding relationship and healthy eating habits that will last a lifetime.

According to Ellyn Satter, the creator of the Division of Responsibility in Feeding (the gold standard for feeding children), the childcare provider and the child each have roles in the feeding relationship. It is the childcare provider's role to decide what food is served, when it is served, and where it is served. It is the child's responsibility to decide whether or not to eat and how much to eat. It is important the childcare provider respect these responsibilities. This will help children feel positive about food and mealtimes.

Children who are pressured to eat often eat less. Respect their appetite by avoiding these comments:

- "Just take one more bite."
- "There will be no dessert until you eat your vegetables."
- "Good boy. You ate all your peas."
- "Finish your milk. It's good for you."
- "How do you know you don't like it unless you try it?"

For more information about the feeding relationship, please call Health Connection at 705-721-7520 or 1-877-721-7520 or check out the Ellyn Satter Institute website:

<http://www.ellynsatterinstitute.org/>

'Picky Eating'

Young children's appetites vary, not only according to growth and activity, but also according to factors like fatigue, frustration, minor illnesses and social environment. Young children should be given small servings, along with the opportunity to ask for more.

It is quite common to have to offer a new food more than ten times before a child accepts it. Keep offering these foods and wait for the child to try it on their own. Be assured that this behaviour is a normal, experimental phase of feeding.

Continue to offer a variety of nutritious foods at each meal, trying different food combinations, tastes and textures. Create a positive mealtime environment and establish a healthy feeding relationship. More often than not, respecting the child's role in the feeding relationship can curtail feeding challenges.

BEVERAGES

Cow's Milk

For children drinking cow's milk, serve homogenized (3.25%) cow's milk until they are two years of age. After two years, 1% or 2% cow's milk can be served. A child needs two cups (500 mL) of milk per day, but no more than three. Offer milk at meal and snack times only.

Water

While milk can be served with meals and snacks, safe water should be readily available for children to drink throughout the day. Hydration is important to keep organs working well and may help prevent children from becoming irritable.

Juice

Fruit juice is nutritionally unnecessary for a child whose diet includes fresh fruit. Too much fruit juice can interfere with good nutrition by replacing other nutritious foods and decreasing a child's appetite for meals and snacks. Too much juice can also cause chronic diarrhea, flatulence, bloating, abdominal pain, poor weight gain and early childhood tooth decay.

If juice is included in the menu, the amount should not exceed 125 mL per day. Be sure to serve only 100% juice. Offer it as part of a meal or snack only and in an open cup, not a bottle.

Although diluting fruit juice with water is a common practice, it is important to note that diluted fruit juice can still decrease a child's appetite, interfering with good nutrition, and can still cause early childhood tooth decay.

MENU PLANNING IN CHILD CARE CENTRES

Menu Planning Steps

Use a “menu planning form” to record the week’s menus. A sample form is included in the Appendix section for you to copy and/or laminate. You can re-use the form with a water soluble marker each time you make changes to an existing menu or plan a new menu.

Follow These 8 Steps for Easy Menu Planning:

1. Select the meat or alternative for each day of the week

- Consider serving fish twice a week.
- Choose lean meat and alternatives prepared with little or no added fat or salt.
- Choose a different meat or alternative for each day: beef, pork, fish, poultry, baked beans, peas, lentils, eggs.

2. Select a vegetable for each day of the week

- Provide at least one dark green and one orange vegetable each day.
- Choose vegetables prepared with little or no added fat, sugar or salt.
- Include a variety of cooked and raw vegetables throughout the week.
- Use different textures and shapes, such as grated, chopped, mashed, sliced, cubed, sticks, wedges.

3. Select a fruit for each day of the week

- Serve fruit prepared with little or no added fat, sugar or salt.
- Choose whole fruit more often than fruit juice.
- Fruit juice should be limited to 125 mL (1/2 cup) per day. Avoid fruit ‘punches’, ‘drinks’, and ‘beverages’.

4. Select a grain product for each day of the week

- Serve whole grain products most of the time. Examples include whole grain breads, whole grain pastas, and brown rice.
- Include a variety of grain products such as pasta, rice, barley, couscous, bagels, pitas, tortillas, rye bread, oatmeal, and quinoa.
- Choose grain products that are lower in fat, sugar or salt.

5. Select milk or a milk product for each day of the week

- Serve whole milk (3.25%) for children 1 to 2 years. Serve 1% or 2% milk each day to children over two years of age. Note: some parents may provide expressed breastmilk instead.
- Serve milk as a beverage at lunch or snack.
- Serve milk products, like yogurt, milk pudding, and cheese for snacks or desserts.
- Include milk products in the ingredients used to prepare desserts or for toppings.

6. Select a dessert from one of the four food groups

- It is not necessary to plan desserts such as cake or cookies.

Some nutritious dessert ideas are homemade fruit crisp, fresh fruit, yogurt, milk pudding, fruit canned in juice, and homemade oatmeal cookies.

7. Plan morning and afternoon snacks to complement meals

- Select snacks from the four food groups of *Eating Well with Canada's Food Guide*.
- Offer food from at least two food groups at each snack.
- Choose snacks that are low in added sugar and do not stick to teeth.
- Keep portion sizes small.
- Serve snacks about 2 hours before the next meal.

8. Double check your menu

Use the *Meal Planning Chart* and the *Menu Planning Final Checklist* (see Appendix) to ensure your menu meets the general recommendations from *Eating Well with Canada's Food Guide* or [Eating Well with Canada's Food Guide-First Nations, Inuit and Métis](#).

Meal Ideas

Sample Combination Dishes

Combination dishes should be comprised mainly of foods from the four food groups. Below are examples of some common combination dishes that include foods mainly from the four food groups from *Eating Well with Canada's Food Guide*.

Chili	lean ground beef, kidney beans, vegetables
Pizza	whole-wheat crust, lower-fat cheese, vegetables, pineapple
Hamburgers	lean ground beef for patties, whole-wheat buns, vegetables for toppings
Lasagna	lean ground beef, partly-skimmed mozzarella cheese, variety of vegetables (e.g. mushrooms, broccoli, peppers)
Soups	try any combination of foods in any of the four food groups (e.g. pasta, rice, barley, vegetables, beans/peas/lentils)
Macaroni & Cheese	whole wheat pasta, combination of lower and higher fat cheeses, milk
Submarine Sandwiches	whole wheat submarine buns, vegetables (e.g. tomatoes, peppers, dark green lettuce) lean meats (e.g. turkey, roast beef, ham)
Vegetable/Meat Stir-Fry	boneless and skinless chicken (or other lean meat), fresh or frozen vegetables, rice or noodles

Snacks

Snacks contribute significantly to a child's overall energy and nutrient intake. So, it is important that snacks provide plenty of vitamins, minerals and other nutrients that contribute to the nutritional needs of growing children. Plan snacks that contain foods from two of the four food groups. For variety, change up the food groups and foods that make up the snack during the day and throughout the week.

Here are some snacking ideas. The appropriate food group is listed in brackets beside each snack to assist you when planning the menu.

VF= Vegetables and Fruit

MP= Milk and Alternatives

G= Grain Product

MA= Meat and Alternatives

- Banana on a whole wheat tortilla (VF, G).
- Yogurt and fruit (MP, VF).
- Apples and cheese (VF, MP).
- Cheese and crackers (MP, G).

- Unsweetened cereal and milk or (G, MP).
- Vegetable sticks (try broccoli, carrots, cauliflower, peppers, mushrooms, cherry tomatoes, cucumber, and celery) and yogurt dip (VF, MP).
- Smoothie (yogurt + fruit + milk) (MP, VF).
- Tofu smoothie (silken tofu + banana + fruit) (MA, VF).
- Bread sticks and hummus (G, MA).
- Oatmeal muffin and milk (G, MP).
- Pineapple rings/peach slices/mandarin oranges with cottage cheese (VF, MP).

- Yogurt drink and muffin (try carrot, oatmeal, or bran) (MP, G).
- Whole-wheat tortilla or pita triangles with hummus (G, MA).
- ½ sandwich (try cheese, lean meat, tuna, chicken) (G, MP - if cheese, or otherwise MA).
- Hard-boiled egg and milk (MA, MP).
- Whole wheat pancakes and fruit (G, VF).
- Oatmeal cookie and milk (G, MP).
- Banana bread and milk (G, MP).

How do I encourage more...

Vegetables and Fruit

- Serve with healthy dips such as yogurt, hummus or tzatziki.
- Use them in baked products. Try adding carrots, zucchini, pineapple, bananas to muffins, cakes, or breads.
- Involve children in growing vegetables.
- Add pureed or grated vegetables to soups, sauces and casseroles.
- Make fruit shakes, or add fresh fruit to yogurt.
- Cut in fun shapes. Try cookie cutters.
- Role model – let children see you eat your vegetables and fruit.

Milk & Alternatives

- Make fruit smoothies.
- Try baked custards or puddings.
- Make yogurt-based popsicles.
- Serve milk-based soups.
- Serve yogurt as a dip for vegetables or fruit.
- Add grated cheese to foods.

Meat & Alternatives

- Serve tender, juicy meats.
- Serve poultry and fish more often.
- Puree legumes into sauces, chili, and soups.
- To add variety, use Textured Vegetable Protein (TVP) or tofu.
- Serve meat in sauce with pasta, or as a loaf.
- Add lentils and beans to soups and chilis.
- Try serving hummus with vegetables or pita bread.
- Serve egg based dishes.

Planning for Vegetarian Meals

When planning vegetarian meals, use parents as a resource. They plan vegetarian meals everyday! Ask them what types of food they serve at home and in what combinations.

When planning a vegetarian meal, you must ensure that any eliminated meat is replaced with another source of protein. Alternate sources of protein include: eggs, cheese, milk, soy products and legumes (such as canned beans, lentils).

Vegetarian Sample Meals

(The following examples are not whole meals, but ideas for replacing the meat portion of a menu item. Always remember to include all food groups with meals).

- Vegetable omelets.
- Vegetarian quiche.
- Macaroni and cheese.
- Baked beans on toast.
- Lentil soup and bread.
- Lentils and rice.
- Bean tacos.
- Stir-fry tofu and vegetables with rice.

Menu Planning Final Checklist

The below checklist will help ensure your menu meets Canada's Food Guide recommendations. It's included in the Appendix section for you to copy and/or laminate. You can re-use the chart with a water soluble marker each time you make changes to an existing menu or plan a new menu.

Menu Planning Final Checklist

The main meal includes at least:

- Two ½ servings of vegetables and fruit
- ½ to 1 serving of grain products
- ½ serving of milk products
- ½ to ¾ serving of meat or alternative
- Each meal and snack has been checked against the "Day Nurseries Requirement Chart"
- The foods within each food group are varied from day-to-day
- Serving sizes of food are appropriate for the child's age
- Foods are easy for children to eat

The menu provides a variety of :

- Shapes
- Colours
- Textures
- Temperatures
- Flavours
- At least one new food is introduced during the menu cycle
- Snacks include foods from at least two food groups
- Snacks are not too sweet or sticky
- Foods chosen for meals and snacks are nutritionally and dentally sound
- Extra meals and snacks are planned for children who spend more than six hours in your care
- Adequate equipment and staff are available to prepare meals and snacks
- Enough time is available to prepare the meal
- One dark green and one orange fruit or vegetable is served each day
- No more than ½ cup/125 mL 100% fruit juice is served per day
- Whole grains (e.g. brown rice, whole wheat pasta, oatmeal and whole grain bread) are served most of the time
- Grain products are low in fat, sugar and salt
- Milk is served at meal and at least one of the snack times (serve whole milk, 3.25% for children ages 1-2)
- Meat alternatives such as beans, lentils and tofu are served once a week
- Baked or canned fish is served twice per week
- Foods are prepared with little or no added fat, sugar or salt
- Safe water is available at all times

Additional Menu Planning Guidelines

- Use at least a three or four week menu cycle.
- Keep meals and snacks fairly simple; children prefer them that way.
- Introduce new foods one at a time in small quantities. Serve them with foods that are well liked. Encourage children to try them; do not force them to do so.
- Try not to let your food preferences restrict menu choices. Children may enjoy foods you dislike.
- Allow children 20-30 minutes to enjoy meals and 15 minutes for snacks.
- Provide snacks and meals in a designated area where children can sit and eat without distraction.
- Have at least one adult or staff member sit and eat with the children at snack and meal time.
- Have the children serve themselves with appropriate serving utensils. Offer second helpings for those with bigger appetites.
- Allow about two hours between the end of snack time and the beginning of meal time.
- Decide what, when and where food is served. Allow the child to decide how much to eat and whether to eat.
- Role model healthy eating habits by eating in accordance with Canada's Food Guide. Remember that children pick up on comments, gestures and attitudes toward food.
- Have children learn about healthy eating daily.
- Involve children in snack and meal preparation when possible.
- Allow families the opportunity to provide input with menu planning.
- Encourage the continuation of breastfeeding whenever possible.
- Supports parents in their decision to provide expressed breastmilk and arrange for a comfortable place for a mother to breastfeed.
- Remove any references to infant formula companies and/or fast food companies.
- Serve healthy food and drink choices at all special events.
- Do not use food (nutritious or otherwise) as a reward.
- Allow for substitutions for children with allergies and special diets or encourage parents to supply their own substitutes.
- Grow some of your own vegetables on site. Involve children in selecting, planting and caring for a variety of vegetables and fruits. Carrots, beans, tomatoes, cucumbers, squash and pumpkins grow well and are likely to be enjoyed by children.

- Purchase locally grown or raised foods when available.
- Celebrate different cultures by introducing varied food choices that represent the ethnic diversity of your child care centre. Involve parents in helping you identify appropriate choices.

TIPS FOR GROCERY SHOPPING

Nutrition Label Reading

Nutrition labeling is information found on the labels of prepackaged foods. It is mandatory in Canada with all labels being regulated to look the same. Make healthier food choices for your childcare facility by using nutrition labeling information.

Nutrition Labels include three components:

- The Nutrition Facts table: provides consumers with the information they need to make informed choices and compare products. Nutrition Facts are based on a specific amount of food.
- The ingredient list: ingredients are listed by weight from the largest amount to the smallest.
- Some optional nutrition claims: examples include “Sugar Free” or “Low in Fat.”

Nutrition Facts	
Per 3/4 cup (175 g)	
Amount	% Daily Value
Calories 160	
Fat 2.5 g	4 %
Saturated 1.5 g	8 %
+ Trans 0 g	
Cholesterol 10 mg	
Sodium 75 mg	3 %
Carbohydrate 25 g	8 %
Fibre 0 g	0 %
Sugars 24 g	
Protein 8 g	
Vitamin A	2 %
Vitamin C	0 %
Calcium	20 %
Iron	0 %

The Nutrition Facts table gives you information about:

- Calories
- 13 core nutrients
- % Daily Value (% DV) of nutrients

% Daily Value (% DV)

The % DV is a tool to help you see if a specific amount of food has a little or a lot of a nutrient. In the Nutrition Facts table, there is a % DV for: fat, saturated and trans fats (combined), sodium, carbohydrate, fibre, vitamin A, vitamin C, calcium and iron. As a general rule, 5% DV or less is **a little**, while 15% DV or more is **a lot**.

Nutrients for children to limit include saturated and trans fats and sodium. Some nutrients to get more of include fibre, iron and calcium.

The Daily Values for vitamins and minerals are based on the highest recommended intakes for each age and sex group, so they apply to most people aged 2 and over.

For more information on nutrition labeling, visit: <http://www.healthycanadians.gc.ca/eating-nutrition/label-etiquetage/index-eng.php>

Choosing a Healthy Juice

Water and milk are the preferred beverage choice, but if juice is served, look for 100 % pure fruit juice. This would include juice from concentrate, as long as it is 100% fruit juice and does not contain added sugars. Juices that state "made with real fruit juice" can contain added sugars and may contain little fruit juice. Remember, whole fruit and vegetables are more nutritious than juice. Always serve juice at meal or snack time and in an open cup.

Avoid beverages labeled:

- | | | | |
|---|----------|---|----------|
| x | drink | x | punch |
| x | blend | x | beverage |
| x | cocktail | x | -ade |

If you are unsure if a beverage is appropriate check the ingredient list for added sugar. Glucose, fructose, sucrose, honey and syrup all mean sugar.

Choosing a Healthy Cereal

Cereal and milk is a healthy balanced snack. It contains a variety of vitamins and minerals and can be a good source of fibre.

When choosing a cereal look for one that is:

- ✓ high in fibre (4 grams or more); and
- ✓ contains less than 5 grams of sugar

Cereals to try:

- ✓ Corn Bran
- ✓ Multi Grain Squares
- ✓ Oat-O's
- ✓ Bran Flakes
- ✓ Shredded Wheat Squares

Choosing a Healthy Cracker

Crackers add variety to snacks and can be a healthy grain choice. Many crackers are made with saturated fats, refined flour and are high in sodium. There are many crackers to choose from in the grocery store and choosing a healthy one can be a challenge.

When choosing crackers look for those with:

- ✓ 3 grams of fat or less *
- ✓ whole grains
- ✓ reduced sodium

*Children don't need to be concerned about eating a low fat diet, BUT the saturated and trans fats found in most crackers are not a healthy type of fat.

Try some of these crackers (choose unsalted where applicable):

- | | |
|--------------------|-----------------|
| ✓ flatbread | ✓ bread sticks |
| ✓ melba toast | ✓ rusks |
| ✓ rice crackers | ✓ soda crackers |
| ✓ plain rice cakes | ✓ crisp bread |

CHILDREN AND FIBRE

Fibre is a very important component of food. Fibre provides us with a feeling of fullness, promotes regularity, and can prevent constipation. Children ages 1 to 3 years old may require 19 grams of fibre a day while children ages 4 to 8 may require 25 grams.

It is important that children consume enough fluids when their fibre intake increases. When buying grain products, try to choose breads, cereals and other grain products with at least 2 grams of fibre per serving. This is considered a “source” of fibre.

Tips on how to include more whole grains in your menu:

- Offer whole-grain toast or breakfast cereal for morning snack.
- Use 100 % whole-grain bread (tortilla, pita, bagel, etc. for sandwiches.
- Serve whole grain pasta when planning dishes with spaghetti, macaroni or lasagna noodles.
- Substitute whole-grain flour for half of the white flour when making muffins or pancakes from scratch.
- Offer brown rice instead of white rice.
- Experiment with recipes that use whole-grain barley, kasha, bulgur, quinoa, and 100% whole-wheat couscous.

Descriptive words in the product's name, such as stone-ground, multi-grain, 100% wheat, or bran, do not necessarily indicate that a product is a good source of fibre. Look for the word "whole grain" on the label and in the ingredient list. Many foods containing whole grains will have the words "whole grain" followed by the name of the grain as one of the first ingredients.

CHILDREN AND FAT

Toddlers and preschoolers need more high fat foods than adults because their brains and bodies are growing and developing. Nutritious higher fat foods should not be restricted for young children. Offer children some nutritious, higher fat foods such as cheese and avocados. Include a small amount of unsaturated fat, such as canola, olive, and soybean oil, soft margarine (Trans fat free) and mayonnaise each day.

Trans Fat

Trans fat was created originally during a process (hydrogenation) that makes vegetable oil into a hard substance, such as margarine. Hydrogenation of fats has also been found to extend the shelf life of certain food products. An unfortunate side effect of hydrogenation is the creation of trans fat into our food supply. Trans fat may increase the risk of chronic health problems such as heart disease. When feeding children, we should make sure the amount of trans fat they are eating is as close to zero as possible.

To avoid trans fat:

- Read the nutrition labels to choose foods that have zero trans fat.
- The following foods often contain trans fat: commercial baked goods, crackers, cookies, biscuits, pies, waffles, snack foods and deep-fried fast foods.

CHILDREN AND SODIUM

It's important for everyone, including children to avoid eating high amounts of sodium. Children between the ages of 1-3 can eat about 1000 mg of sodium per day and children between the ages of 4-8 can eat about 1200 mg of sodium per day.

Processed (or pre-packaged/canned) foods often contain high amounts of sodium. Examples include breads and rolls, cold cuts and cured meats (e.g. wieners, salami), pizza, poultry, canned soups or powdered soup bases, pickles and pretzels. Additionally, restaurant foods are generally high in sodium.

Tips to cut down on salt:

- Limit processed foods.
- Cook from scratch.
- Read the nutrition labels to choose foods that are reduced or low in sodium. Remember, 5% DV or less is a little, 15% DV or more is a lot.

FISH AND MERCURY

Canada's Food Guide recommends eating **at least 2 servings of fish** each week (*total of 150 grams or 5 ounces*) because of the excellent nutritional value, including protein and essential omega-3 fatty acids.

However, there is a concern about mercury in seafood. Most seafood contains only a tiny amount of this substance. We can all safely enjoy fish and shellfish in our diets by being aware of the types of seafood to limit or avoid.

There are a few types of fish and shellfish that contain higher amounts of mercury that could harm an unborn baby or a young child's developing nervous system. Women who could become pregnant, women who are pregnant, nursing mothers and young children should avoid higher-mercury fish, and instead eat fish that is low in mercury to get all the benefits of fish, including omega-3 fatty acids. Please see the fact sheet titled *Fish Consumption Advice for Small Children, Women of Childbearing Age, and Pregnant Women* chart for specific fish consumption advice, available here:

http://www.simcoemuskokahealth.org/Libraries/TOPIC_Environment/Fish_Consumption_Chart.sflb.ashx

If you have questions about fish and mercury, please call Health Connection at 705-721-7520 or 1-877-721-7520.

CHOKING HAZARDS

Choking is a hazard for children, especially those under four years of age. Child care providers can help prevent choking by being aware of the child's chewing and swallowing abilities, avoiding foods with the potential to cause choking, knowing how to handle choking if it occurs, supervising the child while eating, ensuring children are sat upright while eating and discouraging talking while eating. Hard, small, round, smooth and sticky foods can block a young child's airway. The following foods are not safe for children under four years of age: popcorn, hard candies or cough drops, gum, marshmallows, raisins, peanuts or other nuts, seeds, fish with bones, and snacks using toothpicks or skewers. The following foods are safer for infants and young children when they are prepared as described: sausages and hot dogs diced or cut lengthwise, grated raw carrots or hard fruit (e.g. apple) pieces, fruits with pits removed, grapes quartered or cut lengthwise, and peanut butter spread thinly on crackers or bread.

MANAGING SPECIAL DIETARY REQUIREMENTS

Special Dietary Requirements are also discussed in the Child Care and Early Years Act (2014, S.O. 2014, c.11, Sched 1).

In section 43 of the Child Care and Early Years regulations, it states that every operator of a day nursery will have a list posted in each cooking and serving area that identifies the children enrolled in the day nursery who have food allergies and details related to their specific allergy(s).

In section 44 it states that every operator will make sure that where special dietary and feeding arrangements have been made with the operator with respect to a child that the arrangements are carried out in accordance with the written instructions of a parent of the child.

Restricted Diets

A child may have to follow a restricted diet for a variety of reasons. Children who are on a restricted diet for a medical condition are usually under the care of a physician with consultation from a dietitian.

Food allergy is one reason why a child may be on a restricted diet. Foods that commonly cause allergic reactions are cow's milk, nuts, peanut butter, eggs, fish or shellfish. The reaction occurs after eating the problem food – either right away or several hours later. The severity of the reaction varies from person to person.

If a child has a food allergy, special food restrictions would be necessary to reduce their exposure to an allergenic food. The goal is to protect the child with the least restriction to other children. Child care centres that have a food-allergic child need to discuss menu planning options with parent(s) and a health care provider as to what measures should be taken to reduce exposure to the allergenic food.

Steps that you can take to help a food allergic child are:

- Develop a food plan with the parent or guardian to meet the child's special dietary needs that would also meet Canada's Food Guide recommendations.
- Inform other children and their parents about the need to modify the menu to reduce exposure to the allergenic food.
- Be aware of what types of food that child should avoid.
- Be sure to tell the parent or guardian if you see any evidence of reactions to food while at the child care centre.
- Make the allergic child's family aware of upcoming menu plans to inform them of what new foods will be introduced. This is especially important for infants and toddlers as they are being introduced to certain foods for the first time. If you are in doubt about any food, don't serve it to a child with allergies.

- Always read the ingredient lists on packages and verify contents of bulk foods on a frequent basis since **companies may change their product ingredients**. It is best to read the ingredient list each time the item is purchased.
- To be safe, as a method of avoiding allergic reaction, discourage parents from providing “homemade” treats. It is better to have the child care centre prepare their own birthday cake or treats associated with a special event. The following are also some helpful suggestions:
 - Teach all children not to share their lunches, food utensils and containers.
 - Review the use of food in crafts, or activities that involve touching the food.
 - Ensure regular hand washing as this is necessary to prevent cross-contamination when foods are prepared and eaten.
 - Wash all surfaces, such as tables, or toys, that may have come in contact with problem foods.
 - Inform all staff, volunteers and parents about children who are at risk for allergic reactions, the common symptoms and emergency protocol.

If you have questions about food allergies in general, please call Health Connection at 705-721-7520 or 1-877-721-7520.

FEEDING INFANTS (BIRTH TO 12 MONTHS OR MORE)

Food Provided By Parents/Caregivers

Be sure to obtain written feeding instructions from parents/caregivers on the foods they are providing. Instructions can include likes, dislikes, allergies, types of food, textures of food, amounts of food, feeding schedules, etc. Review these instructions with parents/caregivers to confirm their instructions so that they are followed correctly. Update the instructions with parents/caregivers regularly.

Breastfeeding

Health Canada recommends exclusive breastfeeding for the first six months, with continued breastfeeding for up to two years or longer, with appropriate complementary feeding. This is important for the nutrition, immunologic protection, growth, and development of children. Support parents in their decision to provide expressed breastmilk for their child. Arrange for a comfortable place for breastfeeding for parents who choose to stop by during the day to breastfeed and/or at, drop-off and pick up times if needed. For more information on how your centre can support breastfeeding mothers, take a look at this resource (click on *Breastfeeding Support*):

<http://www.simcoemuskokahealth.org/JFY/ChildcareWorkers/healthyeating.aspx>

Handling and Storage of Expressed Breastmilk (EBM)

Handling Expressed Breastmilk

- Expressed Breastmilk should be provided by parents in tightly sealed bottles with a lid and should remain cold during transport to the Child Care Centre (e.g. using a cooler bag with freezer packs).
- The bottles must be clearly labeled with the child's name and date collected.
- Empty bottles and lids, should be sent home at the end of the day with parents for cleaning and sanitizing, as should any unused breastmilk.

Storing Expressed Breastmilk in the Refrigerator:

- Freshly expressed breastmilk must be stored in a refrigerator at 4°C (40°F) or less. A separate fridge is not required to store the EBM. EBM should be used within 48 hours of expression.
- The fridge must be equipped with an accurate thermometer and the temperature should be monitored and recorded at least daily.
- The expressed breastmilk should be treated as a “ready-to-eat” food product and stored in the fridge in a manner to protect it from contamination (i.e. on the upper shelves of the fridge and above any raw or hazardous foods).
- The expressed breastmilk should not be left at room temperature for more than 2 hours.

Storing Expressed Breastmilk in the Freezer:

- If expressed breastmilk is stored in the freezer, it should be frozen within 24 hours of collection.
- The freezer must be maintained at -18°C (0°F) or less and the freezer temperature must be monitored and recorded at least daily.
- Expressed breastmilk may be stored in the freezer inside a fridge for up to 2 weeks, refrigerator freezer (separate door) for up to 3 months in a chest-type deep freezer.

Thawing & Warming Expressed Breastmilk:

- Frozen expressed breastmilk can be thawed in the refrigerator, under cool running water, or in a waterless electric warmer.
- Expressed breastmilk should never be thawed at room temperature and should not be refrozen after it is thawed.
- Thawed expressed breastmilk should be used within 24 hours.
- Expressed breastmilk can be warmed by placing the bottle under warm potable running water (e.g municipal water) or in a bowl of warm water.
- Expressed breastmilk should only be warmed once. Leftover milk after a feeding should not be used and unused EBM should be sent home with parents at the end of the day.
- Shake warmed breastmilk and test the temperature on your wrist before using it.
- Use warmed breastmilk within two hours.
- Note: water filled warmers and microwave ovens are not recommended.

Feeding Expressed Breastmilk:

- Child Care providers must wash their hands before and after the feeding. Gloves may be used when feeding breastmilk to a child but it is not mandatory.
- Care must be taken to ensure that the correct breastmilk is fed to the correct child. Prior to feedings, staff should carefully examine the labels to ensure the correct milk is provided to the child.

Policy Development:

- Child Care Centres should have policies in place to address storage, handling and course of action in the event of errors involving breastmilk administration.
- Policies should consider processes for notification of parents in the event a child receives the incorrect milk, advising the recipient child’s parents to seek a physician assessment to determine if viral testing is required, and notifying the mother whom produced the milk that baseline viral testing may be required.

For more information about breastfeeding or feeding expressed breastmilk, call Health Connection at 705-721-7520 or 1-877-721-7520.

Handling and Storage of Infant Formula

- All staff preparing infant formula should be trained on its preparation and handling.
- Child Care Centres should have written policies in place to address preparation and handling of formula.
- Staff should report and document any illnesses or adverse reactions noted with the use of formula.
- Licensed child care centres should subscribe to food product recall distribution lists and all formula products under current recalls should not be used.

Preparing Infant Formula

- Prior to preparing formula, the counters should be cleaned and sanitized.
- Hands should be washed before and after feedings with soap/warm water and then dried with a single use towel.
- Sterile bottles and lids should be used (provided by the parents).
- “Best before” dates should be checked on formula containers. Containers should be clean and have no dents. Containers should be opened using a clean can opener, if needed.
- Follow Manufacturer’s directions on the product label, and when mixing with water is required, use water from a safe source (municipal or potable water).
- When preparing powdered infant formula, follow Health Canada’s recommendations for day-care centres: <http://www.hc-sc.gc.ca/fn-an/nutrition/infant-nourisson/pif-ppn-recommandations-eng.php>

Handling Infant Formula:

- Child care centres have the option to have parents bring prepared and labeled bottles of infant formula.
- Prepared formula should be provided by parents in tightly sealed bottles with a lid and should remain cold during transport to the Child Care Centre (e.g. using a cooler bag with freezer packs).
- Premixed bottles of formula should be labeled with the child's name and the preparation date/time. Prior to feedings, staff should carefully examine the labels to ensure the correct formula is provided to the child.
- The bottles must be clearly labeled with the child's name and date.
- Empty bottles and lids, should be sent home at the end of the day with parents for cleaning and sanitizing.
- After feeding, all unused formula should be discarded.

Storing Infant Formula

- Premixed bottles should be stored under refrigeration at 4°C (40°F) or less. Accurate thermometers should be stored in the refrigerator and temperatures should be monitored and logged at least daily. Bottles of formula should be discarded if they are past the recommend storage periods.
 - Ready-to-feed: 48 hours
 - Liquid concentrate: 24 hours
 - Powdered: 24 hours
- Premixed bottles of formula should be treated as a “ready-to-eat” food product and stored in the fridge in a manner to protect it from contamination (i.e. on the upper shelves of the fridge and above any raw or hazardous foods).
- Opened containers of ready-to feed formula can be stored in the refrigerator for no longer than 48 hours and liquid concentrate formula no longer than 24 hours. Opened containers of powdered formula should be covered with a plastic lid and stored in a cool dark place and used within one month.

Warming Infant Formula

- Premixed formula should be removed from the refrigerator and warmed immediately before feeding.
- Never use a microwave or water-filled warmer to warm baby's bottle. Microwaves heat food unevenly and may cause "hot spots" that can burn the infant's mouth.
- Warm baby's bottle by holding it under running warm water, or place it in a container of warm water for no more than 15 minutes. Make sure that the level of the warming water is below the lid of the bottle.
- Powdered formula should not be warmed for extended periods of time (warming for 15 minutes is recommended). Warming for extended periods exposes the powder formula to temperatures that are ideal for the growth of harmful bacteria.
- Shake or swirl the bottle so the formula will be evenly warmed before feeding baby. Always test the temperature of the formula before giving it to the infant. Shake a few drops of formula onto the inside of your wrist. It should feel warm, not hot.

Transporting Infant Formula

- If travelling, place bottle in a cooler bag with ice packs just before leaving.
- Use up pre-made bottles within 2 hours of placing them in the cooler bag.

Responsive Bottle Feeding

When it is time for a feeding, make it a positive, relaxing time together:

- Hold baby in an upright position, support the shoulders and neck to allow baby's neck to extend to natural feeding position
- Hold baby so that you are both comfortable and can look at each other to monitor and respond to baby's cues.
- Talk, sing, smile and cuddle baby to stimulate the child's attention
- Feed baby skin to skin when possible to help baby feel calm and attentive
- Use a slow flow nipple.
- Wait for child to open mouth and accept the bottle nipple entirely into their mouth.
- Keep the bottle horizontal so that the nipple is partially full to slow the flow of milk.
- Half way through feeding, remove the bottle, burp the baby, and switch sides.

Remove the bottle if the infant is showing any signs of distress during the feeding:

- Swallowing quickly/gulping without taking a breath after 3-5 sucks
- Milk spilling from the sides of their mouth
- Stiffening of arms and legs or arching of the back

- Flaring of nostrils
- Grimacing
- Pushing the bottle away/moving their head away

The following cues signal that the infant is full and satisfied:

- Extended and relaxed arms and legs
- Fingers relaxed and straight (not clenched)
- Letting go of the nipple
- Falling asleep

Remember to burp infant several times during and after each feeding to avoid painful build-up of gas.

For more information about the safe preparation and storage of infant formula, call Health Connection at 705-721-7520 or 1-877-721-7520

Handling and Storage of Homemade Baby Food

- Hands should be washed with soap, warm water and dried with paper towel prior to handling and heating baby food (store-bought or homemade).
- Homemade baby food, not served immediately, should be stored in jars or containers in the refrigerator at 4°C (40°F) or less or in the freezer at -18°C (0°F) or less.
- Baby food stored in the freezer should be labeled, dated and stored in a food grade container or bag.
- Homemade baby food should be stored according to the refrigerator and freezer storage guidelines.
 - Refrigerator storage guidelines:
http://www.simcoemuskokahealth.org/Libraries/JFY_Businesses/refrigerator_storage.sflb.ashx
 - Freezer storage guidelines:
http://www.simcoemuskokahealth.org/Libraries/JFY_Businesses/freezer_storage.sflb.ashx
- Frozen baby food can be thawed in the refrigerator, under cold running water, or as part of the reheating process.
- Foods such as meat, poultry, eggs and fish must be heated to at least the following original internal cooking temperature within 2 hours of removing from the refrigerator:

Food product	Reheating Temperature (Celsius)	Reheating Temperature (Fahrenheit)
Poultry Pieces	74	165
Whole Poultry	82	180
Pork/pork products	71	160
Ground meat (other than poultry)	71	160
Ground poultry	74	165
Fish	70	158
Eggs	63	145
Food mixtures	74	165

- An accurate thermometer should be used to check the internal food temperature when heating baby food.
 - Foods such as meat, poultry, eggs and fish must be heated and cooled in a way to limit the amount of time at room temperature. The food must not remain at room temperature for more than 2 hours.
 - Homemade baby food can be heated in a small bowl over a bowl of hot tap water or using a stove top. Ensure the food is brought back to its original internal temperature (as highlighted in the table above) and allow time to cool before offering to the infant.
 - Use extreme caution when heating in a microwave. If a microwave is used, keep these safety tips in mind:
 - Use microwave safe dishes.
 - As a precautionary approach to reduce the risk of exposure to phthalates and bisphenol A, do not microwave food or beverages in plastics. Do not microwave or heat plastic cling wraps. Use safe alternatives such as glass or polyethylene plastic (symbol #1).
1. Heat on low to medium setting and for short heating times.
 2. Stir food thoroughly for even heat distribution.
 3. Test temperature of food before offering to the infant.
 4. Different foods heat at different rates and temperatures – if heating more than one type of food in a divided dish, test the temperature of each food separately.
- It is NOT recommended to heat baby foods containing meat or eggs in the microwave as the fat in these foods heats faster than the food itself. This can lead to splattering and overheating which can cause unnecessary injuries.
- Before offering heated food to an infant, test the temperature by placing a small amount of the heated food on a separate, clean spoon. Touch the food to your lips or inside of your wrist. If the temperature is not suitable, make appropriate adjustments (allow to cool or heat some more). Retest the temperature using a different, clean spoon. Remember, children are more sensitive to heat than adults.

- Do not re-freeze thawed or reheated baby food. Any uneaten food remaining should be discarded.
- Store-bought baby food should be handled as per the Manufacturer's recommendations on the product label. Before serving store-bought baby food, ensure best before dates are current. Following the heating guidelines above.

General Recommendations for Feeding Infants

Infant Feeding Cues

When infants are fed in a sensitive manner responding to their cues, they learn to trust and feel secure, and the parent/caregiver/child attachment is strengthened.

For infants, hunger cues may include crying. There are many cues for feeding that can occur before crying including: rapid eye movements, waking, stretching, stirring, hand-to-mouth activity, and such oral activities as sucking, licking, and rooting.

For an older infant, feeding cues can also include excited arm and leg movements, opening mouth and moving forward as spoon approaches, swiping food toward the mouth, moving head forward to reach spoon, reaching for spoon or food when hungry, and pointing to food when hungry.

Infant stress cues may include: swallowing quickly/gulping without taking a breath after 3-5 sucks, milk spilling from the sides of their mouth, stiffening of arms and legs or arching of the back, flaring of nostrils, grimacing and/or pushing the bottle away/moving their head away

Infant's satiety cues may include falling asleep, becoming fussy during feeding, slowing the pace of eating, stopping sucking, spitting out or refusing nipple, refusing spoon, batting the spoon away, closing mouth as spoon approaches.

How often to feed and how much to feed

Infants have unique energy needs for solid foods due to differences in breastmilk intake and variability in activity and growth rate. When solid foods are first introduced around six months of age, a teaspoon of a meat, meat alternate or infant cereal could be offered, for example. Near babies' first birthday, the typical portion size of any food from Canada's Food Guide would increase.

Caregivers need to be able to recognize and respond to cues of hunger and satiety. This will help caregivers in determining how much food to offer and to avoid under or overfeeding.

Although you are the infant's primary care giver during the day and you may feed the infant more often than the parents do during the working days, you will actually not be deciding how much the infant eats. The infant decides this!

RECIPES

Looking for recipe ideas?

Try These Recommended Cookbooks:

- Better Baby Food - Your Essential Guide to Nutrition, Feeding and Cooking for All Babies and Toddlers by Joanne Saab, RD and Diana Kalnins, RD - The Hospital for Sick Children (Robert Rose, 2008)
- Better Food for Kids - Your Essential Guide to Nutrition For All Children Age 2 to 10 by Joanne Saab, RD and Diana Kalnins, RD - The Hospital for Sick Children (Robert Rose, 2010)
- Cook! by Mary Sue Waisman, RD - Dietitians of Canada (Robert Rose, 2011)
- Cook Great Food by Dietitians of Canada (Robert Rose, 2002)
- Great Food Fast by Bev Callaghan, RD and Lynn Roblin, RD - Dietitians of Canada (Robert Rose, 2000)
- Simply Great Food by Patricia Chuey, RD, Eileen Campbell, and Mary Sue Waisman, RD - Dietitians of Canada (Robert Rose, 2009)
- Suppertime Survival by Lynn Roblin and Bev Callaghan (Suppertime Survival, 2005)

Or follow these web links to recipes for all occasions:

- [Dairy Goodness](#)
- [Dietitians of Canada](#)
- [EatRight Ontario](#)
- [Foodland Ontario](#)
- [Heart & Stroke Foundation of Canada](#)

BOOKS THAT TEACH NUTRITION TO YOUNG CHILDREN

- Avocado Baby written by John Burningham. 1982.
- Blueberries for Sal written by Robert McCloskey. 1976
- Bread and Jam for Frances written by Russell Hoban. 2008
- Cloudy with a Chance of Meatballs written by Judi Barrett. 1982
- How a Seed Grows written by Helene J. Jordan. 2000.
- How Are You Peeling? Foods with moods written by Saxton Freymann and Joost Elffers. 1999.
- How Do Apples Grow? Written by Betsy Maestro.1992.
- How Did That Get in My Lunchbox? The Story of Food written by Chris Butterworth. 2013.
- If You Give A Moose A Muffin written by Laura Numeroff. 1991.
- If You Give A Mouse A Cookie written by Laura Numeroff.1985.
- If You Give A Pig A Pancake written by Laura Numeroff. 1998.
- One Bean written by Anne Rockwell. 1999.
- Picky Peggy written by Jennifer Dussing. 2004.
- The Enormous Turnip written by Kathy Parkinson. 1987.
- The Pumpkin Book written by Gail Gibbons. 1999.

APPENDICES

Menu Planning Chart

LEGEND:	V/F=Vegetables & Fruit		G=Grain Products		Milk=Milk & Alternatives		M/A=Meat & Alternatives			
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM SNACK (at least 2 food groups)	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
LUNCH V/F: 1 whole or 2 half servings G: ½ - 1 Milk: ½ M/A: ½ - ¾	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
PM SNACK (at least 2 food groups)	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>	V/F <input type="checkbox"/> G <input type="checkbox"/> Milk <input type="checkbox"/> M/A <input type="checkbox"/>
TOTAL Required Number of Servings Daily V/F: 2-2.5 G: 1.5-2.5 Milk: 1-1.5 M/A: 1	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)	V/F (2-2.5) G (1.5-2.5) Milk (1-1.5) M/A (1)

Menu Template

Menu Template

	FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY	
AM SNACK						
LUNCH						
PM SNACK						

Menu Planning Final Checklist

The main meal includes at least:

- Two ½ servings of vegetables and fruit
- ½ to 1 serving of grain products
- ½ serving of milk products
- ½ to ¾ serving of meat or alternative
- Each meal and snack has been checked against the “Day Nurseries Requirement Chart”
- The foods within each food group are varied from day-to-day
- Serving sizes of food are appropriate for the child’s age
- Foods served are easy for children to eat

The menu provides a variety of:

- Shapes
- Colours
- Textures
- Temperatures
- Flavours

- At least one new food is introduced during the menu cycle
- Snacks include foods from at least two food groups
- Foods offered are not too sweet or sticky
- Extra meals and snacks are planned for children who spend more than six hours in care
- Adequate time, equipment and staff are available to prepare meals and snacks
- One dark green and one orange fruit or vegetable is served each day
- No more than ½ cup/125 mL 100% fruit juice is served per day
- Whole grains (e.g. brown rice, whole wheat pasta, oatmeal and whole grain bread) are served most of the time
- Grain products are low in fat, sugar and salt
- Milk is served at the main meal and at least one of the snack times
- Meat alternatives such as beans, lentils and tofu are served once a week
- Baked or canned fish is served one to two times per week
- Foods are prepared with little or no added fat, sugar or salt
- Safe water is available at all times