

Wellness Child Care Assessment Tool modified for use in New Zealand (WellCCAT-NZ)

The Rudd Center for Food Policy and Obesity

Developed by: Jennifer Falbe, MPH; Kathryn Henderson, PhD; and Marlene Schwartz, PhD.

Acknowledgements: Susan Fiore, MS, RD; Gabrielle Grode, MPH; Erica Kenney, MPH; and Meghan O'Connell, MPH.

Adapted for use in New Zealand by: Sarah Gerritsen, MA; and Clare Wall, PhD.

The WellCCAT provides a standard method for the quantitative assessment of nutrition, physical activity, and hauora/wellness policies written in childcare centre policy documents. This tool offers a reliable means of assessing the comprehensiveness and strength of these written policies. The word 'centre' has been used in this document to refer to any licensed day care centre, kindergarten, preschool, kōhanga, creche or playcentre.

Use of the WellCCAT: The WellCCAT is intended for the assessment of *written* health-related policies for centre-based childcare programmes serving children ages 3 (or turning 3 before the end of the calendar year) to 5. The WellCCAT is *not appropriate* for evaluation of policies for infants, toddlers or older children (primary school age). It is also *not appropriate* for the evaluation or comparison of programme *quality* or *practices*, as these may not be written into policy.

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How to Rate Policy Statements

Child care centre policies are evaluated based on the degree to which they address 63 policy items, which are categorised into five sections. The sections include Nutrition Education, Nutrition Standards for Foods and Beverages, Promoting Healthy Eating in the Child Care Setting, Physical Activity, and Communication and Evaluation.

For each of the 64 policy items, policy statements are to be rated “0,” “1,” or “2,” using the definitions below. Six items may be rated “NA” if the policy statement does not apply. This evaluation tool lists each policy item followed by an explanation of the item and examples of “1” and “2” statements.

		Explanation
0	= Not Mentioned	The item is not addressed in the text of the policy.
1	= Weak Statement	<p>Assign a rating of “1” when the item is mentioned, <i>but</i></p> <ul style="list-style-type: none"> • The policy will be hard to enforce because the statement is <i>vague, unclear, or confusing</i>. • Statements are listed as <i>goals, aspirations, suggestions, objectives, or recommendations</i>. • There are <i>loopholes</i> in the policy that weaken enforcement of the item, such as a <i>disclaimer</i> that states that policies are non-enforceable and/or subject to change without notification. • The policy mentions a <i>future plan to act</i> without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p>
2	= Meets / Exceeds Expectations	<p>Assign a rating of “2” when the item is mentioned, and it is clear that the child care center is committed to making the item happen because:</p> <ul style="list-style-type: none"> • The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). • Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. • A centre is unable to enforce an item, but the goal is clearly stated (e.g., “teachers eat the same foods served to children”). • Statements in parent handbooks that are preceded with “please” (e.g., “please do not bring in sweets or dessert foods for your child’s lunch”) are acceptable for a rating of a “2.” • Instructional statements in the staff manual (e.g., “do not use food as reward or punishment”) are acceptable for a rating of a “2.”

Evaluating hint

One method for deciding between a rating of a “1” and a “2” is to consider the scenario of a parent approaching a centre’s manager or Head Teacher to discuss an issue. If the policy is ambiguous on how the center should handle the issue at hand, rate the item as a “1.” If the written policy gives clear guidance about how to decide whether the center complies with the policy, rate the item as a “2.”

How to Score Policies

Policies are scored to determine Comprehensiveness and Strength. Comprehensiveness reflects the proportion of item topics that are simply mentioned. Strength reflects the proportion of items that are addressed with *specific* and *directive* language.

Score	Explanation
Comprehensiveness Score by section	Comprehensiveness is calculated by counting the number of items in each section rated as “1” or “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100.
Strength Score by section	Strength is calculated by counting the number of items in each section rated as “2,” dividing this number by the number of policy items in the section*, and multiplying this number by 100.
Total Comprehensiveness	Total comprehensiveness is calculated by averaging the Comprehensiveness Scores of all 5 sections.
Total Strength	Total strength is calculated by averaging the Strength Scores of all 5 sections.

***There are two items (NS8, NS23) in section 2, four items (PW31, PW35, PW37 and PW38) in section 3, and one item in section 5 (CE60) for which it is possible to receive a rating of “NA.” Items rated “NA” should not be included in the total number of items used for scoring a particular section.**

The example below shows the calculation of sample scores for Section 1.

Section 1. Nutrition Education		Code
NE1	Addresses the provision of <u>nutrition education</u> for children.	2
NE2	<u>Food-related activities</u> are consistent with nutrition education or health promotion.	0
NE3	Addresses the provision of <u>nutrition education training</u> for <u>teachers</u> .	2
NE4	Addresses the provision of <u>nutrition education</u> for <u>parents</u> .	1
NE5	<u>Mealtime</u> is used as an opportunity to <u>teach nutrition</u> and/or food concepts.	1
NE6	Addresses the <u>allocation of funds</u> for nutrition education.	0
Subtotal for Section 1 Nutrition Education	<p>Comprehensiveness Score Count the number of items rated as “1” or “2” and divide this number by 6. Multiply by 100. Do not count an item if the rating is “0.”</p> <p>Strength Score Count the number of items rated as “2” and divide this number by 6. Multiply by 100.</p>	67
		33

Comprehensiveness Score = There are 2 items rated as “1” and 2 items rated as “2,” for a total of 4 items. Four divided by 6 equals 0.67, multiplied by 100 for a score of 67 (rounded to nearest whole number).

Strength Score = There are 2 items rated as “2.” Two divided by 6 equals 0.33, multiplied by 100 for a score of 33 (rounded to nearest whole number).

Total Comprehensiveness Score = If Sections 1, 2, 3, 4, and 5 had Comprehensiveness Scores of 67, 50, 41, 30, and 50, respectively, the Total Comprehensiveness Score would be the sum of the Comprehensiveness Scores for each section (67 + 50 + 41 + 30 + 50) divided by 5 = 48 (rounded to nearest whole number).

Total Strength Score = If Sections 1, 2, 3, 4, and 5 had Strength Scores of 33, 40, 24, 15, and 25, respectively, the Total Strength Score would be the sum of the Strength Scores for each section (40 + 40 + 24 + 15 + 25) divided by 5 = 29 (rounded to nearest whole number).

Section 1. Nutrition Education

#	Item	Rating Guidance
NE1	Addresses the provision of <u>nutrition education</u> for children.	<p>Note: This item does not include informal nutrition education during mealtimes.</p> <p>0 Not mentioned.</p> <p>Either of the following:</p> <ul style="list-style-type: none"> Describes a general health curriculum or lesson plan and implies, but does not ensure, that lessons address nutrition. Suggests that children receive nutrition education. <p>Examples:</p> <ul style="list-style-type: none"> "Our educational program is designed to promote sound nutritional practices." "Activities to promote good nutrition are planned by the staff throughout the year." "Educational experiences will assure that preschool children will recognize and eat a variety of nutritious foods."
		<p>Requires that nutrition education is provided.</p> <p>Examples:</p> <ul style="list-style-type: none"> "The center shall implement a health education curriculum that shall include lessons on nutrition, fitness, hand-washing..." "Our preschool curriculum includes lessons on nutrition."
NE2	<u>Food-related activities</u> are consistent with nutrition education or health promotion.	<p>Any of the following:</p> <ul style="list-style-type: none"> Not mentioned. Specifies food-related activities that clearly do not promote healthy eating (e.g., counting candy or baking cookies). Specifies food-related activities that occur outside of the context of nutrition education or health promotion (e.g., "zero-waste lunchboxes", recycling, worm farms/composting). <p>Example: "We encourage children to sort their own lunchboxes leftovers into rubbish, recycling and compost."</p>
		<p>Either of the following:</p> <ul style="list-style-type: none"> Suggests that food-related activities occur in the context of nutrition education or health promotion. Mentions activities related to food from other cultures. (Learning about foods from other cultures is considered part of nutrition education). <p>Examples:</p> <ul style="list-style-type: none"> "Parents can talk to their child's teacher about volunteering to demonstrate an educational cooking activity in the classroom." (The statement occurs in a section of the parent handbook that also discusses nutrition education.) "Students learn about different cultures through food demonstrations."
		<p>Requires the provision of food-related activities (e.g., cooking, food preparation or gardening) that are clearly meant to be health promoting or that clearly occur in the context of nutrition education.</p> <p>Examples:</p> <ul style="list-style-type: none"> "Children are provided varied opportunities to learn about nutrition. Projects include apple picking, growing herbs and vegetables, and making salads." "Nutrition activities, such as cooking, are incorporated into the regular curriculum."

Section 1. Nutrition Education

NE3	Addresses the provision of <u>nutrition education training for teachers</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Provision of nutrition education training is suggested. • Nutrition education is provided to teachers, but training on nutrition education is not specified. <p>Example: <i>“Teachers will be trained in health education, which includes training on topics <u>such as</u> nutrition...”</i></p>
		2	<p>Requires the provision of nutrition education training, which can include training in facilitating or planning nutrition-related activities.</p> <p>Example: <i>“Teachers participate in annual training on nutrition education activities for the children...”</i></p>
NE4	Addresses the provision of <u>nutrition education for parents</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Specifies nutrition education for parents but does not mention specific methods or activities.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Provision of nutrition education for parents is required and at least one potential method of educating parents is mentioned (e.g., provision of workshops on nutrition or providing nutrition newsletters.) • Nutrition education materials are included in the parent handbook. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“The facility shall schedule regular health education programs for parents. These programs may include open house meetings with guest speakers, opportunities for discussion, and nutrition newsletters”.</i> • <i>“Nutrition education for parents is also provided through information that is sent home and at parent night events.”</i>
NE5	<u>Mealtime</u> is used as an opportunity to <u>teach nutrition and/or food concepts</u> .	0	Not mentioned. Only mentioning mealtime as a learning experience without the statement occurring in the context of learning about nutrition and/or food concepts is insufficient for a rating of a “1” or “2.”
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Suggests that teachers initiate conversations about nutrition and/or food concepts during meals. • Suggests that mealtimes are used to teach nutrition and/or food concepts.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires that mealtimes are used to teach nutrition and/or food concepts or to include conversations about nutrition and/or food concepts. • Requires or instructs teachers to initiate conversations about nutrition and/or food concepts during meals (e.g., texture, color, shape, or origin of food; favorite fruits and vegetables). <p>Example: <i>“Teachers shall encourage social interaction and conversation about the concepts of color, quantity, number, and temperature of food.”</i></p>

NE6	Addresses the allocation of funds for <u>nutrition education</u> .	0	Not mentioned.
		1	Vague and/or suggested. Example: <i>“Extra money from fundraising activities will be used to develop an edible garden”</i>
		2	Requires the provision of funds for nutrition resources, nutrition-related training for teachers or curriculum-based nutrition education. Example: <i>“Resources are allocated in the centre’s budget to buy nutrition-related books and posters.”</i>

Section 2. Nutrition Standards for Food and Beverages

The items in this section refer specifically to *nutrition* standards. For this section, do not rate statements specific to allergies, food safety, or choking prevention (e.g., prohibiting foods such as hot dogs, whole grapes, popcorn, and marshmallows that pose a choking hazard).

NS7	Addresses <u>nutrition standards</u> that go <u>beyond</u> Ministry of Health Food and Nutrition Guidelines.	0	Not mentioned.
		1	Vague and/or suggested. Example: <i>“All foods comply with the Ministry of Health’s Food and Nutrition Guidelines.”</i> <i>“We follow the Heart Foundation’s Healthy Heart Award Guidelines for food.”</i>
		2	Specific standards are required. Examples: <ul style="list-style-type: none"> • <i>“All foods served shall meet the following standards...”</i> (e.g., whole fruit is served at all meals, at least ½ of breads and cereals are whole grain, all foods are low fat, sugar content exceeds no more than 35% of calories). • <i>“Foods including fizzy drinks, fruit drinks, flavored milk, lollies, chocolate, sugary cereals, and/or hot chips are not allowed to be served or consumed in our ECE service.”</i>

NS8	Addresses <u>nutrition standards</u> for <u>foods brought from home</u> for snacks and/or lunch.	Note: Policy statements pertaining only to standards for foods brought from home for celebrations or other centre events should not be rated for this item. Refer to item NS22.	
		NA	Policy states that no food from home is permitted other than for celebrations (with exceptions for children with allergies or other special dietary needs).
		0	Not mentioned.
		1	Vague, suggested, or weakened by exceptions such as occasion or staff discretion. Examples: <ul style="list-style-type: none"> • <i>“We encourage you to pack healthy meals for your child and to avoid packing foods like lollies or chips.”</i> • <i>“When packing lunch, limit snack foods and desserts.”</i> • <i>Please do not allow your child to bring lollies or gum to the Centre. (It is unclear if this is a nutritional standard or intended for choking prevention).</i>
2	Provides parents with written nutrition standards for food brought into the centre and requires parents to follow the standards (even if you feel the standards are weak). Examples: <ul style="list-style-type: none"> • <i>“Parents must pack lunch and/or snack that includes fruits and/or vegetables and whole grain breads and excludes lollies, fizzy drinks, and dessert foods.”</i> • <i>“No lollies, fizzy drinks, energy drinks, chocolate, or other sweets are allowed to be brought into the centre.”</i> 		

Section 2. Nutrition Standards for Food and Beverages

Nutrition standards for meals and snacks provided by the centre or from home (NS9 - NS22)

NS9	Addresses replacing saturated fat with monounsaturated and polyunsaturated fat.		<p>Note: Foods high in saturated fat include regular beef, pork, lamb, cheese, yoghurt, cream, ice cream, butter, coconut oil and lard. Foods that are high in poly- and monounsaturated fat include most vegetable oils (e.g., olive, canola, corn, rice bran and soybean), avocado, some fish, nuts, peanut butter, and other nut butters. Do not rate statements about milk for this item; milk is addressed in NS16.</p>
		0	Not mentioned. Blanket “low-fat” statements are insufficient for a rating of “1” or “2.”
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague, suggested, or weakened by exceptions such as staff discretion. • Specifies only that foods shall meet the <u>Ministry of Health’s Food and Nutrition Guidelines</u>. • Limits saturated fat with no mention of replacement with or emphasis on mono- and/or polyunsaturated fat. <p>Example: “<i>Shall serve foods low in saturated fat.</i>”</p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> • Ensures some replacement of major sources of saturated fat (e.g., butter, lard, and other animal fats) with mono- and/or polyunsaturated fat (e.g., vegetable oils). • Ensures some replacement of red meats (e.g., beef, pork, lamb) with white meats or vegetable protein (e.g., poultry, fish, beans, tofu, nuts). • Specifies reducing or limiting saturated fats and encouraging mono- and polyunsaturated fat. <p>Examples:</p> <ul style="list-style-type: none"> • “<i>All cooked foods offered as part of a meal will be sautéed or baked using olive or canola oil only.</i>” • “<i>Our menus provide age-appropriate servings of whole grains, vegetables, fruits, chicken, fish, beans, and nut butters (except when there are allergies) and avoid saturated fats by limiting the use of beef, pork, cheese, and desserts.</i>” • “<i>We limit animal fats and provide mostly poly- and monounsaturated fats in the form of fish, nut butters, and vegetable oils.</i>”
NS10	Addresses providing whole grain cereals.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Whole grain cereals are encouraged. • Less than half the cereals served for meals or snacks are required to be whole grain. • Specifies only that foods shall meet the <u>Ministry of Health’s Food and Nutrition Guidelines</u>. <p>Example: “<i>We use healthy ingredients, such as wholemeal bread.</i>”</p>
		2	At least half the cereals available are required to be whole grains.
NS11	Addresses limiting sugar content of foods.	0	Not mentioned. If policy specifies <u>Ministry of Health’s Food and Nutrition Guidelines</u> and no other standards, rate as a “0.” Only regulating or limiting confectionery is insufficient for a rating of “1” or “2.”

		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Limit is suggested, not quantified, or weakened by exceptions such as staff discretion. • Discourages or limits sugary foods but does not prohibit a comprehensive list of sugary foods from being served at the centre or provided from home. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Snacks will be purchased to minimise sugar.”</i> • <i>“Prohibits foods listing sugar as the first ingredient.”</i> • <i>“Iced cakes, pastries, doughnuts, sugarcoated breakfast cereals, and lollies are rarely served at our centre.”</i>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires a quantified limit. • Prohibits a comprehensive list of sugary foods from being served at the centre or provided from home, such as baked goods (e.g., biscuits, cakes, and pastries), lollies, ice cream, and sugary breakfast cereals. <p>Example: <i>“Foods containing high level of sugar are banned at our centre. Please do not include lollies, chocolate, iced cakes, fruit leathers or biscuits in lunchboxes.”</i></p>
NS12	Addresses limiting <u>sodium</u> content of foods.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Suggests that whole or minimally processed foods are provided instead of highly processed convenience and fast foods. • Addresses limiting intake of foods high in salt (sodium), such as savoury snacks and biscuits, fast food and takeaways, and processed meats and cheese, but does not specify a limit. • Specifies only that foods shall meet the Ministry of Health’s Food and Nutrition Guidelines <p>Example <i>“We use minimally processed foods where possible and try to limit the use of salt.”</i></p> <p><i>“We don’t serve processed meats and cheese.”</i></p>
		2	<p>Requires a quantified limit of less than 600 mg of sodium per 100g.</p> <p>Example: <i>“We only serve snacks which contain less than 600 mg of sodium per 100g, such as rice crackers, corn thins, vegetable sticks and hummus (made by our cook with a small amount of iodised salt).”</i></p> <p><i>“Any packaged foods brought into the centre must contain less than 600 mg of sodium per 100g. Please do not include salty crackers and biscuits, fast food/takeaways, processed meats and processed cheese in your child’s lunchbox.”</i></p>

Section 2. Nutrition Standards for Food and Beverages

NS13	Addresses standards for <u>portion sizes</u> of foods.	0	<p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned. • Only mentions minimum portion sizes.
		1	<p>Portion size standards are vague and/or suggested.</p> <p>Example: “All food should be served in <u>appropriate</u> portion sizes.”</p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> • Requires a limit on first helpings of foods during meals. • Requires staff to remind children to take small portions for their first helping. • Limits servings per container of individually packaged foods. • Requires that staff monitor portion sizes to prevent children from taking too large of portions. • Provides parents recommendations on portion sizes for snacks or meals brought from home in the context of preventing overeating. <p>Exceptions for fruits and vegetables are acceptable for a rating of a “2.”</p> <p>Examples:</p> <ul style="list-style-type: none"> • “First helpings of foods, except fruits and vegetables, shall be limited child-serving size standards with additional helpings available if children request more.” • Teacher handbook: “Remind children to take small portions and that there is always more if they want it.” • “Foods like chicken patties are served as half patties.” • “We observe as children serve themselves to assure that they do not serve larger portions than they can eat.” • To parents: “Remember to pack child-sized portions.”
NS14	Addresses providing <u>both fruits and vegetables</u> at lunch.	<p>Note: Rate statements about fruits and vegetables at “meals” in the same manner as statements about fruits and vegetables at “lunch”</p>	
		0	Not mentioned or centre serves only fruits OR vegetables.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested that both fruits and vegetables are served at the centre or provided from home at lunch.
2	<p>Requires that both fruits (not including juice) and vegetables are served at the center or provided from home for lunch.</p> <p>Example: “All meals shall contain a serving each of whole fruit, vegetable, protein, and whole grain cereals.”</p>		
NS15	Addresses providing <u>fruits or vegetables</u> for <u>snack</u> .	0	Not mentioned.
		1	<p>Vague and/or suggested that fruits (not including juice) or vegetables are served at the center or provided from home for snack.</p> <p>Examples:</p> <ul style="list-style-type: none"> • “Any leftover fruit from lunch should be served to the children at snack time.” • “Our snacks reinforce parents’ efforts to have their children consume more fruits and vegetables and less sugar.”
		2	<p>Requires that fruits (not including juice) or vegetables are served at the center or provided from home for snacks.</p> <p>Example: “Snacks include either whole fruits or vegetables.”</p>

Section 2. Nutrition Standards for Food and Beverages

NS16	Addresses limiting <u>fat content of milk</u> for children age 2 years and older.	0	Not mentioned, or the centre only serves water to children. Mentioning non-fat or low-fat dairy products/foods does not qualify for a '1' or a '2'. If policy explicitly allows full-fat (dark blue top) milk, rate as a '0'.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> Limiting milk to low-fat or non-fat milk is suggested or vague, without specifying "only". Full fat milk is prohibited, but reduced-fat (light blue top) milk is provided/allowed. Specifies only that foods shall meet the Ministry of Health's Food and Nutrition Guidelines, without mentioning the type of milk provided/allowed. <p>Example: "We give children a glass of light-blue top milk with morning snack."</p>
		2	<p>Only low-fat or non-fat (green or yellow top) milk is provided/allowed. i.e. reduced-fat and full-fat (light blue, dark blue and silver top) milks are prohibited for children aged 2 years and over.</p> <p>Example: "Children aged 2 years and over are <u>only</u> offered water or yellow-top milk with snacks and meals."</p>
NS19	Addresses serving food and beverages <u>with no added sugar, artificial sweeteners, added colours or flavors, preservatives, enhancers or thickeners.</u>	0	Not mentioned.
		1	<p>Suggests, but does not require that all food and beverages served at the centre or provided from home are made without added sugar, artificial sweeteners, colours, flavours, preservatives or thickeners.</p> <p>Example: "Juice will contain 100% juice with nothing added, whenever possible."</p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> Requires that all food and beverages served at the centre or provided from home does not contain any additional ingredients, with the exception of iron, vitamin C and calcium. <p>Example: "All meals served are made from whole-foods onsite by our cook with no artificial colours, sweeteners, flavours, or preservatives etc. Any juice served at the centre is 100% pure fruit and vegetable juice with no added ingredients, with the exception of water."</p>
NS20	Addresses limiting <u>sugar-sweetened beverages.</u>	Note: Policy statements pertaining only to flavoured milk should not be rated for this item. Refer to item NS21.	
		0	Not mentioned.
		1	<p>Discourages or limits sugar-sweetened beverages without prohibiting, at a minimum, both fizzy drinks and cordial/fruit drinks.</p> <p>Examples:</p> <ul style="list-style-type: none"> "Sweetened beverages are avoided." "Fizzy drinks are not allowed at the centre." (There is no mention of other sugar-sweetened beverages).
2	<p>Either of the following</p> <ul style="list-style-type: none"> Prohibits sugar-sweetened beverages. Centre only serves and allows <u>water</u> onsite. <p>Example: "Sweetened beverages are not allowed to be consumed or served at our centre. This includes cordial/fruit drinks, fizzy drinks, milo, hot chocolate, sports and energy drinks, water flavored with added sweeteners, etc."</p>		

NS17	Addresses limiting the <u>quantity of juice</u> served.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Specifies a limit that is suggested or that exceeds 250ml (1 cup) per day. Fruit juice should be diluted to at least half water.
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> Limits the frequency with which juice is served at the ECE service or provided from home to no more than 2 times per week. Requires a limit that does not exceed 250ml (1 cup) per day when diluted to at least half water. Juice is not served or allowed to be provided from home. Only whole fruit and/or water is permitted. <p>Example: <i>“We serve fresh fruit as often as possible and limit juice (diluted to half-strength with water) to only served at celebrations.”</i></p>

NS18	Addresses providing <u>100% pure fruit or vegetable juice</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Suggests, but does not require that <i>all</i> juice served at the centre or provided from home is 100% pure fruit or vegetable juice (or a dilution with water of only 100% pure fruit or vegetable juice). <p>Example: <i>An example of the weekly menu contained in the handbook only contains the phrase “100% fruit juice” when referring to juice served as a beverage.</i></p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> Requires that if juice is served at the centre or provided from home, it is 100% pure fruit or vegetable juice (or a dilution with water of only 100% pure fruit or vegetable juice). Juice is not served or allowed to be provided from home. Only whole fruit is permitted. <p>Example: <i>“All juice served at the centre will be 100% pure fruit and vegetable juice.”</i></p>

NS21	Addresses nutrition standards for <u>flavoured milk</u> .	0	Not mentioned.
		1	Discourages, limits, or restricts sugar content of flavoured milk. Suggests that flavoured milk is diluted with unflavoured milk.
		2	Prohibits flavoured milk.

Section 2. Nutrition Standards for Food and Beverages

NS22

Addresses nutrition standards for celebrations or special occasions.

0	<p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned. • Policy allows traditional party foods (e.g., cake, confectionery, or biscuits) without stating any limits. <p>The following are insufficient for a rating of “1” or “2”:</p> <ul style="list-style-type: none"> • Requiring parents to notify the centre before bringing in foods. • Outside of the context of celebrations, stating that no food from home is permitted (i.e., NS8 = “NA”) <u>without</u> specifying “at all times”
1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague, suggested, or weakened by exceptions such as staff discretion. • Limits the number of birthday celebrations with traditional party foods to no more than 1 per month. • Suggests or recommends to parents the use of non-food alternatives. • Limits some traditional party foods and beverages but specifically allows others. • The centre provides foods for celebrations and it is stated or implied that the food will be “healthy.” <p>Examples:</p> <ul style="list-style-type: none"> • <i>“With the help of a dietitian, we have created a menu from which staff may select items for celebrations.”</i> • <i>“Some ideas for celebrations are birthday crowns, place mats, or singing ‘Happy Birthday.’”</i>
2	<p>Requires regulation or prohibition of ALL foods and beverages available during class celebrations or “at all times” (or an equivalent, such as “at any time” or “no matter the occasion”). For a “2,” regulations must meet one of the following criteria:</p> <ul style="list-style-type: none"> • Define specific nutrition standards for all foods or beverages available during celebrations or brought from home (e.g., maximum calorie, sodium, sugar, and/or saturated fat content of ALL items). • Provide a specific and <u>restricted</u> list of healthy food and beverage items allowed at celebrations or at all times (e.g., limiting to fruits and whole grain cereals). • Provide a comprehensive list of <u>prohibited</u> traditional party foods and beverages (e.g., baked goods, sweetened beverages, and confectionery) at celebrations or at all times. • Food at centre celebrations is prohibited. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Parties at our centre are not celebrated with food. Instead, teachers will choose a special activity to celebrate each child’s birthday.”</i> • <i>“All birthday treats must be healthy snacks or fruits. No ice cream, cakes, biscuits, lollies or cupcakes are allowed.”</i>

Section 2. Nutrition Standards for Food and Beverages

NS23	Addresses nutrition standards for <u>fundraising</u> .	Note: Must specifically address “ <u>fundraising</u> ” for a rating of a “1” or “2.”	
		NA	The policy specifies that the centre does not conduct fundraising activities.
		0	Does not mention nutrition standards for food sold for fundraising, or mentions the use of unhealthy food for fundraising. Example: <i>“The fundraising activities may include sausage sizzles, confectionery sales, bake sales, and special events.”</i>
		1	Either of the following: <ul style="list-style-type: none"> • Regulations of food sold for fundraising are vague, suggested, or weakened by exceptions such as staff discretion. • Regulations of food sold for fundraising only apply to a limited group of foods or only to food sales on centre grounds. Example: <i>“There will be no sausage sizzles or food sales for fundraising allowed on centre grounds.”</i>
		2	Either of the following: <ul style="list-style-type: none"> • Prohibits the sale of food for fundraising. • Requires specific nutrition standards that apply to food sold for fundraising, and the standards meet one of the following criteria: <ul style="list-style-type: none"> - Regulates nutritional quality of all foods sold for fundraising (e.g., regulating maximum calorie or sugar content of ALL items sold). - Provides a specific and <u>restricted</u> list of healthy food items allowed to be sold (e.g., limiting sales to fruit and nut baskets). - Prohibits a comprehensive list of unhealthy foods (e.g., baked goods and confectionery) from being sold for fundraising.

Section 3. Promoting Healthy Eating in the Child Care Setting

PW24	Optimises <u>scheduling of meals and snacks</u> to improve child nutrition.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Provides only a daily schedule with meal and snack times that indicates eating occasions are not scheduled too close together and/or too far apart.
		2	<p>Ensures that meals and snacks are not scheduled too close together and/or too far apart.</p> <p>Example: <i>“Meals and snacks are scheduled at least two hours but not more than three hours apart.”</i></p>
PW25	Ensures <u>adequate time to eat</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions providing a minimum amount of time that is less than 30 minutes for lunch and/or less than 20 minutes for breakfast. • Provides only a daily schedule with meal times that indicates at least 30 minutes for lunch and/or at least 20 minutes for breakfast. • Provides extra time for slow eaters. • Mentions not rushing children to finish their meals or snacks. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Children should be given enough time to eat their meal. Thirty minutes is usually sufficient.”</i> • <i>“Meals are never to be rushed.”</i>
		2	Requires the provision of at least 30 minutes for lunch and, if breakfast is mentioned, at least 20 minutes for breakfast.
PW26	Addresses <u>hand washing</u> before meals.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Only mentions hand washing in the context of the curriculum or outside of the context of meals. • Suggests that children wash their hands before meals. • Only lists hand washing in the daily schedule. <p>Example: <i>“Children’s hands should be washed prior to coming to the table.”</i></p>
		2	<p>Requires that children wash their hands before meals or that teachers assist children in washing their hands before meals.</p> <p>Example: <i>“Children must wash hands before eating and after toileting.”</i></p>
PW27	Addresses providing a <u>pleasant environment</u> in which meals and snacks are eaten.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • States that the centre will provide “a safe and hygienic place for children attending to sit when eating” without specifying how.
		2	Requires specific strategies to ensure a pleasant eating environment (e.g., ensures adequate space or seating at tables, a calm or relaxing environment, pleasant conversation).

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PW28	Addresses method for providing <u>accessible drinking water</u> throughout the day.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Addresses the provision of drinking water throughout the day without mentioning method for providing drinking water. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Clean drinking water is made available to children throughout the day.”</i> • <i>“During outdoor time, staff must provide water to children and teach children to discard disposable cups appropriately.”</i>
		2	<p>Specifies method for ensuring accessible drinking water throughout the day.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Children have access to drinking water throughout the day. Water coolers are located inside the classroom, and water jugs are placed on each table at lunchtime.”</i> • <i>“Drinking water is available to children at all times. A water cooler and cups are available outdoors. Indoors, children have access to cups and a sink. If a child cannot reach the sink, a step stool is provided.”</i>
PW29	Addresses <u>not pushing children to eat more than they want</u> (e.g., not forcing children to clean their plate).	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested • Children serve themselves from platters in “family-style” setting, allowing them to self-regulate food intake. • Independence/self-help skills in children are encouraged.
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> • Prohibits teachers from pushing children to eat more than the children want. • Ensures that children will not be pushed to eat more than they want. • Prohibits a “clean plate” policy. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Staff should encourage children to eat only until they are full. They shall not force children to clean their plates.”</i> • <i>“Each child is encouraged, but never forced, to eat or taste his or her food.”</i>
PW30	Addresses introducing children to a <u>variety of foods</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Suggests the offering of a variety of foods that may not be familiar. • Mentions encouraging children to try all foods served with no mention that the foods will be new or unfamiliar.
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Requires the offering of a variety of foods or foods that may not be familiar. • Ensures that children are encouraged to taste new or unfamiliar foods. <p>Example: <i>“Will serve a variety of foods to broaden children’s food experiences.”</i></p>

Section 3. Promoting Healthy Eating in the Child Care Setting

PW31	Addresses managing <u>additional helpings</u> of foods or beverages.	NA	All food is supplied from home for lunch and snacks, and there are no policy statements addressing this item. However, if the policy addresses this item, provide a numerical rating for the statement.
		0	Not mentioned.
		1	<p>Either of the following</p> <ul style="list-style-type: none"> Suggests that additional helpings (e.g., second helpings) are only served upon a child's request. Suggests that teachers encourage healthier items over less healthy items for additional helpings. <p>Example: <i>"Teachers <u>should</u> encourage children to eat additional helpings of vegetables and fruits in place of additional helpings of higher calorie foods."</i></p>
2	<p>Either of the following:</p> <ul style="list-style-type: none"> Specifies that additional helpings are only served upon a child's request or limits the amount of additional helpings (except fruits [not including juice] and vegetables) each child may have. Limits additional helpings to only healthier items (e.g., fruits, vegetables, whole grain cereals), or requires that teachers encourage healthier items over less healthy items for additional helpings. <p>Exception for children with special dietary needs is acceptable for a rating of a "2".</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Second helpings of food will not be put on a child's plate unless the child asks for more or serves herself."</i> <i>"Teachers will check verbally if a child is full before offering a second helping of lunch."</i> <i>"No more than three servings of any one food are allowed to be served to one child with an exception for children with special needs."</i> 		
PW32	Teachers sit with children during meals.	0	Not mentioned.
		1	Vague and/or suggested.
		2	<p>Requires teachers to sit with children during meals.</p> <p>Examples:</p> <ul style="list-style-type: none"> <i>"Staff sit with children during meals."</i> <i>"There is to be one teacher at each table during meals."</i> <i>"Staff are required to eat with the children during meals."</i>
PW33	Teachers consume the <u>same foods</u> offered to children during meals.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> Vague and/or suggested. Mentions teachers modeling healthy eating habits but does not explicitly require them to eat the same foods offered to children.
		2	Requires teachers to consume the same food offered to children during meals. Exceptions for teachers who have special religious, dietary, or medical restrictions are acceptable for a rating of a "2".

PW34	Teachers assist children in <u>gauging level of fullness</u> .	0	Not mentioned.
		1	Vague and/or suggested. Example: <i>“Teachers should listen to children’s hunger cues.”</i>
		2	Required. Example: In staff handbook: <i>“Periodically remind children that when their bellies feel full, they should stop eating.”</i>

PW35	Addresses specific <u>course of action</u> when <u>food brought from home</u> does not meet nutritional standards.	NA	No food from home is permitted (NS8 = “NA”), and there are no policy statements addressing this item. However, if NS8 received a rating of “NA,” but the policy addresses this item, provide a numerical rating for the statement.
		0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • Suggested and/or vague. • Teachers monitor food from home, but when foods or beverages are not in compliance with nutritional standards, no course of action is specified. • Teachers monitor food from home for food safety, allergens or choking hazards only.
		2	Teachers are required to take a specific course of action when food from home does not meet centre’s nutritional standards. Examples: <ul style="list-style-type: none"> • <i>“If parent consistently sends food that does not meet nutritional requirements, the Centre Manager will discuss this with the parent(s) and refer to a dietitian if appropriate.”</i> • <i>“If children bring prohibited foods, these foods will be returned home with a copy of our nutrition standards.”</i>

PW36	Addresses <u>food</u> not being used as a <u>reward</u> and/or withheld as a <u>punishment</u> .	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • Discourages food as a reward or punishment. • Only allows healthy food as a reward. • Prohibits or discourages food as a punishment but does not prohibit food as a reward. Example: <i>“Teachers are never allowed to withhold food as a disciplinary measure.”</i>
		2	Prohibits food as a reward. Example: <i>“Food is never to be used as a punishment or reward.”</i>

PW37	Addresses <u>oversight</u> of menu planning by a <u>health professional</u> .	NA	Food is not provided to children by the center, including snacks.
		0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Specifies oversight of the menu by a health consultant or health professional but does not specify the use of a “nutrition/diet consultant” or require any nutrition qualifications. • Mentions the use of a nutrition consultant but not in the context of the menu or meal planning. <p>Example: <i>“Menus are planned under the supervision of a nurse <u>or</u> registered dietitian.”</i></p>
		2	Requires that a health professional with expertise in nutrition (i.e., registered dietitian, public health nutritionist, or “nutrition/diet consultant”) plan or approve menus.

Section 3. Promoting Healthy Eating in the Child Care Setting

PW38	Addresses the provision of <u>nutrition training for staff involved in cooking and/or food preparation</u> .	0	Not mentioned or cook only requires training in food and safety (not nutrition).
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions nutrition training for staff members, but does not specifically mention <u>all</u> staff or staff involved in food preparation.
		2	<p>Requires nutrition training for all staff or for staff involved in cooking and/or food preparation.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Staff who prepare meals will receive training in procedures and techniques to support children’s nutritional needs.”</i> • <i>“Our cook is trained in meal planning and nutrition.”</i>

PW39	Addresses <u>staff consumption of foods and beverages in front of children outside of mealtimes</u> .	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Prohibits staff from consuming only some foods or drinks in front of children outside of meal times. <p>Example: <i>“Adults are not allowed to have junk food or fizzy drinks when children are present.”</i></p>
		2	<p>Outside of mealtimes, teachers and staff are prohibited from consuming any foods or beverages other than water in front of children.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Teachers and children eat the same food during meals. No other foods or beverages may be consumed in front of children.”</i> • <i>“Staff are allowed to eat and drink foods in designated staff areas during their breaks. Staff are not allowed to eat or drink while on duty except for mealtimes.”</i>

Section 4. Physical Activity

Statements that refer to “gross motor” and “large motor” activities should be rated in the same manner as statements that refer to physical activity.

PA40	Addresses the provision of a <u>variety of physical activity opportunities</u> .	0	<p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned. • Only mentions outdoor time without indicating that outdoor time is used for activity or play.
		1	<p>Mentions physical activities, gross motor activities, or outdoor activity or playtime without indicating that a variety of activities will be available.</p> <p>Example: <i>“Our hope is to enhance the physical development of each child by providing vigorous physical activities.”</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Ensures that children participate in a <u>variety</u> of physical activities. • Requires the provision of a variety of <u>physical activity equipment</u> (e.g., portable and fixed equipment; climbing equipment, swing set, basketball hoop, and bicycles), games (e.g., tag), or other activities (e.g., relay-races). <p>Examples:</p> <ul style="list-style-type: none"> • <i>“During outdoor play, children practice gross motor skills by running, skipping, climbing on the playscape, kicking and throwing balls, and swinging on the swings.”</i> • <i>“Our centre offers daily opportunities for outdoor play. In addition, we have a swimming pool in which we provide weekly swimming lessons.”</i>
PA41	Specifies <u>frequency of outdoor time</u> .	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Specifies frequency that is less than once per day. • Suggests that outdoor play time is provided at least once per day. • Mentions outdoor time in the daily schedule only. <p>Example: <i>“Children play outdoors <u>or</u> indoors daily.”</i></p>
		2	<p>Requires outdoor play time at least once per day (unless weather conditions are severe).</p> <p>Example: <i>“Children play outdoors every day.”</i></p>
PA42	Specifies <u>duration</u> of outdoor time.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Specifies a vague and/or suggested minimum duration. • Specifies a minimum duration that is less than (a total of) 60 minutes per day. • Mentions start and end time of outdoor play in daily schedule only. <p>Example: <i>“Outdoor play is from 9:30-10:00 daily.”</i> <i>“Children play outdoors in the morning and afternoon.”</i></p>
		2	<p>Requires at least 60 minutes of total outdoor play during the day.</p> <p>Example: <i>“Children play outdoors for 30 minutes every morning and afternoon.”</i></p>

Section 4. Physical Activity

PA43	Addresses the provision of <u>physical activity / gross motor skills education</u> for children.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Describes a general health curriculum or lesson plan and implies, but does not ensure, that lessons address physical activity or gross motor skills. • Suggests that children receive physical activity or gross motor skills education. <p>Example: <i>“By the end of preschool, children will demonstrate control, balance, strength and coordination in gross motor tasks.”</i></p>
		2	<p>Any of the following:</p> <ul style="list-style-type: none"> • Requires that physical activity / gross motor skills education is provided. • Ensures the use of a standardized physical activity curriculum or approach. • Ensures the use of a broader curriculum that includes provision of physical activity / gross motor skills education. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“We provide teacher-directed physical activity education for children, through a standardised curriculum.”</i> • <i>“Teachers shall use demonstration and direct instruction to help children become proficient in fine and gross motor skills.”</i>
PA44	Addresses <u>protocol for teachers</u> ensuring that children <u>play safely</u> during physical activities.	0	Not mentioned.
		1	<p>Vague and/or suggested.</p> <p>Example: <i>“Children play safely during outdoor time.”</i></p>
		2	<p>States a specific protocol for teachers to monitor children’s behavior during outdoor play or other physical activities to ensure safety.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Outdoor Safety: Teachers must position themselves at different points around the playground so that they can see all children. They should not stand in clusters with the other teachers.”</i> • <i>“During outdoor play, teachers must remain free of distractions and monitor children’s behaviors to ensure children are playing actively and safely.”</i>
PA45	Addresses the provision of <u>training for teachers</u> on strategies for promoting <u>physical activity</u> .	0	Not mentioned.
		1	Vague and/or suggested.
		2	Requires the provision of training on physical activity promotion or gross motor skills/activities, which can include training in facilitating games that involve running, jumping, or other physical activities.

Section 4. Physical Activity

PA46	Addresses the provision of <u>structured physical activity</u> .	0	Not mentioned.
		1	Vague and/or suggested. Example: <i>“Teachers should promote active play during outdoor time.”</i>
		2	Requires the provision of teacher-led physical activities (e.g., teacher-initiated games or activities like tag or relay races).
PA47	Addresses <u>teacher participation</u> in physical activity.	0	Not mentioned.
		1	Encourages teachers to participate in physical activity along with children during outdoor play time or during other times devoted to physical activity.
		2	Requires teachers to participate in physical activity along with children during outdoor play time or during other times devoted to physical activity (with exceptions for teachers with physical disabilities). Example: <i>“All classroom staff plays outside with the children.”</i>
PA48	Addresses <u>not restricting physical activity as punishment</u> .	0	Either of the following: <ul style="list-style-type: none"> • Not mentioned. • A statement restricts time out to no more than 1 minute, but the statement occurs outside of the context of outdoor play or physical activity.
		1	Either of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions that time out is restricted to no more than 1 minute in the context of outdoor play or physical activity.
		2	Required. Examples: <ul style="list-style-type: none"> • <i>“Children are not to be denied outdoor activities as punishment.”</i> • <i>“The use of time-out is prohibited.”</i>
PA49	Addresses a plan for <u>physical activity when weather is too severe</u> for outdoor play.	0	Not mentioned.
		1	Any of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Requires that children do not play outside when weather is too severe but does not include a plan for alternative activities.
		2	Requires a plan for physical activity when weather is too severe for outdoor play (such as the provision of indoor equipment or space appropriate for physical activity). Or, if appropriate, states that outdoor play will be available in all weather. Example: <i>“When outdoor opportunities are not possible due to weather conditions, similar activities must be provided inside.</i> <i>When weather poses a significant health risk for children outside, indoor activities will be set up to engage children in physically active play.”</i>

Section 4. Physical Activity

PA50	Addresses <u>recommendations on how to dress children for active play.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague (e.g., they do not include specific examples of weather-appropriate attire). • Only mentions sunscreen. <p>Example: <i>“Children must dress appropriately for outdoor play and wear appropriate footwear.”</i></p>
		2	<p>Provides specific recommendations on weather-appropriate attire (for any season).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Dress your child in toe covered shoes for safety (no flip flops). Your child should be dressed properly for outdoor play. According to the weather, he/she should wear a hat, scarf, mittens, and water-resistant coat and shoes.”</i> • <i>“Because outside time is part of their daily schedule, it is important that children have appropriate clothing at the centre according to season: Winter: Mittens, hat, warm jacket, snowsuit, and boots. Spring & Fall: Jacket or sweater, boots on rainy days. Summer: Light clothing, swimsuit, and hat.”</i>
PA51	Addresses the duration of time children use <u>computers, videos and television.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Limits screen time, but the limit is greater than 60 minutes per day. • Mentions vague and/or suggested limits. <p>Example: <i>“We limit the amount of time computers are used in the classroom.”</i></p>
		2	<p>Either of the following:</p> <ul style="list-style-type: none"> • Screen time is limited to no more than 60 minutes. • Computers and TVs are not used at all. <p>Example: <i>“Computers and videos are rarely used. All computer games and videos must be for educational purposes and are limited to 30 minutes or less.”</i></p>
PA52	Addresses the allocation of funds for <u>physical activity equipment, education or programmes.</u>	0	Not mentioned.
		1	<u>Vague and or suggested.</u>
		2	<p>Provides specific details of budgeting allocation of funds for the purchasing of physical activity equipment, teacher training in physical activity, or to cover the fees for physical activity programmes.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Funds are allocated for a physical activity programme to be run at the centre weekly, and for the purchasing of a range of challenging equipment to keep our children active.”</i>

Section 5. Communication and Evaluation

CE53	Specifies <u>who</u> at the centre is responsible for wellness/health communication.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Specifies who is responsible, but communication is only suggested. • Communication is required, but the person or group responsible is vague. • Names staff members who have “signed”/agreed to the policy.
		2	<p>Designates a specific individual or group responsible for wellness/health communication, and communication is required/ensured.</p> <p>Example: <i>“Our nutrition consultant reviews all menus and provides parents with nutrition information through the newsletter.”</i></p>
CE54	Specifies how the centre will <u>engage parents</u> on wellness/health goals.	0	<p>Either of the following:</p> <ul style="list-style-type: none"> • Not mentioned. • Only mentions that parents can visit the centre at any time. <p>Example: <i>“We have an open door policy. Parents are welcome at any time.”</i></p>
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Methods are vague. • Specific methods are mentioned but not required. • Specific methods are mentioned, but it is unclear if the centre will engage parents. • Specific methods are mentioned without specific reference to health and/or nutrition. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Parents can get involved by attending monthly parent meetings and family conferences.”</i> • <i>“We encourage parents to get involved in our classroom. Please speak with your child’s teacher if you would like to volunteer to read a story or lead an activity with the class.”</i>
		2	<p>Clear that the centre will engage parents, specific methods are listed (e.g., menu surveys, events, or meetings), and the topics of nutrition and/or health will be addressed. Even if it is unclear that each method listed will be used, as long as engaging parents is required, rate as “2.”</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Parents and appropriate community agencies must be involved in planning, implementing, and evaluating the centre’s nutritional services.”</i> • <i>“At the beginning of the year, we send surveys to parents asking what types of foods or recipes they would like to see on the menu.”</i>

Section 5. Communication and Evaluation

CE55	Provides parents with <u>referrals for health- and/or nutrition-related services.</u>	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Mentions general referrals without specific reference to health- and/or nutrition- related services. • Suggested that the centre provides referrals for health- and/or nutrition-related services. • Lists nutrition-related services in policy, handbook or similar.
		2	<p>Ensures that parents are provided with referrals for health- and/or nutrition- related services when appropriate.</p> <p>Example: <i>“If children have health needs that we cannot meet, we shall refer parents to appropriate agencies, such as the child’s doctor or the Regional Public Health Service.”</i></p>
CE56	Specifies <u>marketing</u> to promote <u>healthy choices.</u>	0	Not mentioned.
		1	Vague and/or suggested.
		2	Specific (e.g., posters of fruits, vegetables, and physical activity) and required.
CE57	Specifies <u>restricting marketing of branded and/or unhealthful choices.</u>	0	Not mentioned.
		1	Vague and/or suggested.
		2	<p>Restricting marketing of branded and/or unhealthful choices (e.g., educational materials are free of brands and trade association logos).</p> <p>Example: <i>“All books, posters, and other educational materials shall be free of illustrations of unhealthful foods.”</i></p>
CE58	Specifies a <u>health advisory committee</u> with membership that <u>includes parents</u> , or a specific person on the governing board that is responsible for health.	0	Not mentioned.
		1	<p>Any of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions a health advisory committee but does not specify that membership includes parents. • Ensures that the general policy advisory committee, board of directors, or some other group that contributes to writing or revising center policy (with no mention of “health”) includes parents. <p>Example: <i>“Board of directors: parents are elected each year. The board enables parents’ views to be reflected in the center’s policies.”</i></p>
		2	<p>It is clear that the center has a health advisory committee with membership that includes parents or a specific person on the governing board or committee that is responsible for health.</p> <p>Example: <i>“Parents are elected by the Center Committee to serve on the Health Advisory Committee. The purpose of the committee is to advise in the planning, operation, and evaluation of health-related components of the programme.”</i></p>

CE59	Provides written <u>menus</u> to <u>parents</u> .	NA	Food is not provided to children by the center, including snacks.
		0	Not mentioned or menus are only available to parents on request.
		1	Mentions written menus but does not specify how the menus are distributed to parents or where in the centre the menus are posted. Example: <i>"Parents can view the weekly menu posted at the centre."</i>
		2	Requires written menus to be available to parents and lists how menus are distributed (e.g. mailed) or where menus are posted in centre. Example: <i>"Monthly menus are emailed home and posted on the parent board located in the hallway by the kitchen."</i>
CE60	Addresses <u>nutrition assessments</u> of children.	0	Not mentioned or mentions only hearing or vision screenings.
		1	Any of the following: <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions a health assessment (WellChild B4 School Check), but does not ensure results are communicated to parents. • Addresses communicating informal observations about a child's health and or nutrition status. Example: <i>"We will tell you if your child is not eating normally."</i>
		2	Requires communication with parents on the results of a nutrition assessment or information in the child's health record that addresses weight status (e.g., overweight or obese status or body mass index percentile) or other indicators of growth or nutritional status (e.g., anemia). Only communicating results that are abnormal (e.g., a child is overweight or obese) is sufficient for a rating of a "2." Examples: <ul style="list-style-type: none"> • <i>"Families are informed of each child's nutritional status, and nutritional counseling is available upon request."</i> • <i>"We regularly assess children's height and weight. For children who are experiencing weight concerns, we work with the parents. We chart daily intake-of food, and we follow-up with the parents and child's doctor."</i>
CE61	Provides parents <u>instructions</u> on how to contact the centre regarding <u>concerns</u> , <u>complaints</u> , or <u>suggestions</u> .	0	Not mentioned.
		1	Vague or encourages parents to communicate concerns, complaints, or suggestions but does not provide instructions on who to contact or how to contact the centre. Example: <i>"Parents are encouraged to offer any suggestions."</i>
		2	Parents are provided instructions on how to contact the centre (e.g., who to contact) regarding concerns, complaints, or suggestions. Examples: <ul style="list-style-type: none"> • <i>"Parents wishing to praise, question, or protest should: (1) Discuss the matter with the teacher; (2) If not happy with results, discuss matter with the manager; (3) If not happy with staff, call one of the following: [agencies listed]."</i> • <i>"If questions or concerns arise, feel free to schedule an appointment with your child's teacher, the Head Teacher or the Director."</i>

Section 5. Communication and Evaluation

CE62	Identifies a plan for <u>evaluating</u> or assessing health/wellness policies or programs.	0	Not mentioned.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • A health policy or program evaluation/assessment is implied. • An evaluation plan of the general policies or program is required without specific mention of health, wellness, or nutrition. <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Our programme includes effective administration and ongoing, systematic evaluation.”</i> • <i>“Parents are asked to complete an evaluation of the preschool programme.”</i>
		2	<p>An evaluation or assessment of the health, wellness, or nutrition policies or programs is required.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“The Policy Committee plans, implements, and evaluates nutritional services.”</i> • <i>“Parents serve on the Policy Committee, which meets twice a year to advise in the planning, operation, and evaluation of health services.”</i> • <i>“Each year, parents are asked to evaluate the preschool programme through a survey. The survey includes sections on the curriculum, health policies...”</i>
CE63	Identifies a plan for <u>revising</u> the health/wellness policies or programs.	0	Not mentioned, or the stated date for revision has passed or is blank.
		1	<p>Either of the following:</p> <ul style="list-style-type: none"> • Vague and/or suggested. • Mentions revisions (e.g., changes, additions, or recommendations) to policies or program but does not refer specifically to the health/wellness policies or programs. • Has a specific review date (e.g. review by February 2016) but does not specify the process for review
		2	<p>Identifies a plan for revising the health, wellness, or nutrition policies or programs.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>“Health policy and program improvements are made as a result of the Parent Committee’s annual assessment findings.”</i> • <i>“An annual review conducted by a registered dietitian will make recommendations to ensure the program is meeting the health needs of the children.”</i> • <i>“Parents are requested to comment on this policy and our menus annually. Their comments are reviewed by management and the policy updated accordingly.”</i>

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WellCCAT-NZ Score Sheet

Child care center name:

Date of Review:

The *WellCCAT Score Sheet* summarizes a center's policy scores based on five sections containing a total of 63 policy items. Each item is rated as "0" (not mentioned), "1" (weak statement regarding the item), or "2" (strong statement regarding the item). Each section receives a score for comprehensiveness and strength. **Comprehensiveness** is calculated by counting the number of items rated as "1" or "2," dividing by the number of items in the section, and multiplying by 100. **Strength** is calculated by counting the number of items rated as "2," dividing by the number of items in the section, and multiplying by 100. Total comprehensiveness and strength scores for a policy are calculated by taking the average of the five section scores. Six items—NS8, NS23, PW31, PW35, PW37 and PW38—may be rated "NA." If rated "NA," an item should not be included in the total number of items used for scoring a particular section.

Section 1. Nutrition Education Rating

NE1	Addresses the provision of <u>nutrition education</u> for children.	
NE2	Food-related activities are consistent with nutrition education or health promotion.	
NE3	Addresses the provision of <u>nutrition education training</u> for teachers.	
NE4	Addresses the provision of <u>nutrition education</u> for parents.	
NE5	Mealtime is used as an opportunity to <u>teach nutrition and/or food concepts</u> .	
NE6	Addresses the <u>allocation of funds</u> for nutrition education.	

Subtotal for Section 1	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 6. Multiply by 100.</p> <p>Strength Score Count the number of items rated as "2" and divide this number by 6. Multiply by 100.</p>	<table border="1" style="width: 100%; height: 40px; margin-bottom: 5px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table> <table border="1" style="width: 100%; height: 40px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>				

Section 2. Nutrition Standards for Food and Beverages Rating

NS7	Addresses <u>nutrition standards</u> that go beyond Ministry of Health Food and Nutrition Guidelines.	
NS8	Addresses <u>nutrition standards</u> for foods brought from home for lunch and/or snacks.	
NS9	Addresses replacing <u>saturated fat</u> with <u>monounsaturated and polyunsaturated fat</u> .	
NS10	Addresses providing <u>whole grain cereals</u> .	
NS11	Addresses limiting <u>sugar</u> content of foods.	
NS12	Addresses limiting <u>sodium</u> content of foods.	
NS13	Addresses standards for <u>portion sizes</u> of foods.	
NS14	Addresses providing <u>both fruits and vegetables</u> at lunch.	
NS15	Addresses providing <u>fruits or vegetables</u> for snack.	
NS16	Addresses limiting <u>fat content of milk</u> for children age 2 years and older.	
NS17	Addresses <u>limiting</u> the quantity of <u>juice</u> served.	
NS18	Addresses providing <u>100% pure fruit or vegetable juice</u> .	
NS19	Addresses serving <u>juice with no additives or artificial sweeteners</u> .	
NS20	Addresses <u>limiting sugar-sweetened beverages</u> .	
NS21	Addresses nutrition standards for <u>flavoured milk</u> .	
NS22	Addresses nutrition standards for <u>celebrations or special occasions</u> .	
NS23	Addresses nutrition standards for <u>fundraising</u> .	

Subtotal for Section 2	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 17 (or 17 minus the number of items rated "NA"). Multiply by 100.</p> <p>Strength Score Count the number of items rated as "2" and divide this number by 17 (or 17 minus the number of items are rated NA). Multiply by 100.</p>	<table border="1" style="width: 100%; height: 40px; margin-bottom: 5px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table> <table border="1" style="width: 100%; height: 40px;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>				

WellCCAT-NZ Score Sheet

Child care center name:

Date of Review:

Section 3. Promoting Healthy Eating in the Child Care Setting Rating

PW24	Optimises scheduling of meals and snacks to improve child nutrition.	
PW25	Ensures adequate time to eat.	
PW26	Addresses hand washing before meals.	
PW27	Addresses providing a pleasant environment in which meals and snacks are eaten.	
PW28	Addresses method for providing accessible drinking water throughout the day.	
PW29	Addresses not pushing children to eat more than they want.	
PW30	Addresses introducing children to a variety of foods.	
PW31	Addresses managing additional helpings of foods or beverages.	
PW32	Teachers sit with children during meals.	
PW33	Teachers consume the same foods offered to children during meals.	
PW34	Teachers assist children in gauging level of fullness.	
PW35	Addresses specific course of action when food from home does not meet nutritional standards.	
PW36	Addresses food not being used as a reward and/or withheld as a punishment.	
PW37	Addresses oversight of menu planning by a health professional.	
PW38	Addresses the provision of nutrition training for staff involved in cooking and/or food preparation.	
PW39	Addresses staff consumption of foods and beverages in front of children outside of mealtimes.	

Subtotal for Section 3	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 16 (or 16 minus the number of items rated "NA"). Multiply by 100.</p> <p>Strength Score Count the number of items rated as "2" and divide this number by 16 (or 16 minus the number of items rated "NA"). Multiply by 100.</p>	
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Section 4 . Physical Activity Rating

PA40	Addresses the provision of a variety of physical activity opportunities.	
PA41	Specifies frequency of outdoor time.	
PA42	Specifies duration of outdoor time.	
PA43	Addresses the provision of physical activity / gross motor skills education for children.	
PA44	Addresses protocol for teachers ensuring that children play safely during physical activities.	
PA45	Addresses the provision of training for teachers on strategies for promoting physical activity.	
PA46	Addresses the provision of structured physical activity.	
PA47	Addresses teacher participation in physical activity.	
PA48	Addresses not restricting physical activity as punishment.	
PA49	Addresses a plan for physical activity when weather is too severe for outdoor play.	
PA50	Addresses recommendations on how to dress children for active play.	
PA51	Addresses the duration of time children use computers, videos, and television.	
PA52	Addresses the allocation of funds for physical activity equipment, education or programmes.	

Subtotal for Section 4	<p>Comprehensiveness Score Count the number of items rated as "1" or "2" and divide this number by 13. Multiply by 100.</p> <p>Strength Score Count the number of items rated as "2" and divide this number by 13. Multiply by 100.</p>	
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WellCCAT-NZ Score Sheet

Child care center name:

Date of Review:

Section 5. Communication and Evaluation	Rating
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CE53	Specifies <u>who</u> at the centre is responsible for wellness/health <u>communication</u>.	
CE54	Specifies <u>how</u> the centre will <u>engage parents</u> on wellness/health goals.	
CE55	Provides <u>parents with referrals</u> for <u>health- and/or nutrition-related services</u>.	
CE56	Specifies <u>marketing</u> to promote <u>healthy choices</u>.	
CE57	Specifies <u>restricting marketing of branded and/or unhealthful choices</u>.	
CE58	Specifies a <u>person on the governing board or committee</u> nominated to be responsible for <u>health issues</u>.	
CE59	Provides <u>written menus</u> to <u>parents</u>.	
CE60	Addresses <u>nutrition assessments</u> of children.	
CE61	Provides <u>instructions</u> on how to contact the centre regarding <u>concerns, complaints, or suggestions</u>.	
CE62	Identifies a plan for <u>evaluating</u> or assessing health/wellness policies or programs.	
CE63	Identifies a plan for <u>revising</u> the health/wellness policies or programs.	

Subtotal for Section 5	<p>Comprehensiveness Score <i>Count the number of items rated as "1" or "2" and divide this number by 11 (or 11 minus the number of items rated "NA"). Multiply by 100.</i></p> <p>Strength Score <i>Count the number of items rated as "2" and divide this number by 11 (or 11 minus the number of items rated "NA"). Multiply by 100.</i></p>	<table border="1" style="width: 100%; height: 40px; border-collapse: collapse;"> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> <tr><td style="width: 50%;"></td><td style="width: 50%;"></td></tr> </table>				

Overall Child Care Center Policy Scores

Total Comprehensiveness	Center Score
Take the average of all section comprehensiveness scores by adding all of the section comprehensiveness scores together and dividing by 5.	

Total Strength	Center Score
Take the average of all of the section strength scores by adding all of the section strength scores together and dividing by 5.	