Nutrition and Physical Activity in Child Care

HEALTHY POLICIES TOOLKIT

University of Washington

Center for Public Health Nutrition

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ACKNOWLEDGEMENTS

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This toolkit is designed for early childhood education professionals to use in designing and implementing healthy child care policies. This toolkit contains recommendations from the following sources:

- Let's Move! Child Care
- Preventing Childhood Obesity in Early Care and Education Programs, 2nd Edition: Selected Standards from Caring for Our Children: National Health and Safety Performance Standards, 3rd Edition.
- American Academy of Pediatrics
- United States Department of Agriculture

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Why do you need healthy child care policies?

Policies are a set of statements about the daily practices used in your child care program. Ensuring that your program follows consistent, healthy practices helps children develop healthy habits. Healthy policies provide specific standards for staff and families to follow and create an environment that supports healthy behaviors.

Having healthy policies in place benefits your child care program by helping to:

- identify your child care program's plan for quality nutrition and physical activity
- explain the benefits of your child care program to potential families
- demonstrate your program's commitment to children's health and well-being
- educate families regarding your program's nutrition practices and the importance of physical activity
- ensure that practices in your child care program are in-line with best practices based on current science, public health research and national health recommendations
- set clear guidelines to minimize misunderstandings among staff and parents

Different types of programs need different types of policies. For example, where and how food is purchased, what types of foods are purchased, the equipment available, the number of staff available at meal time, available outdoor space and the physical indoor space of your child care program all influence the types of policies that make sense for your program.

Using this Healthy Policies Toolkit

This toolkit is designed for your use. The toolkit contains seven model nutrition policies and three model physical activity policies that correspond to the Let's Move! Child Care Healthy Eating and Physical Activity goals. Each model policy is presented with key information about why it is an important policy, tips for successfully following the policy, and key resources for further exploration. An action planning worksheet is available after each model policy to guide you through the process of adopting the policy.

☐ **Step 1:** Complete the Self-Assessment Checklist of Best Practices for Healthy Eating

☐ **Step 2:** Complete the Self-Assessment Checklist of Best Practices for Physical Activity

☐ **Step 3:** Look at the chart on page 7 to find the Model Policy that corresponds to the Best Practices you marked as either "Fully meeting…" "Making progress on…" or "Ready to get started…" and go to the page(s) listed.

☐ **Step 4:** Read about the model policy and decide whether you are ready to make the change. Answer the question, "Are you ready to adopt this policy?" If you answer "yes" or "maybe" **TAKE ACTION** and use the Action Steps to guide you through the process of adopting the policy.

Once you have your new policies in place, remember to share them so everyone knows what your practices are. Here are some ideas for places to share your policies with staff and families:

- Welcome packet for new families
- Staff handbook
- Parent handbook
- Health Policy
- Website
- Parent newsletters
- Bulletin board or posters
- Meetings with parents
- Promotional material for your program

Make sure to review and revise your policies to keep current with any new best practice guidance and new regulations. Take time to reflect on your experiences of using the policies in your program and think about whether any adjustments are needed. Reviewing your policies once a year will ensure that you are providing the healthiest care to the children you serve.

Getting Started

Complete the Self-Assessment Checklists on the next 2 pages to get started!

☐ **Step 1:** Complete the Self-Assessment Checklist of Best Practices for Healthy Eating

Self-Assessment Checklist:

Let's Move! Child Care Healthy Eating Goals

Best Practices	**Yes, fully meeting this best practice**	**Making progress on meeting this best practice**	**Ready to get started on meeting this best practice**	**Unable to work on meeting this best practice**
Drinking water is visible and available inside and outside for self-serve	☐	☐	☐	☐
100% fruit juice is served no more than twice a week in 4-6 oz. portions or never served	☐	☐	☐	☐
Sugary drinks, such as fruit drinks, sports drinks, sweet tea, and soda, are never served	☐	☐	☐	☐
Children 2 years and older are served only 1% or skim/non-fat milk (*unless otherwise directed by the child's health provider*)	☐	☐	☐	☐
Fruits and vegetables are served at every meal (*French fries, tator tots, and hash browns don't count as vegetables*)	☐	☐	☐	☐
French fries, tator tots, hash browns, potato chips, or other fried or pre-fried potatoes are served no more than once a month or never	☐	☐	☐	☐
Chicken nuggets, fish sticks, and other fried or pre-fried frozen and breaded meats or fish are served no more than once a month or never	☐	☐	☐	☐
All meals are served family style and children are encouraged to serve themselves with limited help	☐	☐	☐	☐

☐ **Step 2:** Complete the Self-Assessment Checklist of Best Practices for Physical Activity

Self-Assessment Checklist:

Let's Move! Child Care Physical Activity Goals

Best Practices	**Yes, fully meeting this best practice**	**Making progress on meeting this best practice**	**Ready to get started on meeting this best practice**	**Unable to work on meeting this best practice**
Preschoolers are provided with 120 minutes or more of active play time every day, both indoor and outdoor *(for half-day programs, 60 minutes or more is provided for active play daily)*	☐	☐	☐	☐
Toddlers are provided with 60-90 minutes or more of active play time every day, both indoor and outdoor *(for half-day programs, 30 minutes or more is provided for active play daily)*	☐	☐	☐	☐
Screen time (e.g., TV and DVD viewing, computer use) is limited to no more than 30 minutes per week for **preschoolers** *(for half-day programs, screen time is limited to no more than 15 minutes per week or never)*	☐	☐	☐	☐
No screen time for **toddlers and infants**	☐	☐	☐	☐
Answer if you serve INFANTS				
Short supervised periods of tummy time are provided for all infants several times each day	☐	☐	☐	☐

☐ **Step 3:** Look at the chart below to find the Model Policy that corresponds to the Best Practices you marked as either "Fully meeting…" "Making progress on…" or "Ready to get started…" and go to the page(s) listed.

	Model Policies	**Page**
Policy Area	**Healthy Beverages**	
Model Policy 1:	Drinking water is available at all times for self-serve, both indoors and outdoors.	**10**
Model Policy 2:	Sugary drinks are never served.	**12**
Model Policy 3:	100% fruit juice is served no more than twice a week in 4-6 oz. portions.	**14**
Model Policy 4:	Only skim or 1% low-fat milk is served to children age 2 and older.	**16**
Policy Area	**Healthy Food**	
Model Policy 5:	Fruits and vegetables are served at every meal and snack.	**20**
Model Policy 6:	Fried foods are offered no more than once a month.	**22**
Policy Area	**Healthy Feeding Practices**	
Model Policy 7:	Meals are served family-style and children decide how much they eat.	**26**
Policy Area	**Physical Activity**	
Model Policy 8:	Preschoolers get at least 120 minutes and toddlers get at least 60-90 minutes of active play time every day, both indoor and outdoor.	**30**
Model Policy 9:	Screen time is limited to no more than 30 minutes per week for preschoolers and there is no screen time for toddlers and infants.	**32**
Model Policy 10:	Short supervised periods of tummy time are provided for all infants several times each day.	**34**

Policy Area: Healthy Beverages

Model Policy 1: Drinking water is available at all times for self-serve, both indoors and outdoors.

Why this policy is important:

Children need to drink fluids throughout the day to stay hydrated. Plain drinking water is the best beverage choice for thirst. Encouraging children to drink water throughout the day helps because sometimes children don't notice they are thirsty. Tap water is a great source of free, quality drinking water. If your tap water is fluoridated, it also helps to prevent cavities. Making it easy for children to access water throughout the day helps them learn to respond to their thirst with water- a great healthy habit to build!

Tips for success:

- Use kid-friendly pitchers and cups to make it easy for children to pour and drink water
- Only fill water pitchers half-way and use lids to avoid spills
- Or, instead of pitchers, invest in a refillable water cooler with a spout and provide cups
- Many areas have excellent tap water; if you don't, consider tap or pitcher-type filters
- Encourage children to drink water throughout the day and especially after physical activity
- Be a role model and drink water throughout the day too
- Offer children water whenever they are thirsty

Key Resource:

- Healthy Beverages in Child Care
  http://www.healthybeveragesinchildcare.org/index.shtml

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 2: Sugary drinks are never served.
Why this policy is important: Sugary drinks such as fruit drinks, sports drinks, sweet tea, flavored milks and waters, and soda are full of "empty calories" which means they are high in calories but are very low in nutrients. Foods and beverages with empty calories are not a good choice for young children who need nutrients for growth and development. Consuming sugary drinks may cause excess weight gain, tooth decay, and obesity in children.
Tips for success: • Don't have sugary drinks onsite. If kids can't see them, they are less likely to ask for them • Communicate with parents about your commitment to their children's health and the importance of not serving sugary drinks. • Ask parents not to send sugary drinks to child care; include this in your parent handbook • Offer water and milk as alternatives to sugary drinks • Be a role model and don't drink sugary drinks in front of the children
Key Resources: • Healthy Beverages in Child Care http://www.healthybeveragesinchildcare.org/index.shtml • Empty calories http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-empty-calories.html

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

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WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 3:	**100% fruit juice is served no more than twice a week in 4-6 oz. portions**

Why this policy is important:

In small amounts, 100% juice can be a healthy choice for children. However, drinking too much juice may provide more calories than needed, increasing the risk of obesity in young children. The sugars in 100% juice contribute to cavities, so limiting juice can reduce tooth decay as well. Whole fruit contains more nutrients and fiber than 100% juice and is a healthier choice.

Tips for success:

- Review your menus to see how much juice is usually served and during which meals
- Replace juice in your menu with easy whole fruit choices like orange slices, cucumber wheels, or sliced banana
- Offer water and milk throughout the day instead of juice
- Educate your staff about the potential harm of giving children too much juice
- Communicate with parents about the importance of limiting juice intake

Key Resource:

- Healthy Beverages in Child Care
  http://www.healthybeveragesinchildcare.org/index.shtml

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

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WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 4:	**Only skim or 1% low-fat milk is served to children age 2 and older.**

Why this policy is important:

Milk is a healthy beverage choice because it provides many important nutrients such as protein, calcium, and vitamin D. Infants need plenty of fat for optimal brain development, but after age 2 children do not need as much fat in their diet. Limiting high fat dairy products is an easy way to avoid excess calorie and fat intake. Low fat dairy products such as non-fat (skim) and 1% low-fat milk contain all the healthy nutrients of higher fat milks with fewer calories and less saturated fat.

Tips for success:

- Try making the switch; most children won't notice the difference
- If you are worried that children won't like the lower fat milk, you can try easing into it by mixing whole or 2% milk with skim or 1% milk, gradually decreasing the amount of higher fat milk over several days
- Educate your staff about the benefits of giving children over 2 lower fat milk
- Communicate with parents about the safety and health benefits of lower fat milk

Key Resource:

- Healthy Beverages in Child Care http://www.healthybeveragesinchildcare.org/index.shtml

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TAKE ACTION

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WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Policy Area: Healthy Food

Model Policy 5: Fruits and vegetables are served at every meal and snack.

Why this policy is important:

Fruits and vegetables contain lots of nutrients and are low in calories. Young children need a variety of fruits and vegetables every day for growth and development but studies show that many children don't get the recommended amount. Fruits and vegetables are a great way to expose children to new tastes, textures, and colors. Sometimes children will refuse unfamiliar food. It can take up to 10 tries before a child will accept a new food so it's important to keep offering a variety of fruits and vegetables so children have an opportunity to try different kinds.

Tips for success:

- Use color as your guide when planning menus and make it a goal to include vegetables of all colors during the week
- Try serving veggies with yogurt, hummus, or low-fat dressing for dipping
- Watching others around them eat foods they aren't sure about can help a child decide to try a new food so remember to be a role model- eat the fruits and veggies you serve
- Teach children about different fruits and vegetables: where they come from; how they grow; how they look, taste, feel, sound, and smell. Discovering and learning about fruits and vegetables can help children develop a positive relationship with them
- Communicate with parents about the benefits of offering children lots of different fruits and veggies to try

Key Resources:

- Grow It, Try It, Like It! Preschool Fun With Fruits and Vegetables- a garden-themed nutrition education kit from USDA http://www.fns.usda.gov/tn/Resources/growit.html
- USDA's Daily Food Plan for Preschoolers, Vary Your Veggies http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-vegetables.html
- Avoid choking hazards http://www.choosemyplate.gov/preschoolers/food-safety/choking-hazards.html

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 6: Fried foods are served no more than once a month.

Why this policy is important:

Fried vegetables like french fries, tator tots, potato chips, onion rings, or fried okra, and fried meats such as chicken nuggets, fish sticks, and other fried forms of frozen and breaded vegetables or meats are high in fat (usually unhealthy saturated or trans-fat), calories, and sodium (salt) but very low in nutrients. These are not healthy choices for children: too many calories can cause excess weight gain, unhealthy fats can lead to heart disease, and excess salt can contribute to hypertension. Young children need to eat a variety of colorful vegetables and lean protein to get the nutrients they need for growth and development.

Tips for success:

- In place of frying, try healthier cooking methods- braise, bake, steam, grill, or poach
- Watch out for pre-fried foods! This includes refrigerated or frozen items that are breaded or battered, most frozen potato products and most products described as "crispy" or "crunchy"
- To provide the most variety, try serving lots of different veggies, not just potatoes
- Get creative with protein sources and try adding some meat alternatives like beans to the menu
- Find ways for the children to help prepare the food. Younger children can add pre-measured ingredients, stir, and name foods. Older kids can help assemble food, measure ingredients and peel eggs and fruit.

Key Resources:

- Washington Grown Food Kit (healthy recipes for child care programs searchable by recipes in season, sample menus, and nutrition facts) http://www.wafarmtoschool.org/ToolKit
- Tips for choosing protein foods for preschoolers http://www.choosemyplate.gov/preschoolers/daily-food-plans/about-protein-foods.html

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Policy Area: Healthy Feeding Practices

Model Policy 7: Meals are served family-style* and children decide how much they eat.

Why this policy is important:

Serving meals family-style creates an opportunity for children to practice many new skills. Children learn to serve and pass food, wait their turn, and other table manners. When children serve themselves and decide how much to eat, they practice paying attention to their own internal hunger and fullness cues. Creating healthy feeding practices is especially important for young children because they are trying many foods for the first time, forming food preferences, learning new self-feeding skills, and beginning to follow social cues about eating.

**Family style is a type of meal service where children serve themselves from serving dishes at the table. Children decide if and how much of the food they serve themselves. At least one adult should sit at each table of children to offer assistance when needed and set a positive example.*

Tips for success:

- Place food on the table in serving dishes that are easy for children to pick up and pass. Using serving utensils that are "kid sized" will make the process easier
- Sit with the children and eat together, using the meal time for social conversation. This helps children learn that meal time is a pleasant, social activity to be enjoyed
- If you serve a large number of children, break out into several smaller tables. Having about 6 children and one staff person per table will make things go much smoother
- Don't pressure children to eat, let them decide when they are ready to try a new food
- Educate your staff on how to make mealtimes pleasant and stress-free
- Do not use food as a reward or punishment

Key Resources:

- Tips and resources for family-style dining: http://azdhs.gov/empower-program/resources-policies/index.php?pg=family-meals
- Guide for starting family-style dining, including equipment checklist, tips for success, and ways to communicate with parents about the change: http://www.doe.k12.de.us/ddoe/files/pdf/FamilyStyleMealService.pdf

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Policy Area: Physical Activity

Model Policy 8:	Preschoolers get at least 120 minutes and toddlers get at least 60-90 minutes of active play time every day, both indoor and outdoor.

Why this policy is important:

Studies have found that young children today spend more of their time doing sedentary activities with limited movement like drawing, reading, playing board games, using a computer, watching television, or playing with portable electronic devices. They spend little time being physically active. Children need plenty of physical activity to develop motor skills and to build strength, flexibility, and endurance. Physical activity helps children stay at a healthy weight and to become physically active adults. The benefits of physical activity include improved social skills, brain development, and sleep. Being physically active helps children feel confident about themselves and their bodies and reduces children's risk of feeling stressed or depressed. Children who are active tend to have fewer behavioral and disciplinary problems, do better in school, and have longer attention spans in class.

Tips for success:

- Brainstorm ways to incorporate more movement into everyday activities such as during transitions or in circle time. Adding short physical activity breaks throughout the day can add up to the recommended times easily.
- Encourage parents to bring weather appropriate clothes to child care so children can play comfortably outside even if it's rainy or hot. A handout for parents with clothing guidelines can help. Consider purchasing a few extra pairs of galoshes and rain jackets at a second hand clothing store to have on hand when parents forget.
- Train staff on physical activity for young children and encourage staff to participate in physical activity with children. Both free play and adult led physical activity is important!
- Get creative with play equipment; see the resources below for easy, low cost ideas.

Key Resources:

- No- to Low-Cost Ways to Promote Physical Activity in the Child Care Settings http://healthymeals.nal.usda.gov/hsmrs/Iowa/No_to_Low_Cost.pdf
- Dr. Crofts Active Play Books: http://activeplaybooks.com/ and free sample activities: http://flourishdesignstudio.biz/activeplaybooks/pdf/sample_pages.pdf
- Sesame Street We Have the Moves free downloadable booklet: http://www.sesamestreet.org/cms_services/services?action=download&uid=46841dfe-a76c-4df7-8e40-d165417d9be5

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 9:	Screen time* is limited to no more than 30 minutes per week for preschoolers and there is no screen time for toddlers and infants.

Why this policy is important:

Young children spend more and more time in front of an ever-expanding number of screens. For too many children, screen time has replaced time with parents or caregivers doing activities like reading, imaginative play and physical activity. On average, preschool children spend about 4 hours in front of screens each day. That's over 32 hours a week! Too much screen time in early childhood has been linked to decreased reading ability, decreased attention and patience, fewer social skills, and increased risk of being overweight or obese. Most of the time young children spend in front of screens happens at home. Reducing or eliminating screen time in child care ensures that children get as little screen time as possible.

**Screen time is any time that is spent in front of a screen, such as a TV, computer, video game player, smartphone or tablet.*

Tips for success:

- Limit the use of screens as a transition between activities. Instead consider playing music and having a dance transition! Or play soothing nature sounds to help children relax during stressful transitions.
- If you have a TV, place a cover over it, hide it, or completely remove it.
- Plan ahead for screen time such as Friday video day so everyone knows when screen time is and isn't allowed.
- Do not use screen time as a reward or punishment. Think of other activities that the children enjoy just as much. For example, an extra story, extra time outside, or stickers can be used to reward good behavior.

Key Resources:

- Washington Active Bodies Active Minds (WAABAM). Resources, tips, training materials, and more for both early childhood professionals and families on the importance of screen time reduction. http://depts.washington.edu/tvhealth/index.htm
- Let's Move! Child Care: Screen time. Resources for limiting screen time. http://www.healthykidshealthyfuture.org/home/activities/screentimes.html

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

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WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

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2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

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3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Model Policy 10:	Short supervised periods of tummy time are provided for all infants several times each day

Why this policy is important:

Infants need plenty of movement time to develop coordination and strength, just like older kids. Providing tummy time throughout the day is the best way to make sure that infants get enough movement time. Tummy time is time an infant spends on their stomach while awake. Tummy time helps infants build the strength and coordination needed for meeting developmental milestones (such as sitting up, crawling). Infants should get supervised tummy time 2 to 3 times per day.

SAFETY TIP: Make sure infants are awake and alert during tummy time. Place infants on a solid surface on the floor- never on a surface that's soft or up high like a mattress or sofa.

Tips for success:

- Begin with a few minutes of tummy time at first. When you see the infant enjoying the activity, you can gradually increase the time.
- Encourage infants to see, touch, and feel what's around them during tummy time.
- Place different toys on the floor and let the infant reach for them. Reaching helps infants develop the muscles they need to roll over, crawl, and scoot.
- A great time for tummy time is right after a diaper change or when the baby wakes up from a nap.

Resources:

- Back to Sleep, Tummy to Play: American Association of Pediatrics brochure on the importance of putting infants on their back for sleeping and providing tummy time when they are awake. http://www.healthychildcare.org/pdf/SIDStummytime.pdf

Is this a policy you are ready to adopt? ☐ Yes ☐ Maybe ☐ Not Now

TAKE ACTION

Use the Action Steps (1-3) on the next page to guide you through the process of adopting this policy

1. **Review your program's current practices (with staff, if applicable) and identify practices that are not consistent with the new policy you want to adopt.**

WHAT CURRENT PRACTICES AT YOUR PROGRAM RELATE TO THIS POLICY:

_____

_____

_____

WHAT WOULD NEED TO CHANGE IF YOU ADOPTED THIS POLICY:

_____

_____

_____

2. **Identify and address barriers to change (with your staff, if applicable).**

WHAT ARE BARRIERS TO ADOPTING THIS POLICY? LIST IDEAS FOR GETTING AROUND THE BARRIERS:

_____

_____

_____

3. **Develop an action plan for adopting the policy. Identify who will be responsible for making changes and by what date. Review the action plan on the due date to keep track of changes.**

WHAT ACTION NEEDS TO BE TAKEN?	WHO WILL BE RESPONSIBLE?	BY WHAT DATE?

Best-Practice Standards for Nutrition and Physical Activity in Child Care

Caring for Our Children: Preventing Childhood Obesity in Early Care and Education Programs, 2nd ed. This is the newest set of national standards describing evidence-based best practices in nutrition, physical activity, and screen time for early care and education programs. These updated standards are part of the new comprehensive Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition (CFOC, 3rd Ed.) released in June 2011. A free, downloadable PDF of the booklet is available.

http://cfoc.nrckids.org/StandardView/SpcCol/Preventing_Childhood_Obesity

Let's Move! Child Care Checklist Quiz. Take the online checklist quiz to self-assess your programs practices compared to the Let's Move! Child Care goals. After you take the self-assessment, you will be guided through the process of creating a customized Action Plan to help you meet your goals. A downloadable PDF of the checklist quiz is also available.

http://www.healthykidshealthyfuture.org/home/startearly/quiz.html

Child and Adult Care Food Program (CACFP)

Child and Adult Care Food Program, Washington State. Learn more! Sign up!

http://www.k12.wa.us/ChildNutrition/Programs/CACFP/

Child and Adult Care Food Program, Family Day Care Home Sponsors. If you are a licensed or exempt family home child care program you automatically qualify for reimbursement - contact your local sponsor about signing up!

http://www.k12.wa.us/ChildNutrition/Programs/CACFP/ProvidersSponsors.aspx

Nutrition & Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program. Tips and creative ideas for meal planning, shopping, food preparation, and suggestions for active play. Available as a free, downloadable PDF- you don't need to be enrolled in CACFP to use it. (PDF).

http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program

C.A.R.E. Connection for Child Care Providers. Tons of Child and Adult Care Food Program resources, menu planning, and more!

http://www.nfsmi.org/Templates/TemplateDivision.aspx?qs=cElEPTI0

Nutrition and Meal Time Environments

Healthy Beverages in Child Care

http://www.healthybeveragesinchildcare.org/index.shtml

Let's Move! Child Care: Healthy Eating. Tips and resources on encouraging healthy eaters, planning & menu shopping, serving meals, and more!

http://www.healthykidshealthyfuture.org/home/nutrition.html

Washington Grown Food Kit. Healthy recipes for child care programs searchable by recipes in season, sample menus, and nutrition facts.

http://www.wafarmtoschool.org/ToolKit

Health and Nutrition Information for Preschoolers. United States Department of Agriculture (USDA) guide to health and nutrition for preschoolers. Includes information on Developing Healthy Eating Habits, Picky Eating, Physical Activity, Food Safety, Meal and Snack Patterns and Ideas, and more!

http://www.choosemyplate.gov/preschoolers.html

Alternatives to Using Food as a Reward. Handout from NACCRRA. (PDF)

http://healthykidshealthyfuture.org/content/dam/hkhf/filebox/naccrra/newnaccrra/alternatives.pdf

Tips and resources for family-style dining in child care. From the Arizona Empower program. (Website)

http://azdhs.gov/empower-program/resources-policies/index.php?pg=family-meals

Guide for starting family-style dining. Equipment checklist, tips for success, and ways to communicate with parents about the change. (PDF)

http://www.doe.k12.de.us/ddoe/files/pdf/FamilyStyleMealService.pdf

Grow it, try it, like it! Preschool Fun with Fruits and Vegetables. A garden-themed nutrition education kit for child care center staff that introduces children to fruits and vegetables.

http://www.fns.usda.gov/tn/Resources/growit.html

Farm to Child Care

http://www.farmtopreschool.org/home.html

Physical Activity

Let's Move! Child Care, Physical Activities: Resources at the bottom of the page, plus links to the left to Get Kids Moving: What to Play, Where to Play, and Screen Time.

http://www.healthykidshealthyfuture.org/home/activities.html

Play in the Early Years: a guide for parents and educators. From the Alliance for Childhood. (PDF)

http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/pdf/pdf_files/BAECF_Play_in_the_Early_Years_May07.pdf

NRCKids Motion Moments. Videos for working with infants, toddlers or preschoolers show a few simple ways to add physical activity into your current early care and education program in either a child care center or family child care home. Videos are 7-9 minutes long and are available in English and Spanish (Video).

http://nrckids.org/index.cfm/products/videos/motion-moments1/

Sesame Street: We Have the Moves! This downloadable booklet contains lots of fun-filled physical activities that require minimal time and equipment; activities for both large and small spaces; fun and easy ways to add more active play into everyday routines; and ways to link movement to different curriculum areas (PDF).

http://www.sesamestreet.org/cms_services/services?action=download&uid=46841dfe-a76c-4df7-8e40-d165417d9be5

No- to Low-Cost Ways to Promote Physical Activity in the Child Care Setting. A free, downloadable card set from Team Nutrition Iowa provides fun and interactive physical activities for young children that can be done without costly equipment. (PDF)

http://healthymeals.nal.usda.gov/hsmrs/Iowa/No_to_Low_Cost.pdf

Screen Time

Let's Move! Child Care: Screen time. Recommendations, tools, and resources for limiting screen time.

http://www.healthykidshealthyfuture.org/home/activities/screentimes.html

Screen Free Moments: Promoting Healthy Habits. Made especially for Family Home Child Care programs, this 8 minute video from NRCKids shows a few simple ways to limit or even eventually eliminate screen time. (Video)

http://www.youtube.com/watch?v=cogJkMgIjs0

Sesame Street: Elmo's Got the Moves Music Video. This 1 minute video is an example of "quality programming" because it gets kids moving. (Video)

http://www.youtube.com/watch?v=mtDW8hxOrYk

Limiting Screen Time letter for parents. From Child Care Aware of America, this downloadable letter is a great way to communicate with parents about the importance of limiting screen time at home (PDF).

http://www.healthykidshealthyfuture.org/content/dam/hkhf/filebox/naccrra/newnaccrra/screentime.pdf

Screen-Time Reduction Toolkit for Child Care Providers. This toolkit comes from Michigan Healthy Child Care, a partner in the Michigan Healthy Communities Collaborative. The toolkit includes information about kids and screens, a letter that can be distributed to parents, screen-free activities and more (PDF).

http://www.mihealthtools.org/childcare/documents/Screen-TimeReductionToolkit.pdf

Technical Assistance Manual for Screen-time Reduction in Child Care. This technical assistance manual from Michigan Healthy Child Care lists the best practice recommendations for screen use in child care. It contains the rationale behind each recommendation, challenges to implementing recommendations, and tips for changing current practice (PDF).

http://www.mihealthtools.org/childcare/documents/ScreenTimeTechAssistManual.pdf

Washington Active Bodies Active Minds (WAABAM). Maintained by the UW Center for Public Health Nutrition, WAABAM has resources, tips, training materials, and more for both early childhood professionals and families on the importance of physical activity and screen time reduction.

http://depts.washington.edu/tvhealth/index.htm

Communicating with Parents

Child Care Aware, Family Involvement

http://childcareaware.org/child-care-providers/program-planning/family-involvement

First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Partnering with Families. Guide to partnering with families to improve nutrition and physical activity in child care from Delaware.

http://www.doe.k12.de.us/infosuites/students_family/nutrition/cacfp/PARTNERINGwFAMILIES_083011.pdf

Creating Child Care Program Policies for Nutrition and Physical Activity

Child Care Food Program Wellness Tool Kit. The tool kit focuses on innovative and effective CACFP bases strategies for implementing good nutrition and physical activity policies in child care.

http://frac.org/federal-foodnutrition-programs/child-and-adult-care-program/child-care-wellness-plans-and-policies/#child

NRC's Checklists and Tipsheets. Checklists and tipsheets of best-practices for nutrition and physical activity provide a starting point for sample policy language. Free, downloadable parent checklists are available in English and Spanish.

http://nrckids.org/index.cfm/products/checklists-tipsheets/

Delaware's Child and Adult Care Food Program (CACFP) and Nemours Health and Prevention Services (NHPS) best practice nutrition guide for child care providers. This free, downloadable guide is arranged by age range and type of food or beverage. Each section has sample policy language for staff and parents. (PDF)

http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/heguide.pdf

Trainings for Early Care and Education Professionals

Let's Move! Child Care Healthy Eating Training. This is a FREE online STARS training course developed and maintained by state-approved trainers at the University of Washington Center for Public Health Nutrition. This course provides information for early childhood professionals on ways to provide healthy beverages and food to the toddlers and preschoolers (ages 2-5) in their care. The material in this training has been adapted from the Let's Move! Child Care webinars on healthy eating.

http://depts.washington.edu/uwcphn/work/ece/lmcche_module.shtml

Media Aware Child Care. This is a FREE online STARS training course developed and maintained by the University of Washington Center for Public Health Nutrition - Washington Active Bodies Active Minds (WAABAM). This course provides information for early childhood professionals on ways to reduce the amount of time children spend in front of screens.

http://depts.washington.edu/tvhealth/media_aware_childcare.htm

Early Care and Education webpage at the University of Washington Center for Public Health Nutrition. The Center for Public Health Nutrition has developed a variety of early childhood-focused trainings, tools, publications, and research to support environments that make it easy for young children to be active and develop healthy eating habits. More online trainings to come- lookout for a FREEE online STARS training on physical activity, available by summer, 2014!

http://depts.washington.edu/uwcphn/work/ece.shtml