



Keystone Kids Go!

Early Childhood Literature and Resource Guide

Helpful Resources for Early Childhood Programs Looking to Improve Nutrition and Physical Activity Practices for Staff, Children, and Families

Standards and Guidelines

Pennsylvania Pre-Kindergarten Early Learning Standards

http://www.pakeys.org/pages/get.aspx?page=Career_Standards

The Pennsylvania Learning Standards for Early Childhood are designed as a framework for quality in pre- kindergarten programs and provide guidance about what children should know or be able to do when they leave preschool and enter kindergarten. The standards contain a “Health, Wellness and Physical Development” domain that focuses on gross and fine motor skills as well as health and safety practices.

PA Department of Public Welfare Early Learning Provider Requirements

http://www.dhs.pa.gov/provider/earlylearning/earlylearningproviderrequirements/S_001098

Early Care and Education practitioners operating a program for four or more unrelated children must be certified by the Pennsylvania Department of Public Welfare. The Department regulates three types of child care facilities: Child Care Center: A child care facility in which seven or more children who are not related to the operator receive child care. A child care center must have a certificate of compliance ("license") from the Department of Public Welfare (DPW) in order to operate legally.

Group Child Care Home: A child care facility in which seven through 12 children of various ages, or in which seven through 15 children from 4th grade through 15 years of age, who are not related to the operator, receive child care. A group child care home must have a certificate of compliance ("license") from DPW in order to operate legally.

Family Child Care Home: A child care facility located in a home in which four, five, or six children who are not related to the caregiver receive child care. A family child care home must have a certificate of registration from DPW in order to operate legally.

- Regulations specific to health and safety include:
- Weather permitting’ children shall be taken out doors daily.
- Staff shall ensure that a child’s hands are washed before meals and snacks, after toileting and after being diapered.
- Paper cups, discarded after one use or water fountains shall be used for between-meal drinking by children who are not bottle-fed.
- Food stored, prepared or served shall be clean, wholesome, free from spoilage, free from adulteration, and safe for human consumption.
- Food handling practices shall conform to the requirements of the PA Department of Health or the PA Department of Environmental Resources or its delegate agency where the day care facility is located.
- Food that has been previously served to a person or returned from a table shall be discarded.
- Potentially hazardous food brought from the child’s home or provided by the facility shall be refrigerated.
- Fresh fruits and vegetables that are not used on the day of purchase shall be refrigerated.
- The only canned foods permitted for children’s consumption are those commercially preserved in airtight jars or cans.
- A facility shall provide a sufficient number of refrigerators to contain foods that require refrigeration.
- If a child receives care for four or more consecutive hours, nutritional, appropriately-timed meals and snacks shall be served.

- The parent, upon agreement between the parent and the operator, may provide meals and snacks.
- Food may not be withheld from a child for purposes of discipline.
- A child may not be forced to eat food.

A lunch or dinner prepared at the facility for children of toddler age or older shall have at least one item from each of the following food groups:

- Dairy products—milk, milk products and cheese.
- Protein group—meat, fish, poultry, eggs, cheese, peanut butter, dried beans, peas and nuts.
- Fruits and vegetables—including a wide variety of green, white, yellow, red vegetables and fruits. Grain group—whole grain and enriched products, such as breads, cereals, pastas, crackers and rice.
- Breakfast prepared at the facility for children of toddler age or older shall have at least one item from three of the four food groups listed above.
- Food servings shall be portioned suitably for the size and age of the children in care. Additional food in reasonable amounts shall be made available to children upon the request of the parent or child.
- Meals for infants shall be provided in accordance with the following requirements:
 - A written statement giving formula and feeding schedule shall be obtained from the parent.
 - New foods shall be introduced only after consultation with the child's parent.
 - Disposable nursers shall be used unless the parent provides bottles or unless a commercial dishwasher is used by the facility. Disposable nursers and bottles shall be labeled with the child's name.
 - An infant six months of age or younger shall be held while being bottle-fed. Neither an infant nor a toddler is permitted to sleep with a bottle in his mouth. Bottled formula may not be heated in a microwave oven.
 - An operator shall conspicuously post the menu at least one week in advance or provide a menu to each family.

US Dept of Agriculture (USDA) Food and Nutrition Service Child and Adult Care Food Program

<http://www.fns.usda.gov/cnd/care/>

USDA's Child and Adult Care Food Program plays a vital role in improving the quality of early care and education programs making it more affordable for many low-income families. Each day, 2.9 million children receive nutritious meals and snacks through CACFP.

Head Start Performance Standards

<https://eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii>

The Head Start Performance Standards include the following references to nutrition and physical activity:

Child Nutrition

- Staff and families must work together to identify each child's nutritional needs, taking into account staff and family discussions concerning:
 - Any relevant nutrition-related assessment data (height, weight, hemoglobin/hematocrit)
 - Information about family eating patterns, including cultural preferences, special dietary or feeding requirements for children with nutrition-related health problems or disabilities
 - For infants and toddlers, current feeding schedules and amounts and types of food provided, including whether breast milk or formula and baby food is used; meal patterns; new foods introduced; food intolerances and preferences; voiding patterns; and observations related to developmental changes in feeding and nutrition. This information must be shared with parents and updated regularly; and
 - Information about major community nutritional issues, as identified through the Community Assessment, the Health Services Advisory Committee, or the local health department.

Nutritional services

- Grantee and delegate agencies must design and implement a nutrition program that meets the nutritional needs and feeding requirements of each child, including those with special dietary needs and children with disabilities. Also, the nutrition program must serve a variety of foods that consider cultural and ethnic preferences and that broaden the child's food experience.

- All Early Head Start and Head Start grantee and delegate agencies must use funds from USDA Food and Consumer Services Child Nutrition Programs as the primary source of payment for meal services. Early Head Start and Head Start funds may be used to cover those allowable costs not covered by the USDA.
- Each child in a part-day center-based setting must receive meals and snacks that provide at least 1/3 of the child's daily nutritional needs. Each child in a center-based full-day program must receive meals and snacks that provide 1/2 to 2/3 of the child's daily nutritional needs, depending upon the length of the program day.
- All children in morning center-based settings who have not received breakfast at the time they arrive at the Early Head Start or Head Start program must be served a nourishing breakfast.
- Each infant and toddler in center-based settings must receive food appropriate to his or her nutritional needs, developmental readiness, and feeding skills, as recommended in the USDA meal pattern or nutrient standard menu planning requirements.
- For 3- to 5-year-olds in center-based settings, the quantities and kinds of food served must conform to recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern or nutrient standard menu planning requirements outlined in 7 CFR parts 210, 220, and 226.
- For 3- to 5-year-olds in center-based settings or other Head Start group experiences, foods served must be high in nutrients and low in fat, sugar, and salt.
- Meal and snack periods in center-based settings must be appropriately scheduled and adjusted, where necessary, to ensure that individual needs are met. Infants and young toddlers who need it must be fed "on demand" to the extent possible or at appropriate intervals.
- Grantee and delegate agencies operating home-based program options must provide appropriate snacks and meals to each child during group socialization activities.
- Staff must promote effective dental hygiene among children in conjunction with meals.
- Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the agencies' nutritional services.

Meal service

Grantee and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:

- A variety of food is served which broadens each child's food experiences;
- Food is not used as punishment or reward, and that each child is encouraged, but not forced, to eat or taste his or her food;
- Sufficient time is allowed for each child to eat;
- All toddlers, preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible;
- Infants are held while being fed and are not laid down to sleep with a bottle;
- Medically-based diets or other dietary requirements are accommodated; and
- As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.
- Family assistance with nutrition: Parent education activities must include opportunities to assist individual families with food preparation and nutritional skills.
- Food safety and sanitation: Grantee and delegate agencies must post evidence of compliance with all applicable Federal, State, Tribal, and local food safety and sanitation laws, including those related to the storage, preparation and service of food, and the health of food handlers. In addition, agencies must contract only with food service vendors that are licensed in accordance with State, Tribal or local laws.
- For programs serving infants and toddlers, facilities must be available for the proper storage and handling of breast milk and formula.

Child development and education approach for infants and toddlers

Grantee and delegate agencies' program of services for infants and toddlers must encourage: Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

Grantee and delegate agencies must promote the physical development of infants and toddlers by:

- Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as , pulling, pushing, crawling, walking, and climbing; and
- Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

PTA National Standards for Family-School Partnerships Assessment Guide

https://s3.amazonaws.com/rdcms-pta/files/production/public/National_Standards_Assessment_Guide.pdf

This document includes three levels/stages of quality indicators. This same format could be used in a wellness assessment.

Washington State Early Learning and Developmental Benchmarks

<http://www.k12.wa.us/EarlyLearning/guidelines.aspx>

Resource includes benchmarks around gross, fine, and sensory motor skills, as well as physical fitness and nutrition. These benchmarks are being used as a foundation to create standards in these areas.

University of North Carolina Early Childhood Environment Rating Scale (ECERS)

<http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>

Includes rating areas focused on:

- Space and Furnishings
- Space for gross motor play
- Gross motor equipment
- Personal Care Routines
- Meals/snacks
- Nap/rest
- Toileting/diapering
- Health practices

Tips to Ensure Healthy Use of Media

<http://www.nemours.org/service/health/growuphealthy/screentime/families.html>

Based on research by the Kaiser Family Foundation, kids under age 6 watch TV an average of 2 hours a day (including videos or DVDs). Kids ages 8 and older devote more than an average of 6 hours a day using media for entertainment, 7 days a week, which is more than an adult's 40-hour work week. Some kids often spend much of that multitasking with more than one device at a time, and therefore, they manage to pack in more than 10 hours a day of combined screen time.

Caring for Our Children

<http://cfoc.nrckids.org/>

Caring for Our Children, 3rd Edition (CFOC3) is a collection of 686 national standards that represent the best evidence, expertise, and experience in the country on quality health and safety practices and policies that should be followed in today's early care and education settings.