

Health Concept of the daycare facility “World of Kids“

Part 2: Nutrition

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1. Introduction

Nutrition is an important element in each person's everyday life. For children, it is even more important, because it also has a strong influence on their development. Nutrition is a part of holistic health.

Health education is of great importance to the sporting goods manufacturer *Adidas*. The children spend an above-average portion of their everyday life in our company daycare facility. Accordingly, nutrition in the *World of Kids* is important in addition to nutrition at home. We are aware of this responsibility.

As part of the *Woki together* facility planning, the nutritional concept is being newly embedded, together with the exercise concept, as part of health education. Movement and nutrition thus form an inseparable pair for the holistic, healthy development of children.

The nutritional concept is based on the *DGE quality standards* and was developed by an interdisciplinary working group at the *World of Kids*. Parenthood was also incorporated into the final development process through the parents' council, an extended discussion round, and a directional survey. The children participate strongly in everyday life and, thus, in the implementation of the nutritional concept. The nutritional concept is to be established in its new form and regularly evaluated. *DGE* certification is targeted.

The nutritional concept is divided into two parts, starting with the educational foundations for health education and its implementation at the *World of Kids*. This is followed by the main part, the design of nutrition in the daycare facility, with fundamentals on nutrition, the meal plan, and nutritional tables, as well as other features of nutritional education at the *World of Kids*.



Herzogenaurach, 20.06.2024

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2. Fundamentals

The topic of nutrition has substantially developed in many ways over the last few decades, also involving social controversy. In discussions around nutrition, the factual level is often abandoned, and things get shaped by emotional norms, and especially culture. The aim is to prevent this potential for conflict by communicating governmental requirements and defining areas of focus.

2.1. DGE quality standards

The basis for work at daycare centres, as educational institutions, is provided by the government guidelines and recommendations. This concept is thus founded on the *quality standards for catering at daycare facilities*¹, as revised in 2022, commissioned by the *Federal Ministry of Food and Agriculture* at the *German Nutrition Society (DGE)*. These were developed by representatives of the federal states, from the world of science and practice, and are therefore undisputedly professionally competent and impartial.

2.2. Focus points

At the beginning of the 21st century, nutrition in Germany has many topics of reference and is subject to numerous social demands. These are sometimes contradictory or cannot be implemented in practice within the scope of what is possible. It is therefore important to set focus points as priorities. For this concept, these are:

1. Health (whole foods)
2. Fresh cuisine
3. Sustainability

Prioritising these focus points does not completely exclude or reject other topics of reference; rather, these can also be taken into account in everyday implementation. This way, attempts are made to use exclusively organic products and to pay attention to seasonality and regionality. This is taken into account in the regular evaluation through feedback from children, employees and families.

¹ Deutsche Gesellschaft für Ernährung e.V. (producer) (2022). DGE quality standards for catering in daycare facilities for children. 6th edition Bonn.

A. Health education

The term health education describes learning processes that enable people to specifically influence the factors that determine their health. Organised educational processes impart knowledge and skills, shed light on social factors, and create environmental points of reference. Health-related skills are taught that make it possible for people to decide for themselves whether, when and how everyday activities should or can be geared to maintaining health.²

The focus of health education is on the ability to lead an independent, healthy life. Our goal is to support the children well in their development. Great nutritional variety is to be presented, and educational activities are aimed at discovery and independence.

3. KiKu educational science

KiKu educational science forms the framework for the implementation of the nutritional concept with its image of the child³ and the four pillars of⁴ co-construction, participation, inclusion and educational partnership. It forms the basis for all considerations of why something is being prepared and implemented.

The specialist educational staff creates both spatial and temporal stability and continuity for the children's eating situations. They teach mindfulness of one's own needs and eating culture, especially with regard to social interaction, behaviour, communication and rituals. Practical educational examples for implementing the four pillars in nutrition education may include the following:

Co-construction:

- » Asking about the children's previous knowledge and previous experiences relating to nutrition and building on them with regard to the current situation. For example, before lunch, asking what about the foods is familiar, and what is new, or, during snack time, asking what the fruits on offer taste like.
- » Linguistic support during eating and on the topic of nutrition.
- » Addressing food and drink in everyday life and making it a subject of discussion.

² Kracke, E. & Sommer, D. (2022). Health education In: Bundeszentrale für gesundheitliche Aufklärung (Federal Centre for Health Education; BZgA) (producer). *Key concepts of health promotion and prevention. Glossary of concepts, strategies and methods.*

<https://doi.org/10.17623/BZGA:Q4-i031-2.0>

³ Internal KiKupedia.

⁴ Internal KiKupedia.

Participation:

- » Children can have a say in the nutritional planning of the daycare facility. For example, the children are asked if they like the food, what they like, and what they don't like. The children's food wishes are enquired about during the children's meetings.
- » Children can determine their food for themselves. They are encouraged to eat a whole-food diet, but don't have to eat anything they don't want to.

Inclusion:

- » The daycare facility allows all children to have an age-appropriate, whole-food diet.
- » The daycare caters to the individual needs of the children in an inclusive manner.

Educational partnership:

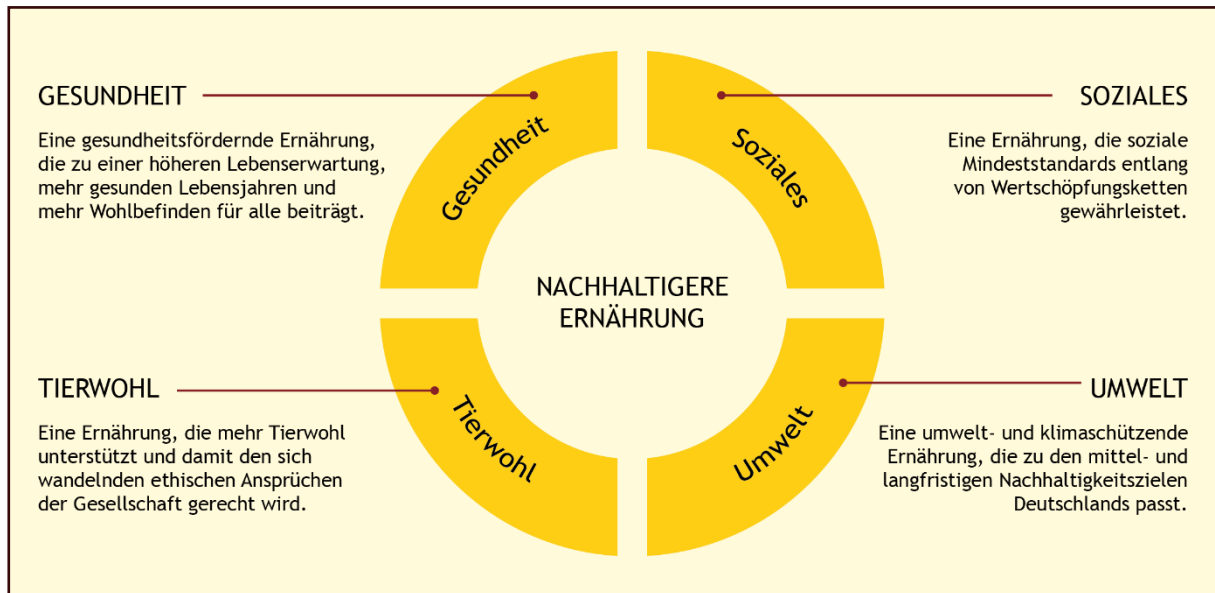
- » The daycare facility responds to the wishes of the parents with acceptance, appreciation and empathy and is willing to make changes.
- » Together, the holistic well-being of the child is the focus.
- » The daycare facility supports families with challenges when it comes to the children's nutrition.

4. Education for sustainable development (ESD)

4.1. The importance of a sustainable and health-promoting catering offer

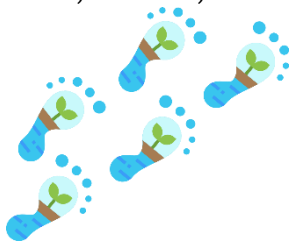
In the World of Kids, the current well-being of the children is important, but so is their well-being in the future. The intake of food and drink is about more than just taste, feeling full, and taking account of the sufficient nutrients. Through what we eat, we not only influence our own well-being, but also the well-being of present and future generations. In as early as 1987, the so-called Brundtland Report characterised sustainability as a development "that meets the needs of today's generation without jeopardising the ability of future generations to meet their own needs".

Based on various definitions of sustainable nutrition, the Scientific Advisory Board for Agricultural Policy, Nutrition and Consumer Health Protection has formulated four central objectives - health, the environment, social affairs, and animal welfare - for a more sustainable diet, which are explained in the following figure:



Goals of a sustainable diet⁵

Many foods we consume have a significant environmental footprint in terms of the environment, climate, social aspects, and animal welfare. Our food is produced in complex, global supply chains, ranging from the manufacture of means of production for agriculture to the agricultural production itself to processing and consumption. In the environmental assessment of foodstuffs, the entire life cycle of a product must therefore be considered.



ESD as a focus is demanded by the *Klett Group*, to which the *Kinderzentren Kunterbunt* belong, and is expected to become an integral part of the educational concept in this context. ESD is to be anchored in as many educational areas as possible. When it comes to health education and dealing with various resources, such as food or water, communicating this approach to resources and their conservation to the children is an important goal.

⁵Deutsche Gesellschaft für Ernährung e.V. (producer) (2022). DGE quality standards for catering in daycare facilities for children. 6th edition Bonn, p. 25.

4.1.1. Handling water

Since water is a scarce resource and a valuable commodity, we make sure that water is used sparingly. Remaining water in water cans is reused. We thus pursue the goal of teaching the children an appreciative way of dealing with this resource.

4.1.2. Handling of food

An appreciative approach to food is a high priority for us. The children have the right to put together their own meals from the food on offer. They decide for themselves what they want to try or not. The educators encourage the children to try things. In order to strengthen a mindful approach of food, we make sure that food is not wasted or thrown away. The children receive educational support and supervision during the meals, so that they gain an assessment of both their own hunger and fullness. The aim is to reduce food waste at the daycare facility and keep it to a minimum. The kitchen pays attention to full utilisation of the produce (e.g., for making stock from vegetable peels).

5. Hygiene

5.1. Hygiene in the kitchen

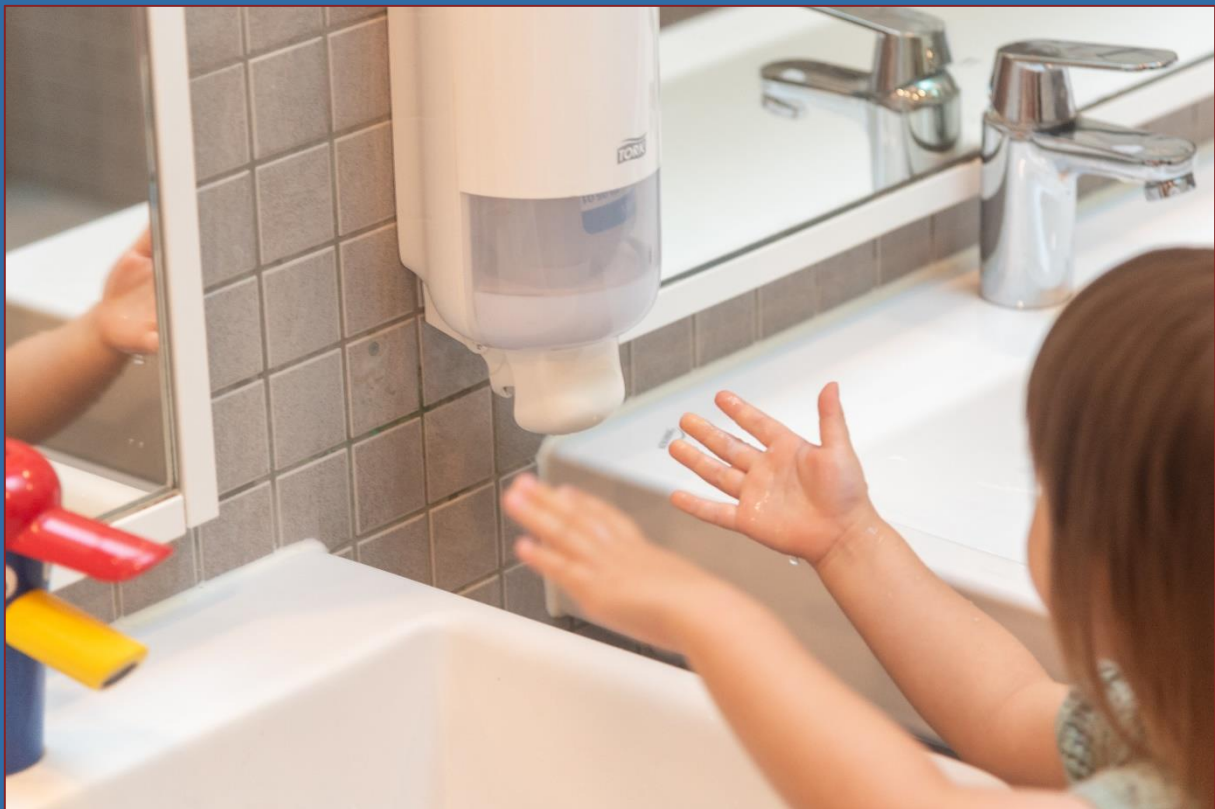
Describing every step taken in the kitchen would be too comprehensive at this point. We will therefore highlight a few fundamental aspects of hygiene during the preparation of the meals below.

- After each step of work, the workstation is cleaned. After handling fish and meat or raw eggs, in particular (e.g.,: after baking or making dough), the work areas are additionally disinfected over a large area. The disinfectant is approved for the food sector.
- Two reserved samples of each dish that is prepared are taken daily and stored in the cold store for two weeks.
- There are different coloured cutting supports for our cutting boards. Green for vegetables/fruit, red for raw meat, brown for cooked meat, blue for fish, yellow for poultry, white for bread and baked goods, and black for cheese. These are cleaned after each use in the dishwasher.
- The dishwashers are specially built for operation in a large kitchen and reach a temperature of 87 degrees, which ensures germs are killed.
- When taking receipt of the food, attention is paid to consistent compliance with the cold chain and also to rapid relocation to the cold stores/freezers.
- We receive written confirmation of compliance with this cold chain obligation from each supplier.

5.2. Hygiene in the various areas

Before each meal, the teachers assist the children in the washrooms while they wash their hands. The support is geared to the particular stage of development of the child. After eating, the kindergarten children independently wash their mouths and hands in the washrooms. The nursery children clean their mouth and hands with their own damp towel. The educators support the children so that they can carry out these actions as independently as possible. The mirrors can be used to make this easier.

Before educational offerings that involve cooking or baking as well, everyone involved washes their hands intensively beforehand. The educators explain the individual steps to the children during the process and point the necessary hygienic measures out to them, such as washing the fruit before cutting.



6. Implementation in the World of Kids

6.1. Nursery

In the nursery areas, work is carried out in a partially open design. Breakfast, lunch and the snack take place in the respective group rooms at fixed times:

- » Breakfast: 8:00 am-9:30 am (Nursery 1) and 9:15 am-10:00 am (Nursery 2)
- » Lunch: 11:30 am-12:00 pm
- » Snack: 2:00 pm-3:00 pm



The following structure is set as the default. At all meals, the children's participation is of great importance.

	Structure	Participation of the children	Support from the educators
Breakfast, lunch and snack	<ul style="list-style-type: none"> » Food is served on the tables; there are individual bowls for the individual food components. » A food trolley is available for used dishes. » There are three boxes available for food scraps and water residues, used bibs, and used cutlery. » Small damp towels are available. 	<ul style="list-style-type: none"> » Children can decide whether, what and how much they eat. » Children can choose where they sit. » Children can take their own bread, jam and cereal and help themselves to more. » Children can independently clear away the dishes and clean their hands and mouths with a towel. 	<ul style="list-style-type: none"> » All educators of the groups supervise eating and support the children in executing the individual activities, depending on their level of development. » The educators inform the children about the ingredients in the food and support them in assessing the quantity to select. » The educators are role models for the food culture at the table.

6.2. Kindergarten

The kindergarten areas work in an open concept with 70 children. Breakfast and the snack take place in on a staggered basis, which means that each child can decide for themselves when they are hungry and when they want to eat. The time frame is set to a maximum of one and a half hours in the morning, 8:00 am-9:30am, and one and a half hours in the afternoon, 2:30 pm-4:00pm.



At lunch, the kindergarten group divides into two groups. This division into groups is based on the developmental stage of the children. One group eats in the cafeteria, and one group eats in a separate area in the indoor playground. This allows for a quieter environment during lunch.

	Structure	Participation of the children	Support from the educators
Lunch	<ul style="list-style-type: none"> » Food is served on the tables; there are individual bowls for the individual food components. » A food trolley is available for used dishes. » There are three boxes available for food scraps, water residues, and used cutlery. 	<ul style="list-style-type: none"> » Children can decide whether they want to assist with setting the table. » Free choice of seat. » Children can decide whether, what and how much they eat at lunch. » Children can take the individual food components independently and help themselves to more. » Children can independently clear away their dishes, as well as the bowls on their table, and wipe the table with a wet cloth. 	<ul style="list-style-type: none"> » An educator takes care of structuring the meal. » Lunch is accompanied by at least 2-3 educators per group. » The educators inform the children about the ingredients in the food and support them in assessing the quantity to select. » The educators are role models for the food culture at the table.

	Structure	Participation of the children	Support from the educators
Breakfast and snack	<ul style="list-style-type: none"> » Food is served in a buffet style. » A food trolley is available for used dishes. » There are three boxes available for food scraps, water residues, and used cutlery. 	<ul style="list-style-type: none"> » Children can decide when they go to eat. » Free choice of seat. » Children can decide whether, what and how much they eat. » Children can take the individual food components independently and help themselves to more. » Children can independently clear away their dishes. 	<ul style="list-style-type: none"> » An educator takes care of structuring the meal and accompanies breakfast. » The snack is accompanied by at least 2 educators. » The educators inform the children about the ingredients in the food and support them in assessing the quantity to select.

		<p>» The educators are role models for the food culture at the table.</p>
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6.3. Forest kindergarten



	Structure	Participation of the children	Support from the educators
Breakfast, lunch and snack	<ul style="list-style-type: none"> » Food is served in a buffet style. » There is a set place for used dishes. » There is a bucket and a box available for food scraps, plates, and used cutlery. 	<ul style="list-style-type: none"> » Children can decide whether they want to have breakfast (participation in lunch is mandatory). » Children can decide what and how much they eat. » Free choice of seat. » Children can take the individual food components independently and help themselves to more. » Children can independently clear away their dishes. 	<ul style="list-style-type: none"> » An educator takes care of structuring the meal and accompanies breakfast. » Lunch is accompanied by at least 2 educators. » The snack is accompanied by at least 2 educators. » The educators inform the children about the ingredients in the food and support them in assessing the quantity to select. » The educators are role models for the food culture at the table.

7. Other features of nutritional education at the World of Kids

7.1. Diversity

If possible, culture-specific eating habits are taken into account, especially the selection of foods. Thanks to the mutual educational cooperation, the basis for exchange on special attributes is ensured. Similar to the special nutritional situation with allergies, specially chosen meals can occur in exceptional situations. The child can also receive a number of side dishes and leave out any prohibited form of meat. Because there is a main meal with several components every day, there is always plenty of choice.

In the course of the updates to the *DGE guidelines* and an internal parent survey in July 2023, only poultry and beef are used in the two institutions. A meat component is provided in the meal plan once a week. As of October 2023, the breakfast offering is vegetarian. However, a strict kosher diet, for example, cannot be guaranteed, because the detailed eating and drinking regulations cannot be implemented in practice. Other special aspects can be discussed with the facility and the representatives of the parents' advisory board at any time.



In addition, the cultural diversity in the facilities offers different opportunities to get to know other foods and diet rituals and to benefit from one another. All collaborative partners of the daycare facilities are invited to incorporate ideas and suggestions into the meal plan. For example, a Festival of Lights (Hindu festival, Diwali) can be celebrated with an appropriate selection of food and supported with the corresponding rituals of the parents. It is also possible to allow different table customs to be learnt among the children, for example, eating with chopsticks on an Asia day. Projects on this topic are regularly integrated into the everyday life of the daycare facility and are adapted to the needs of the *World of Kids* children. The mutual educational cooperation supports the implementation of these cooking events.



7.2. Children's kitchen - Little Kitchen

In the *World of Kids*, there is a separate children's kitchen for focusing on health and implementing the nutritional concept. The child-friendly equipment, with platforms, allows all children to be actively involved. Here, children can actively experience for themselves how food is handled and prepared. They see the raw produce and experience the change in the foods through their own work. This pertains to their experience with different senses, the change in smell and change in surface, and, associated with this, the sense of touch. Appearance changes as a result of processing, especially when preparing food. Children can try dishes out for themselves and can easily link the different educational sites. What they have experienced and tried in the daycare facility should also be repeatable at home. The learning is not limited to the daycare facility, but can be repeated in the child's other environments.




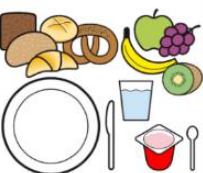
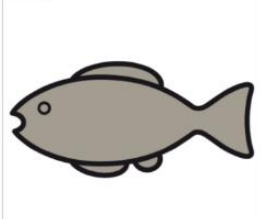

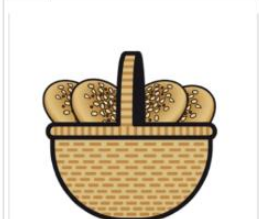

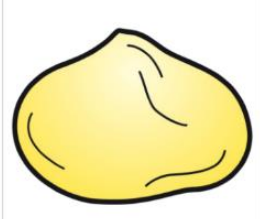


7.3. Visual meal plan

Together with our remedial teachers, we designed a visual meal plan for our families last year.

This denotes the day of the week in question with illustrations of the lunch and snack offered in the various areas. The symbols are supplemented by text in German and English.

This meal plan is presented every morning on a large digital screen in the entrance area of both facilities. This way, children and parents can immediately see what food will be available on the day when they arrive at the daycare facility. This visualisation serves, above all, to ensure that the children receive information about the food on offer at the start of

the day and can independently assess what appeals to them and whether they may have to eat a larger portion at lunch, because the snack on offer for that day is less appealing to them. At the same time, the image serves to spark conversation in the parent-child communication in the morning.

 <p>Mittwoch / Wednesday</p>	 <p>Lunch / Mittagessen</p>	 <p>Mittwoch / Wednesday</p>	 <p>snack / Snack</p>
 <p>Fisch / Fish</p>	 <p>Kräutersauce / herb sauce</p>	 <p>Vollkornbrötchen / whole wheat rolls</p>	 <p>Guacamole</p>
 <p>Kartoffelpüree / mashed potato</p>	 <p>Gurkensalat mit Vinaigrette / cucumber salad with vinaigrette</p>	 <p>Verschiedene Obstsorten / A variety of fruit</p>	

B. Nutritional design

8. Kitchen staff

For our fresh kitchen, we have four trained chefs, one trained assistant chef, and five housekeeping assistants, divided into both kitchens.



Kitchen divisional manager
Daniela Voll



Specialist dietitian
Stephanie Holcomb

The team in the kitchen is apportioned to the buildings so that breakfast, lunch and the snack are each prepared by one or two chefs and a housekeeper. In addition, the team takes care of all the cleaning of the dishes, the cleaning of bibs, and the cleaning of tea and hand towels several times a day and is responsible for the food ordering process.

The position of specialist dietitian covers two major topics: allergies/allergenic-free foods for the children and educational offerings on the subject of nutrition for the children in the nursery, the kindergarten and the forest. These offers are thematically based on the interests of the children and on current topics in the daycare year.

9. Catering quality standards at the World of Kids

At the *World of Kids*, we go beyond the DGE's recommended quality standard. We source our vegetables and fruit from an organic supplier. We do not use any ready-made products, such as salads, mashed potatoes, sauces or fish fingers. Meat is also sourced exclusively in organic quality. We make sure that the meat comes from Germany or Austria. We work with qualified regional suppliers to avoid pollutants in the food, in addition to our guarantee of freshness for the products.

10. Supply of drinks

A whole-food diet also includes sufficient hydration. Therefore, children of all ages must have drinks freely available to them throughout the day. We use high-quality water dispensers that process and filter the tap and spring water. Due to this filtration, the water is free of microorganisms, pollutants and chlorine residues. On the other hand, important minerals remain in the water and are not removed by filtration.



11. Meals

Alongside lunch, the breakfast and afternoon snack are important elements of the catering in the daycare centre for a balanced diet.

A plant-based product component, such as cereals or fruit, is contained every day. These vitamin- and mineral-rich products are supplemented by dairy products, fish and meat. In addition to the food that varies each day, there is also a wide range of fruit and vegetables on offer for breakfast and afternoon snacks. We make sure to use seasonal and regional fruits and vegetables. We mostly use whole grains and also make sure to handle as little wheat flour as possible.

All food is delivered at the beginning of the week.

11.1. Breakfast

The breakfast is served as a buffet, so that the children can decide for themselves from several components on offer. A selection of variable components is considered:

- » Brown bread
- » Vegetarian homemade spread or
- » low-fat cheese
- » Fruit or natural yoghurt
- » Fresh fruit or vegetables
- » Muesli from different cereal types, without added sugar
- » Herb quark (curd cheese)

11.2. Afternoon snack

In addition to the main components that change, fresh fruits and vegetables are always offered for the afternoon snack. The following are available, as an example, for the afternoon snack:

- » Whole grain bread with different toppings (vegetarian spread, cheese and herbs)
- » Fruit salad
- » Quark dip for crudité sticks
- » Milkshake (fresh fruit milk without added sugar)
- » Whole-grain cake

11.3. Lunch

The meal at lunch makes a great contribution to the children's daily supply of nutrients. A meal plan for at least four weeks (equivalent to 20 days of catering) is considered a quality standard in this regard. At the *World of Kids*, we work with a six-week meal plan. This means that above-average variety is offered. The lunch meal consists of three main components: a vegetable side dish (cooked or raw vegetables, salad), a satiating side dish (potatoes, rice, etc.), and a source of protein (provided by meat once a week and by fish once a week). The basis for this is also the guideline values for food quantities in a mixed diet provided by the *DGE quality standards* (see appendix on p.29).

In the two nurseries, lunch takes place in the nest groups, which means that a maximum of twelve children, with two to four educators, eat lunch together. The educators support the children intensively in all steps of the process and provide appropriate assistance depending on the level of development of the child. The goal, however, is for the children to be able to implement a lot independently. Among other things, this includes:

- Scooping the components onto their own plates
- Pouring water into their own glasses
- Eating with cutlery
- Clearing away the dishes onto a serving trolley
- Disposing of the food scraps in the waste containers, marked with pictures
- Cleaning their hands and mouths with their own damp towels

In the kindergarten area, the group is divided into two dining groups. One dining group consists of the younger kindergarten children, and the other, of the older ones. The first dining group eats in the cafeteria and is accompanied by three to five educators. The second dining group eats in a separate area next to the kindergarten and is also supported by three to five educators.

Even before lunch, one educator, together with a few children, prepares the tables and fills the water carafes with water (on each table, one sparkling and one plain). Each place is laid with a deep plate, a glass, and a spoon, fork and knife. The children can later try things out for themselves and decide which cutlery they want to use. Each component of the lunch comes once to each table in a glass bowl or porcelain bowl.

During lunch, the children independently take the components and the amount they want from these bowls and dishes. The educators provide linguistic assistance during this situation and support children in learning to assess how much food their own bodies currently need. The children independently clear away their dishes and all objects from the table onto a serving trolley. Left over food and drink is also disposed of in containers, each of which is illustrated. Some children can wipe down the table and play an active role by sweeping.

The process in the forest group is very similar to that in the kindergarten, but, in the forest, the prepared food is initially delivered by car. The children and educators then carry this to

the terrace in front of the construction trailer and then distribute the individual components on the tables.

11.4. Anchor foods

Eating is more than just simple food intake and satiety. It is strongly associated with emotions. For children, this aspect is significantly more relevant than for adults. Eating can mean safety and security for children. It is a big developmental step to leave the accustomed family nutritional environment and eat in a daycare facility. It is an even greater challenge for children from other cultures. Through so-called "anchor foods", the children receive foods that are familiar to them that relieve tension and promote well-being. In addition to the acclimatisation phases, these also help after a long absence from the daycare facility. Anchor foods are therefore especially necessary in the nursery. The children can access their anchor foods at any time, regardless of the fixed meals.

Anchor foods are individual for each child. During the acclimatisation phase, the educational staff will discuss with the parents whether anchor foods are necessary for the child concerned and which ones are desired. Certain foods are selected, such as biscuits, rice cakes and varieties of fruit. The dry foods are stored in a box in the relevant area. The fruit is offered fresh daily in the various areas.

In many cases, the range of potatoes, pasta, rice or several types of vegetable that are already on the menu is sufficient. In addition to the possibility for the child to express this desire on their own, the educational staff can also offer the anchor foods. This is especially true if the child refuses the general foods that are carefully offered and has eaten very little on that day.

Ultimately, these foods offer the child an "anchor" in the figurative sense, which offers security in everyday life and often helps to facilitate access to new foods.

Anchor foods are also used when the children are hungry and the time until the next meal is perceived as too long for the child. As a rule, these anchor meals are only needed for a certain period of time until the child is able to assess how much they need to eat in order to be well sated until the next meal is due.



12. Special features of catering

In addition to the daily catering in daycare centres, there are numerous special situations, for example, dealing with sweets, festivals and celebrations, but also food intolerances and allergies.

12.1. Sugar and sweets

At the *World of Kids*, we strive to achieve a mindful approach to all foods, as well as a healthy diet. For us, this means that the proportion of sugar and sweets is kept as low as possible. A complete ban is not applied here, as sugar is not fundamentally bad or unhealthy. Furthermore, it is part of the children's everyday lives, which is why it is important that they are empowered to approach it in a mindful way. A ban can have the consequence of only strengthening the children's desire for sugar. We do not distribute sweets to the children and do not use them as gifts or rewards. No processed foods are used, such as highly sweetened fruit yoghurts. When sweet dishes are prepared, they are sweetened as much as possible with agave syrup or bananas.

12.2. Celebrations and festivities

Festivals and events for the children represent a special situation in the day-to-day life at the daycare facility. One big event for every child is their own birthday. In order to duly celebrate this, catering plays an important role here, in addition to educational activities, such as participation in the daily routine (request for a birthday song, game, book...).

The birthday child is allowed to choose a meal from our portfolio of birthday meals. The educators prepare this together with the children in the *Little Kitchen*. The selection of meals can vary and can be changed together with the team at the *World of Kids*.

Within the framework of events within the relative area, such as the Easter celebration or the graduation party of the pre-school children, the children can decide which food they want. Furthermore, they can participate in its preparation in a small group. The selection of meals is always coordinated with the specialist dietician at the daycare facility. This ensures a varied, balanced and child-friendly diet.

12.3. Allergies

If a child is known to have a food intolerance or allergy that also has to be taken into account in day-to-day life at the daycare facility, it is important to indicate this situation when first making contact with the facility. A medical certificate is required, which the daycare facility retains a copy of. The corresponding instructions for action are then coordinated by the specialist dietician and passed on to the kitchen staff. If any questions arise, the parents will be contacted by the specialist dietician.

Furthermore, an information sheet for all those responsible at the daycare facility (educational staff and kitchen staff) is hung up in the kitchen area so as to be clearly visible.

The information sheet contains the following:

- » The child's name
- » The child's group
- » The form of food intolerance
- » A list of foods/food ingredients to be avoided
- » If necessary, a list of "replacement foods" that are tolerated and which can be stored accordingly at the daycare facility
- » Information on initial measures in an emergency (after consultation with the parents)
- » Telephone number of a contact person (e.g., parents)

This allows the children to participate in the meals at the facility in an inclusive way without restriction.

12.4. Breast milk, infant formula and baby food

After consultation, it is possible for expressed breast milk to be brought to the facility. Refrigerators are available in the storage room in the nurseries. The cold chain must not be interrupted at any point here. Breast milk must be labelled with absolute accuracy. Further

instructions on the handling and cooling of breast milk are recorded for the specialists in the hygiene manual.

Infant milk powder (industrially manufactured products) is provided by the parents, including the bottles and attachments. The bottles should be clearly labelled, and the milk powder should already be portioned out. Temperature-controlled water is then poured in by the educational staff. The used accessories will be returned to the parents for cleaning that same day. Throughout the first year of life, the food marked "pre" or "1" can be used.

Solid food should be introduced from the 5th month of life at the earliest and by the 7th month at the latest. In the process of weaning, it should be taken into account whether the child and mother are willing to separate from each other. Breastfeeding should continue, or infant formula should continue to be given, in parallel to the introduction of solid food. Information on this topic can be found in the recommendations from the DGE⁶. The *World of Kids* specialist dietician is available to parents in an advisory capacity.

In our daycare facility, we offer solid food for infants in the form of freshly prepared pulp in organic quality.



⁶ Online at www.fitkid-aktion.de/fachinformationen/kinderernaehrung/saeuglinge, last accessed: 26/03/2024.

13. List of references

List of references

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14. Appendix

- » Breakfast and snack
- » Lunch

14.1. Breakfast and snack

Food groups	Food qualities - the optimal choice	Frequencies of foods over five catering days Guide values for food quantities for five catering days per child	
		Mixed diet	Ovo-lacto-vegetarian diet
Grains, grain products, potatoes	<ul style="list-style-type: none"> » Whole grain products » Muesli without sugar and sweetener 	At least 10 x (at least twice a day) Age 1 to under 4 years, approx. 300 g Age 4 to under 7 years, approx. 350 g > of which: at least half of the daily supply of whole grain products	At least 10 x (at least twice a day) Age 1 to under 4 years, approx. 300 g Age 4 to under 7 years, approx. 350 g > of which: at least half of the daily supply of whole grain products
Vegetables and salad	<ul style="list-style-type: none"> » Vegetables, fresh or frozen » Pulses » Salad 	At least 5 x (at least once a day) Age 1 to under 4 years, approx. 450 g Age 4 to under 7 years, approx. 500 g > of which: at least 3 x as raw food	At least 5 x (at least once a day) Age 1 to under 4 years, approx. 450 g Age 4 to under 7 years, approx. 500 g > of which: at least 3 x as raw food
Fruit	<ul style="list-style-type: none"> » Fruit, fresh or frozen, without sugar or sweetener » Nuts (unsalted) or oilseeds 	10 x (twice a day) Age 1 to under 4 years, approx. 900 g Age 4 to under 7 years, approx. 1000 g	10 x (twice a day) Age 1 to under 4 years, approx. 900 g Age 4 to under 7 years, approx. 1000 g
Milk and dairy products	<ul style="list-style-type: none"> » Milk, natural yoghurt, buttermilk, set milk, kefir: max. 3.8% fat, absolute » Farmer's cheese (regular quark): max. 5% fat, absolute →always without sugar or sweetener » Cheese: max. 30% fat, absolute 	At least 10 x (at least twice a day) Age 1 to under 4 years, approx. 1000 g Age 4 to under 7 years, approx. 1000 g	At least 10 x (at least twice a day) Age 1 to under 4 years, approx. 1000 g Age 4 to under 7 years, approx. 1000 g
Meat, sausage, fish¹ and eggs²	<ul style="list-style-type: none"> » Meat and sausage products as toppings: max. 20% fat 	0 x	not applicable for the ovo-lacto-vegetarian offering²
Oils and fats	<ul style="list-style-type: none"> » Rapeseed oil » Linseed, walnut, soybean and olive oil » Margarine from the mentioned oils 	Rapeseed oil is the standard fat Age 1 to under 4 years, approx. 20 g Age 4 to under 7 years, approx. 25 g	Rapeseed oil is the standard fat Age 1 to under 4 years, approx. 20 g Age 4 to under 7 years, approx. 25 g
Drinks	<ul style="list-style-type: none"> » Water » Fruit and herbal teas →always without sugar or sweetener 	Drinks are available at all times	Drinks are available at all times

¹ Due to the consumption habits of children in Germany, no fish was used in the nutrient-optimised meal plans for breakfast and snacks.

² There is no recommendation for the amount of eggs to be consumed. In the nutrient-optimised meal plans, no egg was used for breakfast and snacks.

14.2. Lunch

Food groups	Food qualities - the optimal choice	Frequencies of foods over five catering days	
		Guide values for food quantities for five catering days per child	
		Mixed diet	Ovo-lacto-vegetarian diet
Grains, grain products, potatoes	<ul style="list-style-type: none"> » Whole grain products » Potatoes, raw or pre-cooked » Parboiled rice or brown rice 	5 x (once a day) Age 1 to under 4 years, approx. 400 g Age 4 to under 7 years, approx. 450 g › of which: At least 1 x whole-grain products, max. 1 x potato products	5 x (once a day) Age 1 to under 4 years, approx. 400 g Age 4 to under 7 years, approx. 450 g › of which: At least 1 x whole-grain products, max. 1 x potato products
		5 x (once a day) Age 1 to under 4 years, approx. 500 g Age 4 to under 7 years, approx. 600 g › of which: at least 2 x as crudités, At least 1 x pulses Age 1 to under 4 years, approx. 70 g Age 4 to under 7 years, approx. 90 g	5 x (once a day) Age 1 to under 4 years, approx. 500 g Age 4 to under 7 years, approx. 600 g › of which: at least 2 x as crudités, At least 1 x pulses Age 1 to under 4 years, approx. 70 g Age 4 to under 7 years, approx. 90 g
Vegetables and salad	<ul style="list-style-type: none"> » Vegetables, fresh or frozen » Pulses » Salad 	At least 2 x Age 1 to under 4 years, approx. 150 g Age 4 to under 7 years, approx. 170 g › of which: at least 1 x as piece of fruit	At least 2 x Age 1 to under 4 years, approx. 150 g Age 4 to under 7 years, approx. 170 g › of which: at least 1 x as piece of fruit
		At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g	At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g
Fruit	<ul style="list-style-type: none"> » Fruit, fresh or frozen, without sugar or sweetener » Nuts (unsalted) or oilseeds 	Max. 1 x meat/sausages Age 1 to under 4 years, approx. 30 g Age 4 to under 7 years, approx. 35 g › of which: at least 2 x lean muscle meat	not applicable for the ovo-lacto-vegetarian offering³
		At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g	At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g
Milk and dairy products	<ul style="list-style-type: none"> » Milk, natural yoghurt, buttermilk, set milk, kefir: max. 3.8% fat, absolute » Farmer's cheese (regular quark): max. 5% fat, absolute →always without sugar or sweetener » Cheese: max. 30% fat, absolute 	Max. 1 x meat/sausages Age 1 to under 4 years, approx. 30 g Age 4 to under 7 years, approx. 35 g › of which: at least 2 x lean muscle meat	not applicable for the ovo-lacto-vegetarian offering³
		At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g	At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g
Meat, sausage, Fish and eggs ⁹	<ul style="list-style-type: none"> » Lean muscle meat 	Max. 1 x meat/sausages Age 1 to under 4 years, approx. 30 g Age 4 to under 7 years, approx. 35 g › of which: at least 2 x lean muscle meat	not applicable for the ovo-lacto-vegetarian offering³
		At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g	At least 2 x Age 1 to under 4 years, approx. 120 g Age 4 to under 7 years, approx. 140 g

⁹ There is no recommendation for the amount of eggs to be consumed. In the nutrient-optimised meal plans, 40-50 g (mixed diet) or 60-70 g (ovo-lacto-vegetarian diet) of egg was calculated per week.

		<p>within 20 catering days</p> <p>1 x fish</p> <p>Age 1 to under 4 years, approx. 35 g</p> <p>Age 4 to under 7 years, approx. 45 g</p> <p>› of which: at least 2 x oily fish</p> <p>within 20 catering days</p>	
Oils and fats	<ul style="list-style-type: none"> › Rapeseed oil › Linseed, walnut, soybean and olive oil › Margarine from the mentioned oils 	<p>Rapeseed oil is the standard fat</p> <p>Age 1 to under 4 years, approx. 20 g</p> <p>Age 4 to under 7 years, approx. 25 g</p>	<p>Rapeseed oil is the standard fat</p> <p>Age 1 to under 4 years, approx. 20 g</p> <p>Age 4 to under 7 years, approx. 25 g</p>
Drinks	<ul style="list-style-type: none"> › Water › Fruit and herbal teas →always without sugar or sweetener 	Drinks are available at all times	Drinks are available at all times