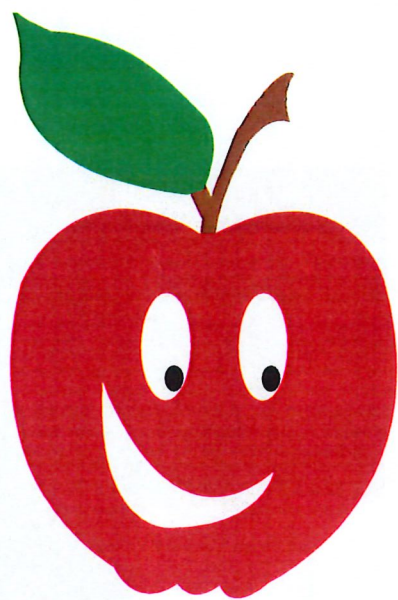


PROSPECTUS



PIPPINS PRE-SCHOOL & NURSERY



PIPPINS PRE-SCHOOL & NURSERY

Pippins is proud to deliver
quality childcare and education...

Fun Time, Play Time!

**Achieve, develop
and grow...**

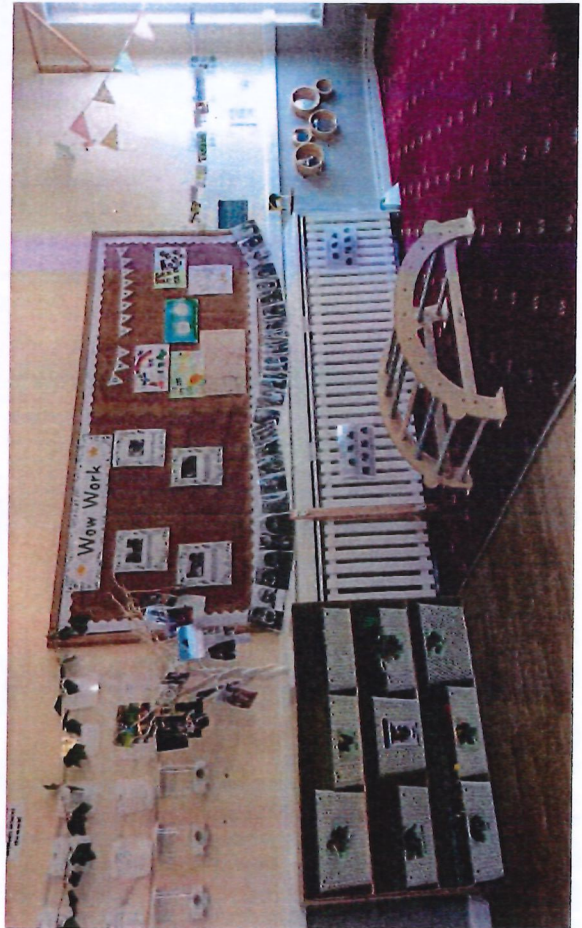


Tel: 01363 772474

www.pippinspre-school.co.uk

Email: pippinsnurserycrediton@gmail.com

**Pippins Pre-school & Nursery,
Market Square House, Market Street, Crediton, EX17 2BN
Reg. Charity No. 1153073**





Pippins Pre-school and Nursery

Market Square House, Market Street, CREDITON

Devon, EX17 2BL, Tel. 01363 772474

Registered charity No. 1153073

www.pippinspre-school.co.uk

pippinsnurserycrediton@gmail.com

Dear Parent/Carer

WELCOME TO PIPPINS PRE-SCHOOL AND NURSERY

Settling in and induction

At Pippins we feel that it is extremely important for your child to feel happy, safe, secure and comfortable with the early years educators. Our aim is to ensure parents/carers are valued as their primary carer, making you feel welcomed and involved in your child's time with us, giving you the confidence in their well-being whilst in our care. Through years of experience we have noticed that most children find it easier to separate when their main parent or carer leaves promptly. We welcome you to telephone us at any time for reassurance.

What to wear

Old named clothes to get dirty and named spare clothes to change from water play. Please avoid brand new clothes as this prevents children being creative if they are expected to stay clean.

Sensible strapped/fastened shoes or trainers ideally with enclosed toe as we enjoy lots of physical activities as well as spontaneous trips. Please avoid pumps/crocs/sliders to avoid unnecessary trips, falls or accidents.

Individual needs

An early year's educator known as a key person will form an attachment with your child. Please take a few minutes to discuss any relevant information. The sharing of information is very important. The more we work together and share, the more this will benefit your child's development. If your child has a comforter please bring this with you in their bag which can go on their peg or in their box, as we may need to use it to help settle a child who may need support on separation. We also encourage your child to speak in a familiar group and join in with our routine songs. This will help to build their confidence, extend their language and knowledge and understanding.

Arrival /Departure procedures

Please press the intercom buzzer situated to the right of the door for times between 8am and 6pm

51 Weeks of the year or Term time

We are open from 8am to 6pm. Our core sessions are from 9.15am to 12.15pm, 12.15pm to 3.15pm or 9.15am to 3.15pm.

Lunchtime

Our lunch time is from 12:15pm, therefore if your child attends just the morning session they will go home and eat their lunch. If your child attends the afternoon session they will need to come to Pippins with their lunchbox. If your child attends all day they will bring their lunch with them when they arrive. Ideal foods to choose from are something savoury, for example a sandwich (one slice of bread is often ample and if your child prefers the crust removed this is fine too), pitta bread or pasta, one piece of fruit (**Grapes/Tomatoes/Blueberries MUST BE QUARTERED Please!**)/ chopped vegetables, yoghurt and a drink. **Please avoid sweets and chocolate bars.** We try to encourage the children to eat their sandwiches/savouries first. **Please only pack small quantities. - Please kindly label all containers, drinks bottles and pack lunch boxes.**

It is also possible for your child to attend extra hours. Please advise us in advance where possible, however the same week is sufficient provided there are spaces available. Fees for these hours are to be paid for on the day. The hourly rate is £6.70 for 3 years and over and £7.30 for under 3 years. **Hours or sessions cannot be swapped.** Hours will be fixed for the whole of the academic year and can be changed each term in advance providing you give four weeks' notice or you are due your 11 hours stretched or 15 hours term-time entitlement. A change of session form must be completed. Invoices are payable in advance. **A £5 charge is levied if you do not pay your invoice by the date stated. Cancellation also requires a four week notice period.**

Notices and information

In the foyer entrance please find our:-

- Ofsted registration and insurance certificates (Back foyer)
- Names of Early Years Educators and Trustee Directors roles. (Back foyer)
- Photographs of all Early Years Educators. (Front foyer)
- Key person information (Outside each room)
- Parent link is a suggestion to continue your child's learning at home please see your individual room whiteboards.

On-line record keeping system "Tapestry"

An on-line learning journal captures memorable moments and learning achievements. You will have a secure log-on system and this can be extended to family members with your permission. Observations are uploaded and the detailed assessments are used to plan, support and extend each child's progress. You can add home observations to link to your individual child's learning journal. Our ethos is based on children learning through play and discovery so please do not be disappointed if there is nothing in their folder to take home - sometimes a painting is drying!

And finally

If you have any questions or queries regarding the induction process or the day to day running kindly ask to speak to the Management team Michelle, Jess or Aldona.

From all the Pippins Team

About Pippins

Pippins is an inclusive pre-school and nursery for 0-5 year olds and has been established for over 60 years. It is well known for its friendly, caring atmosphere. We put children's needs first giving them an essential start to a brilliant future. We naturally know the importance of forming a strong bond and attachment with your child giving them lots of cuddles, praise and encouragement spontaneously throughout the day. Pippins is a pre-school and nursery that encourages your child to achieve, develop and grow through fun times and play time.

At Pippins, children are able to learn through play, discovery and experience in a rich, stimulating and safe environment. Children are offered fun, educational activities and opportunities to achieve their full potential.

Our mission statement is "Pippins leads the way for learning through play".

Where is Pippins?

Market Square House, Market Street, on the town square. To enter Pippins, press the intercom buzzer. **We have a NO MOBILE PHONE policy - please refrain from using a mobile whilst in Pippins.**

At our premises, we offer modern amenities which include a Caterpillar room for babies, a Crocodile room for young toddlers, a Butterfly room for older toddlers, a Rocket Room for pre-school children. A sensory room for Thrive and multi-sensory activities, child-sized toilets are on both levels. Artificial grass is installed in our outside area for exploring, role-play and water play.

When are we open?

Pippins is open 51 weeks of the year.

Monday to Friday	8.00-6.00
Early starts	8:00-9:00 - (you can drop your child off any time
	between
	the times stated)
Morning session	9.15-12.15 - Minimum charged session
Afternoon session (please bring lunch)	12.15-3.15 - Minimum charged session
Later finish	3:15-6.00 - (you can collect your child any time
between	The times stated)

Fees - payable in advance before the 15th of each month

Registration fee £25.00 is payable to secure your place, £15 for siblings.

£7.30 per hour for children aged under 3 years - charged per $\frac{1}{4}$ hour.

£6.70 per hour for children aged 3 and over - charged per $\frac{1}{4}$ hour.

Pippins accept the universal Early Years Entitlement funding available to all children the term after their third birthday and the Extended Entitlement funding.

- 15 hours term-time or 11 hours stretched over 51 weeks.
- 30 hours term-time or 22 hours stretched over 51 weeks.

Two Year Funding the term after the child's second birthday if eligible

- Two year old funding - 15 hours term-time or 11 hours stretched.

Working Entitlement extended to children from 9 months old:-

- From September 2024 15 hours term-time or 11 hours stretched over 51 weeks
- From September 2025 30 hours term-time or 22 hours stretched over 51 weeks.

In any one day the minimum attendance is 3 hours, maximum attendance is 10 hours
Fees must still be paid if children are absent without notice due to holidays, illness or other events, unless exceptional circumstances. Holiday absence will not be charged providing four weeks' notice is given.

Please Note: We are unable to transfer or swap sessions unless for a permanent change and where spaces are available to accommodate the change. This will only be considered in exceptional circumstances and at the discretion of the pre-school and Nursery.

NOTICE - We require a four-week notice period should you choose to withdraw your child from our setting.

Pippins Staff-Working as a Team

Our Early Years Educators are passionate about Pippins, working together to create a fun, friendly and happy atmosphere. We are proud of our ethos and our dynamic Early Years Educators- work extremely well together as a supportive team. As with any good team, each Early Years Educator has their own unique personality and special skills to bring to the pre-school and nursery. This may be an artistic talent or being animated at story telling. Our Early Years Educators are nurturing and they put the needs and well-being of each child first. As key people they form secure attachments and as such know how to respond to each individual child's needs and emotions. **We really do care.**

Pippins Early Years Educators

Qualified level 3 Acting Manager: Michelle Dymond

Qualified level 3 Acting Deputy Manager: Jess Ladd

Qualified level 3 Acting Assistant Manager: Aldona Radomska

Qualified level 3 Kidz Star Club Assistant Managers: Airida Curtis and Sammi Sandford

Qualified Room Leaders - Shannon Davey - level 3, Jess Ladd - level 3, Aldona Radomska - level 3, Ella Turvey - level 3 and Alice Tucker - level 3

EYTS level 6 - Ashleigh Ince

Qualified level 3 Nursery Nurses - Holly Dowle, Keriann Davey, Sammi Sandford, Stephanie Martin, Katy Harkness, Leanne Bailey and Charlotte Impey (holiday cover)

Unqualified Early Years Educators: Hollie Seward, Tara Willetts, Millie Matthews, Rhiannon Frost, Amy Nichols, Holly Williamson, Sophia Dennis and Beth Hold

Clerical Coordinator - Yvonne Impey

Meal Time Assistants - Sarah Tucker and Vanessa Pell

Trustee Directors

Pippins must have a core group of at least three trustees to operate - including a chair, secretary, and treasurer.

Trustee directors are elected. The elections take place at the pre-school's Annual General Meeting, which is held in October each year.

Details of Trustee positions are on the parent/carer notice board in the foyer. The trustees are responsible for:

- Employing and managing early year's educators.
- Overseeing the management of the pre-school and nursery finances
- Ensuring the pre-school and nursery has, and works to, policies which help it to provide a high-quality service
- Ensuring the pre-school and nursery works in partnership with parents

We welcome you to join as a trustee - please speak to one of the management team.

Aims and Objectives

Aims

Pippins pre-school and Nursery aims to ensure all children are included, treated and respected as individuals by offering

- **a healthy lifestyle**, by promoting exercise, nutritional knowledge and building a sound foundation for well-being
- **A safe, stimulating, comfortable environment**, by providing high quality care and education implementing a rich, play-based curriculum indoors and outdoors.
- **Fun and enjoyment**, by giving each child quality time and attention based on their own personal interests and views.
- **Opportunities to positively engage with society**, the chance to be part of their local community.
- **Working in partnership** with parents/carers to maximise a child's potential to learn and develop.

Objectives

Children at Pippins are encouraged to be independent, select the resources they require, make decisions, errors and choices by initiating their own play. Pippins promote kinaesthetic learning through discovery and experience using a planned balance of adult directed or child initiated activities.

We focus on developing children's existing skills by building their knowledge using their interests, giving them opportunities to engage in playing, sharing, learning and working together.

A designated adult will be your child's key person who will bond, relate and form an attachment with your child, helping to develop and boost their self esteem, self reliance and independence by having someone they can depend upon and feel secure with.

Our Early Year Educators are experienced positive role models and provide nurturing interaction and engagement with children. They have excellent observation, supervision and listening skills. Pippins actively promotes and implements anti-discriminatory procedures.

Pippins focus on parents being their child's primary educator and being central to the well being of their children. Pippins respect individual parenting styles. We are proud of our strong partnerships with parents.

Working together for Your Children

Pippins has a high ratio of Early Years Educators to children in the setting. This helps us to:

- Meet their individual needs;
- Give time and attention to each child;
- Talk with the children about their interests and activities;
- Help children to learn and benefit educationally from the activities we provide;
- Allow the children to explore, be adventurous in safety, take risks, make decisions, mistakes and problem solve.

Sickness Policy

Children who attend Pippins will build up their immunity system. Occasionally they will become unwell. If your child has an illness please follow the guidance below.

Diarrhoea and/or vomiting the child must not return to Pippins until 48 hours after the last bout.

Public Health England guidelines require children to be absent from the setting if they have any infection or contagious disease. You **MUST** inform Pippins if your child is sick or away informing us of the reason for their absence. This will enable the pre-school and nursery to alert other parents of infectious diseases and enable us to monitor any child who becomes unwell.

High Temperatures.

If your child has a temperature of 38°C or above we will contact you and you may be required to collect your child. If you have signed a consent for medicine then we will follow our Administering Medication Policy. If medication is given to reduce a high temperature which does not drop below 38°C, you will be called to arrange collection of your child.

Children who become unwell whilst attending Pippins.

You or a contact will be telephoned requesting you to collect your child, who will be comforted and isolated if necessary, until someone arrives.

Daily Routine

Each room has a structure of the day to help children familiarise themselves with daily routines at set times.

The Pre-school and nursery organises its sessions to incorporate adult-led activities which are differentiated to meet each child's age and individual stage of development, introducing new experiences, helping children to extend their knowledge, boost their self-esteem, self-reliance and develop their full potential.

Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them.

"Young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food"

Activities offered may include: -

- Physical activities e.g., parachute games, obstacle course and sticky kid's workout tapes.
- Gait - is a locomotive skill such as walking, running, skipping, creating a traveling move with controlled rhythm.
- Lunge - is a transfer of weight from one foot to another, balancing total body weight.
- Push - is a production of force from the upper or lower body enabling movement of either an object or body, whilst maintaining stability.
- Pull - is an action of the upper and lower body to produce force to move an object or body.
- Squat - is a stable base with bent knees.
- Bend - is to bend or flex to decrease the angle at any selected joint.
- Rotate & Twist - is to rotate or twist the body or parts of the body around an axis.
- Messy play, aromatic tactile trays, bags, boxes.
- Aspects of letters and sounds.
- Story sacks and visual learning aids which benefit children's literacy skills.
- Role-play, actions songs and nursery rhymes promote confidence, language skills, imagination and vocabulary.
- Critical thinking, exploring musical instruments and music.
- Visits to local places of interest e.g., the fire station, shops, library, and residential homes.
- Rest, relaxation and quiet activities in our sensory room.

Food, Drink and Meals

Please refer to the latest Food Standard Agency Eat Well plate guidance.

We are a nut-free setting; please do not send nuts and nut products into the setting, including pesto which contains pine nuts and hazelnut chocolate spread.

At Pippins children learn about the importance of good nutrition and a balanced diet, and we promote healthy eating.

A healthy snack and drink will be provided for all children during the morning and afternoon session. At the appropriate stage of development children are encouraged to select and pour their own drink of milk or water.

For children having lunch during their afternoon session please provide a small healthy packed lunch, cutting vegetables, sausages and bananas in to batons and cutting fruit in to quarters.

Please remember to quarter cherry tomatoes and grapes. Please avoid crisps, chocolate, chocolate products such as bars, desserts and highly processed food.

Both snack and lunchtime provide the children with good opportunities for social interaction with their peers.

Activities

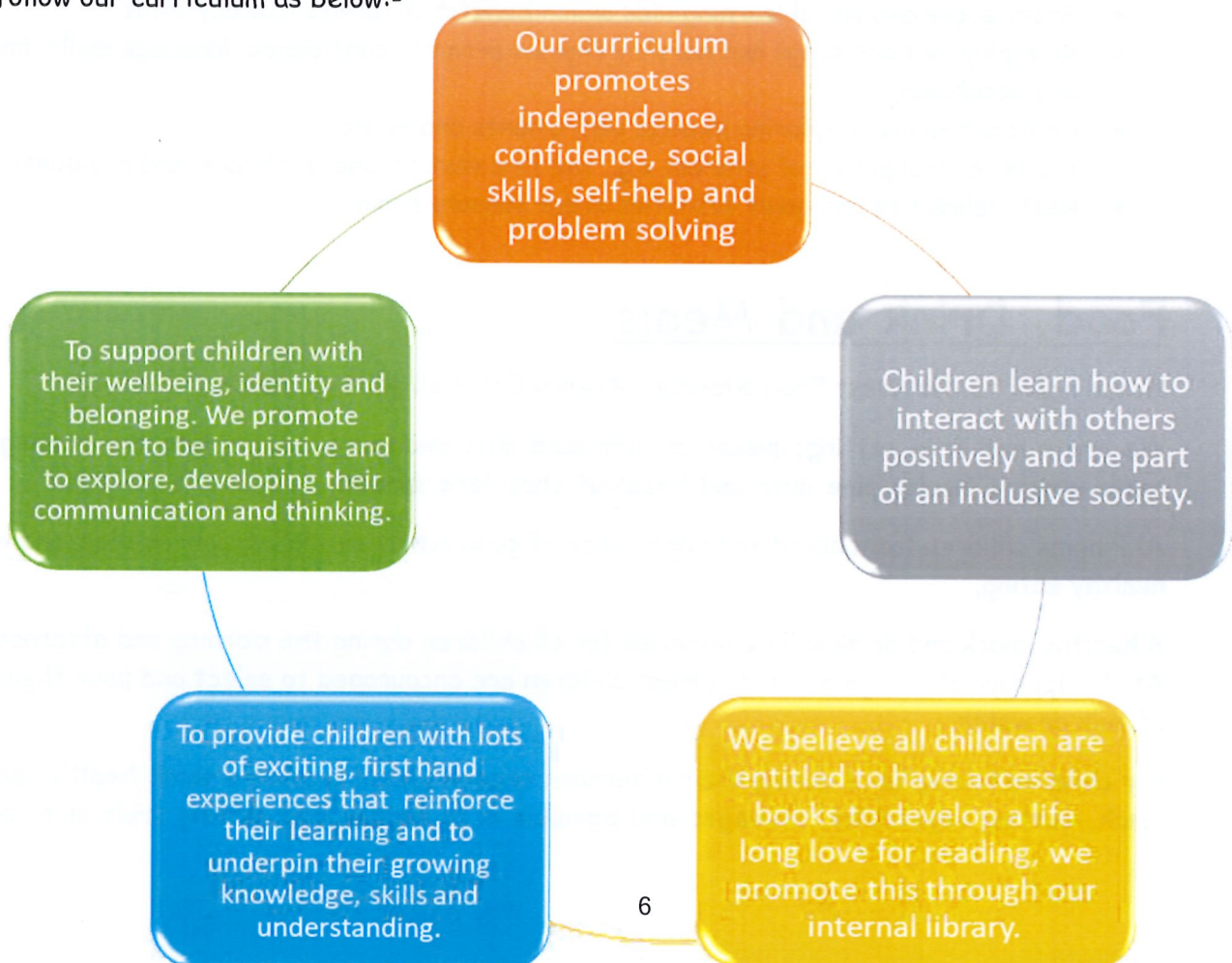
The children spend time in group activities and forming strong bonds with their peers. This helps to boost self-esteem, in turn enabling them to have good interpersonal social skills and form good relationships with others. They will have activities which extend their concentration and encourage skills such as holding a pencil with a tripod grip.

We recommend when your child is in their last year before they start school that it is of benefit to most children for them to stay for a full day as this prepares them for a full school day.

The Curriculum

Children start to learn about the world around them from the moment they are born. The quality care and education offered by Pippins Pre-school and Nursery enables children to thrive and excel by providing all children with fun, interesting activities that are age- appropriate for their stage of development.

We deliver the governments "The Early Years Foundation Stage" from birth to six. At Pippins we follow our curriculum as below:-



Mobile Phones

Are not permitted in Pippins.

Zero Tolerance

No member of staff should be subject to violent, threatening or abusive behaviour and will not be tolerated. All employees have the right to work and carry out their duties in an environment free from violence, threatening or abusive behaviour, in such an event Pippins will call the Police for protection.

Arrival/Departure Procedures

Aim: To ensure the utmost safety of every child whilst arriving and leaving the setting and to ensure visitors are supervised at all times.

Kindly wait after ringing the doorbell.

Pin number

When your child starts a unique personal identification number (PIN) is allocated which can be used in case of emergency or should you wish for someone else to collect your child who is unknown at the setting. Please telephone or advise us of the name of the person ensuring they bring photo ID and quote the PIN when they collect as this is your permission for us to release your child to them. If they do not have the PIN we will not let your child go with them until we have contacted you or a known contact.

These procedures are extremely important to ensure the safety of your child. Please also inform anyone collecting of our **No Mobile phone policy** whilst in the setting.

Partnership with Parents

Sharing information is vital to help your child maximise their potential learning. Please tell us if they have been awake in the night, scared for any reason, if they have woken up early or of a pet or family bereavement. Please see our policy on line.

Key Person and Record Keeping

Pippins has a key person system. This means that each Early Years Educator has a group of children for whom they are responsible. Your child's key person will form an attachment with your child meeting their individual needs and interests. When your child first starts at Pippins, their key person will help your child to settle and promote their learning and development during their attendance.

Records of achievement

Our record keeping will begin with the 'Initial Child Profile' form. This is completed by parents when a child starts at Pippins, giving as much information as possible about the child's interests and preferences to help us plan activities to meet their individual needs.

On-line record keeping system "Tapestry"

An on-line learning journal captures memorable moments and learning achievements. You will have a secure log-on system and this can be extended to family members with your permission.

Your child's Tapestry Journal can be downloaded at the end of your child's time at Pippins as a keepsake.

Observations

Observations are uploaded and the detailed assessments are used to plan, support and extend each child's progress. You can add home observations to link to your individual child's learning journal.

If you have any queries or questions about our record keeping, please speak to your child's key person or any early years' educator.

Policies

All of our policies are available on our website www.pippinspre-school.co.uk.

Policies ensure we provide the best for you and your child.

The Early Years Educators and Trustee Directors work together to adopt the policies and all have the opportunity to take part in the annual review of the policies. This review ensures progress and reflects the local diverse community requirements.

EYFS - Early Years Foundation Stage (Government curriculum for all children birth to 60+ months).

DM - Development matters *ELG* - Early Learning Goals

SENDCO - Special Educational Needs & Disability Co-ordinator

Addresses & telephone numbers:

Pippins Pre-school and Nursery

Market Square House, Market Street, Crediton, Devon, EX17 2BN

Tel: 01363 772474

Website: www.pippinspre-school.co.uk Email: pippinsnurserycrediton@gmail.com

Ofsted Early Years Directorate

The National Business Unit, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

Telephone: 0300 123 1231 Website www.ofsted.gov.uk

Pippins registration number is EY2556851

Children and Young Peoples Services

Room 167 County Hall, Topsham Road, Exeter, EX2 4QD

Tel: 01392 382310. Website: www.devon.gov.uk

Devon County Council, Social Services Directorate

01392 382331. Website: www.devon.gov.uk

Early Years Education Funding Helpdesk

Tel: 01392 385530

Updated 21.10.2024



PIPPINS PRE-SCHOOL and NURSERY PARENT INDUCTION

Welcome to Pippins Pre-School and Nursery. Please see the Early Years Educators photo display board

Mobile phones must not be used in the setting, please adhere to the Visitors policy.

<p style="text-align: center;">FACILITIES</p> <ol style="list-style-type: none"> 1. Rented property 2. Caterpillar, Crocodile, Butterfly and Rocket rooms 3. Children's toilets upstairs and down 4. Nappy changing 5. Garden - outside area 	<p style="text-align: center;">SAFETY/WELFARE REQUIREMENTS</p> <ol style="list-style-type: none"> 1. Ofsted 2. EYFS Statutory framework 3. Policies and Procedures 4. Early Years Educator 3+4 yrs = 1:8. 2 yrs = 1:4 Under 2 yrs = 1:3 5. 1:4/1:3 as appropriate for trips & outings
<p style="text-align: center;">QUALITY CARE & EDUCATION</p> <ol style="list-style-type: none"> 1. Play based curriculum 2. Childs individual needs 3. Promote independence 4. Settling-in 5. Daily structure 6. Flexible and spontaneous 7. Record keeping - Tapestry online learning journal 	<p style="text-align: center;">SECURITY/SAFEGUARDING</p> <ol style="list-style-type: none"> 1. Entry procedures intercom buzzer 2. Foyer security 3. State who's collecting for registration 4. Collection procedures intercom buzzer 5. PIN - phone/emergency 6. No use of mobile phone 7. Sharleen Safeguarding Lead, Michelle and Aldona -Deputy Safeguarding Lead 8. We are an Operation Encompass setting
<p style="text-align: center;">FORMALITIES</p> <ol style="list-style-type: none"> 1. Prospectus 2. Registration Form 3. Opening hours 8am - 6pm Funding core hours 9.15am-3.15pm 4. Charges 3+4yrs £5.65 per hour, Under 2 years £6.25 per hour 5. Invoices -monthly payable by the 15th in advance 6. Universal Funding 15 hours - 38 wks or 11 hours stretched over 51 wks 570 hours per year. Eligible the term after they are 3. 7. Working Entitlement age dependant - 15 hours term time or 11 stretched or 30 hours term time or 22 stretched 	<p style="text-align: center;">PARENT INFORMATION</p> <ol style="list-style-type: none"> 1. Newsletters via email 2. Parents/Carers Notice Boards - Foyer 3. Trustee Directors - voluntary run 4. Multi-faith/multi-cultural celebrations delivered in accordance with the EYFS 5. Upcoming celebrations displayed

OWNERSHIP

1. Name recognition - choose a coat peg
2. Named folder for children's artwork
3. Please name drinks bottles, pack-lunch boxes and containers and all clothing.
4. Please discourage your child from bringing toys in as they may get lost or broken

COMMENTS/OTHER INFO

1. Strong links and connections with local and rural schools.
2. How did you hear about us?
3. Due to a lack of space, we regret that we are unable to store buggies/car seats.
4. T-shirts for sale

A Unique Child

1.1 Child Development

Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.

1.2 Inclusive Practice

The diversity of individuals and communities is valued and respected. No child or family is discriminated against.

1.3 Keeping Safe

Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.

1.4 Health and Well-being

Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.

Positive Relationships

2.1 Respecting Each Other

Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.

2.2 Parents as Partners

Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.

2.3 Supporting Learning

Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.

2.4 Key Person

A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.

Enabling Environments

3.1 Observation, Assessment and Planning

Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.

3.2 Supporting Every Child

The environment supports every child's learning through planned experiences and activities that are challenging but achievable.

3.3 The Learning Environment

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

3.4 The Wider Context

Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of *Every Child Matters*: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.

Learning and Development

4.1 Play and Exploration

Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.

4.2 Active Learning

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.

4.3 Creativity and Critical Thinking

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.

4.4 Areas of Learning and Development

The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.

ST IVES 05-2008 F1

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Check the label on packaged foods

Each serving (150g) contains

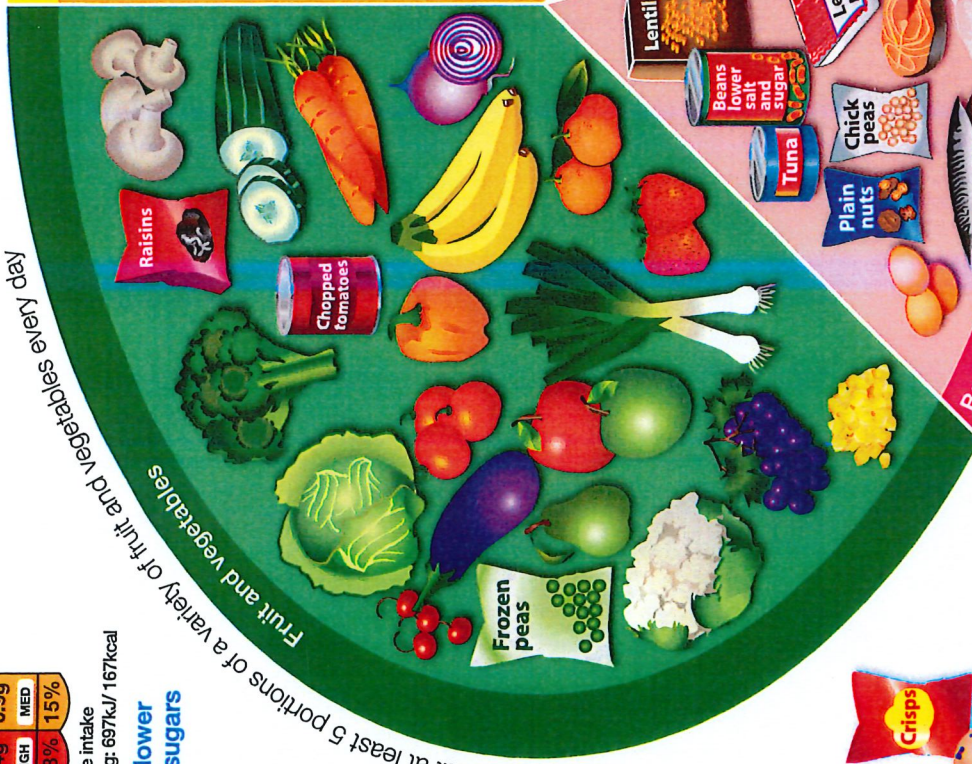
Energy	Saturated Fat	Sugars	Salt
1046kJ 250kcal	3.0g	1.3g	0.9g
13%	LOW	LOW	MED
	4%	7%	15%
		38%	

of an adult's reference intake

Typical values (as sold) per 100g: 697kJ / 167kcal

Choose foods lower in fat, salt and sugars

Fruit and vegetables every day



Eat at least 5 portions of a variety of fruit and vegetables every day

Choose wholegrain or higher fibre versions with less added fat, salt and sugar
Potatoes, bread, rice, pasta and other starchy carbohydrates



Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Beans, pulses, fish, eggs, meat and other proteins
Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat



Dairy and alternatives
Choose lower fat and lower sugar options



Oil & spreads
Choose unsaturated oils and use in small amounts



Eat less often and in small amounts

Per day 2000kcal 2500kcal = ALL FOOD + ALL DRINKS

Guide to Fruit Cutting

How to cut various fruit and vegetables to prevent choking

Ensure that smaller foods are cut so that they are smaller than the size of a child's airway

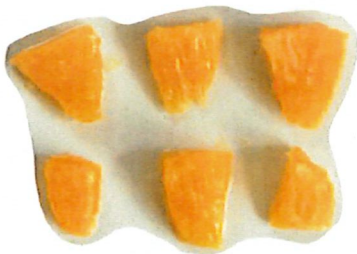
Small round foods should be cut into quarters, length ways



Sausages/hot dogs should also be cut into halves or quarters, length ways



Also consider cutting other small foods such as 'fridge raiders'



Oranges should be peeled, and split into segments which are then cut in half



Blueberries should be cut into quarters



Bananas should be cut in half lengthways then quartered in to batons

