

# **About our Childcare at Houghton and Wyton Preschool**

## ***Introduction***

We are delighted that you have chosen Houghton and Wyton Preschool for the care and education of your child. This document aims to provide you with an introduction to Houghton and Wyton, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

Houghton and Wyton Preschool aim to promote a caring environment, through the highest standards of professional practice, in which children can flourish, physically, emotionally, socially, and intellectually. We aim to encourage the development of each child to enable them to maximise their potential within a caring, stimulating, and homely environment. We hope that this handbook will be a useful guide to help you settle your child into the nursery and act as a reference document for the future. If you have any questions or queries, please speak to the preschool manager, the deputy managers, or your child's key person. We are all here to help. We look forward to building a strong and positive relationship with you and your family.

## ***Our Ethos and Philosophy***

Houghton and Wyton Preschool is an outstanding early years setting providing education and care for children and their families. We continually strive to create a warm and nurturing environment that children feel physically and emotional safe. We recognise that the most effective pedagogue is a mix of different approaches, we know that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching. We create a homely atmosphere in which all the staff know the children, and every child's individual needs are accepted and valued and met in order for them to reach their full potential. Practitioners ensure they support and instil in the children a lifetime love of learning and being curious about the world around them. We provide children with unique and exciting activities and experiences which promote development in all areas of learning. We understand that young children need practitioners that understand and can support them with their self-regulation, executive function, and behaviour, as this has a lasting positive impact on their learning later on in their lives.

At Houghton and Wyton Preschool we promote creativity and give children the opportunities to be imaginative and critical thinkers. We strive to help children develop confidence and independence and develop a positive attitude to learning. We promote high standards of behaviour and help children to understand each other's feelings. Practitioners understand that language is more than words and that communication and language lay the foundations for playing, learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.

Children learn to care for and respect themselves and others, to be sensitive to the needs and feelings of others and to inequalities associated with race, gender, and ability.

We work closely with parents and carers as we believe that the child's learning and achievement is something we should all be a part of.

### ***Our Mission Statement***

Play, Learn, and Achieve Together

### ***Our Aims***

- To provide a happy, caring environment where children are safe.
- To provide families with accessible, affordable, high-quality education and childcare.
- To help children to develop their confidence and independence.
- To provide high quality education and care where children develop the skills, they need for learning in all areas of the Early Years Foundation Stage.
- To provide an exciting and stimulating environment to foster a positive attitude to learning.
- To 'lay the foundations' for their future learning.
- To provide a language enriched environment, which supports and lays the foundations for learning and development in all areas.
- To ensure that every child is helped to be healthy and physical active, as this support them with building relationships and social skills, maintains healthy weight, contributes to brain development and learning, improves sleep, develops muscles, and bones and encourages movement and co-ordination.
- To promote close relationships with families and share the education of their children.

### ***Parents***

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected
- kept informed
- consulted
- involved
- included at all levels

## **The Early Years Foundation Stage**

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage (DfE 2021):

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.

- *Learning and Development*

Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).

## **How We Provide for Learning and Development**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Learning and Development comprise:

- *Prime Areas*

- Personal, social, and emotional development
- Physical development
- Communication and language

- *Specific Areas*

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

#### *Personal, Social, and Emotional Development*

- self-regulation
- managing self
- building relationships

#### *Physical Development*

- gross motor skills
- fine motor skills

#### *Communication and Language*

- listening, attention and understanding
- speaking

#### *Literacy*

- comprehension
- word reading
- writing

#### *Mathematics*

- number
- numerical patterns

#### *Understanding the World*

- past and present
- people, culture, and communities
- the natural world

#### *Expressive Arts and Design*

- creating with materials
- being imaginative and expressive

Part of our curriculum includes supporting children on how to look after themselves, both physically and mentally. In the new statutory guidance under welfare, we have a duty of care to ensure that young children understand about healthy eating, being active and oral health care. So thorough out the year your child may come home with bits of information, activities for them to do at home, we will plan topics around these themes at different times of the year. But mostly these areas will be threaded throughout the daily activities and routines.

## **Our Approach to Learning, Development and Assessment**

### **Learning Through Play**

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

### **Characteristics of Effective Learning**

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking

We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

### **Assessment**

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

## **The Progress Check at Age Two**

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social, and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months and for all new children who have not attended a childcare provider before starting with us. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

## **Records of Achievement/Learning Journeys**

We keep a record of achievement/learning journey for each child you can access this on your child's Family account. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests, and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

## **Working Together for your Children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

The staff who work at our setting are:

<b>Name</b>	<b>Job Title</b>
Alex Boyce	Preschool Manager Designated Safeguarding Person SENCO
Krystina Guy	Preschool Deputy Manager Designated Safeguarding Person
Helene Schwier	Level 3 Practitioner SENCO (in training)
Vikki Marchant	Level 3 Practitioner Forest School
Tracy Smith	1:1 Practitioner
Amanda Dibben	1:1 Practitioner
Dana Dreyer	General Support
Yui Stocking	Student Volunteer
Kerrie Squire	Bank Staff
Helen Cobby	Bank Staff

We are open for 38 weeks each year.

We are open for 5 days each week

The times we are open are 08:00 – 15:00

We provide care and education for young children between the ages of:

2 years 9 months and 4 years.

### **How Parents Take Part in the Setting**

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests, and progress with our staff
- contributing to the progress check at age two
- helping at sessions of the setting
- sharing their own special interests with the children
- helping to provide and look after the equipment and materials used in the children's play activities
- being part of the management of the setting, where appropriate
- taking part in events and informal discussions about the activities and curriculum provided by the setting
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting

### **Joint Parental Responsibility**

In the event of a family dispute between parents, there are clear legal procedures that childcare providers must follow: Parents who are married or are both on the birth certificate have equal rights over their child (joint parental responsibility), unless we are informed otherwise by way of a court order or through social services. To avoid aggravating a dispute further, we will always remain neutral unless specifically ordered otherwise by way of a court order or by social services. Again, for us to fully support families in this position it is important that we are informed and kept up to date with the situation.



## **Joining In**

Our setting does encourage parent helpers should you want to join us to help at a particular session or sessions of the setting. Helping at the session enables parents to see what the day-to-day life of our setting is like and to join in helping the children to get the best out of their activities.

Parents can also offer to take part in a session by sharing their own interests and skills with the children. We welcome parents to drop into the setting to see it at work or to speak with the staff.

## **Information on How We Communicate – email, website and Family**

Copies of our policies and procedures are in a folder or displayed throughout the preschool, on Family or on our website. Our policies help us to make sure that the service we provide is of high quality and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents. The preschool is inspected by Ofsted every three to four years. We aim to give parents as much information about the preschool as possible and this will be done via Family or through letters. You will find the parent information board outside in the preschool side garden. You can find further details of preschool news updates and our calendars on Family, our website, or on our Facebook page.

## **Parent Consultation Meetings**

We hold regular meetings with you to discuss your child's progress. These are currently being done either face to face or by telephone during the day, we also use Zoom or Teams. Appointments will be made with you for a convenient date and time with your key person.

## **Events and Supporting Preschool**

The preschool is run by a voluntary parent committee, who oversee the running of the preschool, it is a registered charity and is a non – profit organisation. We encourage parents to become involved, as it gives you the opportunity to meet others, be part of the preschool community and to help shape the preschool for the future. We try and hold regular events such as open days, fun days, charity days and seasonal events. All parents and children are welcome at these events, and we welcome help from any parents in organising activities.

## **Key Person and Your Child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare that we provide is right for your child's particular needs and interests. When your child first starts at the setting, she/he will carry out the initial home visit, organise with you how the stay and play sessions will work, help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities. They will also keep you informed of your child's development progress, and work with you on areas if support is needed.

## **Learning Opportunities for Adults**

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to-date with thinking about early years care and education. Occasionally, we hold learning events for parents. These usually look at how adults can help children to learn and develop in their early years.

## **The Setting's Timetable and Routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting
- ensure the safety of each child
- help children to gain from the social experience of being part of a group
- provide children with opportunities to learn and help them to value learning

## **The Session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to all areas of learning and development, including their health and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor play.

## **Snack and Lunch Time**

At preschool we regard snack and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. At snack and mealtimes, we aim for the children to have nutritious food, which meets each of their individual dietary needs. We ask parents to provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives, and colourings. We have some samples of what makes a good snack or lunch at preschool (Please see these in appendices). We are always encouraging healthy eating, so please could you try and avoid putting in high amounts of processed foods for such as sausage rolls, crisps, or foods high in sugar foods such as raisins, chocolate, or sweets in their snack or lunch boxes.

See further support and ideas on what to pack for your child at snack or/and lunch times at preschool at the end of this document. Staff will support you and your child, as we do understand that some children may not like certain foods, or textures and this can be quite stressful for everyone.

We are limited to space in our fridge, so we ask that you put an ice pack in your child's lunch box. If you do have something that needs to be put in a fridge, please tell a member of staff.

From our experience, it's best not to over fill their lunch boxes with a lot of food as sometimes they feel quite overwhelmed by the amount and panic that they will be left with no time to play. Usually by the summer term they can eat bigger amounts in a shorter period of time.

Please see the at end of this document further ideas on what to pack your child for snack time and/or for lunch.

## **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this. Please ensure that all clothing and property you child brings to preschool is labelled clearly, this helps both your child and the staff.

## **Information We Hold About You and Your Child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is [I/we] collect is:

1. processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes
3. adequate, relevant, and limited to what is necessary in relation to the purposes for which data is processed
4. accurate and, where necessary, kept up to date
5. kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed
6. processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

## **Safeguarding Children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help to protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty.

The designated safeguarding officers at preschool are –

Alex Boyce

Krystina Guy

## **Special Educational Needs**

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). Working so closely with your child from such a young age and from making detailed observations and assessments, we are well placed to observe a child who may need additional support in one or more areas. Any member of staff who has a concern regarding your child's development will raise this with the Preschool Special Educational Needs Co-ordinators (SENCO), who will then discuss this with you. Between you, the SENCO and your child's key person, a course of action will be agreed. If following this course of action, it is felt it may be necessary to seek further advice and assistance from outside professionals, we will obtain your consent to do so. In this eventuality, we respectfully request that you seriously consider this input, as we are all working towards supporting and encouraging your child to allow them to reach their full potential. Confidentiality will be maintained at all times and no decisions will be made without your prior consent. More detailed information can be found in our special and additional needs policies and procedures.

Special Educational Needs Co-ordinator

Alex Boyce

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## **Supporting Behaviour at Preschool**

We believe that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to encourage acceptable behaviour whereby children learn to respect themselves and others. We have a named person, Alex Boyce who has overall responsibility for issues concerning behaviour management.

We require all staff, parents, volunteers, students, and visitors to provide a positive role model of behaviour by treating the children and one another with friendliness, care, respect, and courtesy. We expect all adults to apply these rules consistently. We use positive strategies for managing any conflicts by helping children

find solutions in ways that are appropriate for the children's ages and stages of development, for example, discussion, distraction, and praise. We praise and endorse desirable behaviour, such as kindness and willingness to share. We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.

When children display unwanted behaviour, we try and find the trigger for the behaviour, help them to see why their behaviour was wrong and how to cope more appropriately. We manage children's unwanted behaviour in ways that are appropriate to their ages and stages of development. For example, by distraction, discussion or by withdrawing the child from the situation. In cases of serious unwanted behaviour, such as racial or other abuse, we make it clear that this behaviour and attitude is unacceptable by means of explanations, rather than personal blame. We never use, or threaten a child with the use of, physical, emotional, or corporal punishment. We will not single out children, humiliate or embarrass them. We will not shout at children or raise our voices in a threatening way in response to their behaviour.

We work in partnership with all parents. You will be regularly informed about your child's behaviour by the key person. We will work with you to address recurring unwanted or unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately. With your consent, we may engage the assistance of outside agencies.

### **Equal Opportunities**

We are committed to promoting equal opportunities and all children in our care are treated with equal respect, regardless of ethnic origin, gender, disability, race, or religion. Wherever possible, those designated disabled, or disadvantaged will be considered for a place at the preschool, taking into account their individual circumstances and the ability of the preschool to provide the necessary standard of care.

### **Accidents, Incidents, and Existing injuries**

As children develop physically, particularly in the early stages of walking, accidents can occasionally happen. In this event, the majority of staff are trained in first aid. If your child has an accident at the preschool, you will be informed via Family or telephone call in some case, for example if you are not collecting your child that day. In the event of a bump to the head, you will be informed immediately by telephone. Your child will be monitored and, in most cases, will be able to continue with their day as normal. In the event of an accident-causing concern, you will be asked to collect your child and a visit or telephone call to your GP will be recommended. Should your child have an accident that requires further medical support, you will be contacted immediately, and any necessary action taken. In extreme cases, this could involve calling for the support of paramedics.

### **Existing Injuries**

Should your child have an accident or injure themselves outside of preschool you must inform us at drop off. You will be asked to complete an existing injury form, in the event that you forgot, and we notice something

you will be contacted by a member of staff to find what happened. In this case we will fill in the form and get you to sign it when you collect your child at the end of the day.

### **Illness**

From time to time, children may become unwell whilst at the preschool. If this should happen, we will inform you immediately and agree a course of action. If needed, we will take your child's temperature using a forehead thermometer. At preschool, we generally follow the guidance for schools and nurseries issued by Public Health England, Local Government, and National Government. Children may not attend preschool whilst infectious and, in the event of sickness and diarrhoea, may not be admitted for 48 hours after the last bout of illness. For a detailed list of exclusion periods, please check the policies and procedures board in the preschool. For further information about childhood illnesses and the signs and symptoms that accompany these, please visit -

[https://www.publichealth.hscni.net/sites/default/files/Guidance\\_on\\_infection\\_control\\_in%20schools\\_poster.pdf](https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf)

### **Medicines**

At preschool we are happy to administer prescription medication (and long-term medication, such as an inhaler or eczema cream), provided your child is well enough to attend preschool and the staff team have sufficient information and training to do so. All medicines brought into preschool will need to be recorded and we will require your signature to authorise the administration. All medicines must be in the original container, labelled with your child's name, the dosage required and the date that it was prescribed. Any medicines not meeting these criteria cannot be administered. We are not able to administer the first dose of a prescribed medicine. Therefore, children must have had the first dose at home a minimum of twenty-four hours prior to coming to preschool.

### **Vaccinations**

We would recommend that children are fully vaccinated for their own protection and for the protection of those that cannot be vaccinated due to their age or for other reasons. Please note, however, that vaccination is not a condition of admission to the preschool and thus there may be children attending that have not been fully vaccinated. We also recommend that your child has the flu vaccine when they are offered it.

## **The Management of Our Setting**

Our setting is a charity and as such is managed by a volunteer management committee - whose members are elected by the parents of the children who attend our setting. The elections take place at our Annual General Meeting. The committee make up the registered person with Ofsted and are responsible for:

- managing our finances
- employing and managing our staff
- making sure that we have, and work to, policies that help us to provide a high-quality service
- making sure that we work in partnership with parents

The Annual General Meeting is open to the parents of all the children who attend our setting. It is our shared forum for looking back over the previous year's activities and shaping the coming year's plan.

## **Fees**

The fees are £4.25 per hour payable monthly in advance. Fees will be increasing in April 2022 to £4.60 an hour. Fees must still be paid if children are absent without notice for a short period of time. If your child must be absent over a long period of time, talk to Alex Boyce or Dana Dreyer who will liaise with the parent committee about the situation.

For your child to keep her/his place at our setting, you must pay the fees. We are in receipt of nursery education funding for two-, three- and four-year-olds; where funding is not received, then fees apply.

## **Starting at Our Preschool**

### **The first days**

We want your child to feel happy and safe with us. To make sure that this is the case, our staff will work with you to decide on how to help your child to settle into the setting. Our policy on The Role of the Key Person and Settling-in is enclosed with this document or is available from Family or on our website.

We hope that you and your child enjoy being members of our setting and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or to respond to any questions.

## An Example of a Packed Lunch Menu for Preschool

Monday	Tuesday	Wednesday	Thursday	Friday
chicken and mashed avocado tortilla wrap	tuna and sweetcorn pasta	egg mayonnaise in a wholemeal roll, quartered	wholemeal Pitta bread	leftover spaghetti bolognese in a flask
sweetcorn	celery sticks	sliced tomatoes	houmous	hard cheese cubed or grated
satsuma	strawberries and raspberries	cucumber sticks	carrot and green pepper sticks	plain yogurt
one slice malt loaf with spread	plain fromage frais	banana	rice pudding	blueberries
			melon	

## Other Popular Lunch Ideas

- ✓ soft cheese and cucumber sandwiches
- ✓ cooked new potatoes
- ✓ rice and peas
- ✓ toast slices
- ✓ soup and bread
- ✓ cooked meats and vegetables
- ✓ couscous
- ✓ boiled egg
- ✓ English muffin pizzas
- ✓ canned fish sandwiches, such as tuna, pilchards or salmon





## An Example of a Packed Snack Menu for Preschool

Monday	Tuesday	Wednesday	Thursday	Friday
Celery and carrot sticks	Grapes chopped in half-length ways	1/2 a Banana	Blueberries	Mini Sandwich with Avocado or Cheese Filling
Cheese Chunks	Yoghurt tube	Oatcake	Breadsticks and soft cheese	Satsuma
Multi grain cracker	Rice cake	Cucumber and Cheese sticks	Tomatoes	Plain Popcorn

## Other Popular Snack Ideas

- ✓ Boiled Egg
- ✓ Melon
- ✓ Apple
- ✓ Mini Cheddars
- ✓ Dried Cereal



**Have fun creating your snack and lunches together!**

A useful link on further information on ideas for snacks -

<https://www.nhs.uk/change4life/food-facts/healthier-snacks-for-kids/100-calorie-snacks#packaged-snacks>

A useful link to portion sizes for children -

[https://www.nutrition.org.uk/attachments/article/734/BNF%20Toddler%20Eatwell%20Leaflet\\_OL.pdf](https://www.nutrition.org.uk/attachments/article/734/BNF%20Toddler%20Eatwell%20Leaflet_OL.pdf)

A useful link to keeping your child's mouth healthy –

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/601834/healthy\\_mouth\\_children\\_quick\\_guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/601834/healthy_mouth_children_quick_guide.pdf)