This evaluation can be used to quickly review your feeding environment for young children. Each statement has three choices: Already doing, Making progress, or Not planning to.

- **Already doing** means that you are already practicing this concept.
- **Making progress** means that you have implemented the concept on some level. For example, you’ve discussed the concept with staff or ordered materials.
- **Not planning to** means that for your program, the concept simply doesn’t work or you don’t agree with it.

This review will be most helpful if it is filled out cooperatively among staff instead of by an outside reviewer.

### Planning

1. **Staff receive training about feeding young children.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

2. **All staff have a role in meal planning.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

3. **Staff talk with each other about children’s eating.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

4. **Mealtime plans meet developmental needs of children.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

5. **Staff talk with parents about children’s eating skills.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

6. **Staff learn food customs and patterns of all children in the program.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:

7. **Budget is adequate to provide food to meet children’s hunger needs.**
   - **Already doing**
   - **Making progress**
   - **Not planning to**
   
   Reason:
8. **Adequate food is available for children to eat until satisfied.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

9. **Resources about children’s eating are available to staff.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

10. **Resources about children’s eating are available for parents.**
    - Already doing  
    - Making progress  
    - Not planning to  
    Reason: 

**Food Safety**

1. **Children wash hands before and after eating.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

2. **Children wash hands with warm, running water.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

3. **Adults wash hands often, including before and after mealtimes.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

4. **Foods served are free of common choking hazards.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

5. **Skills are taught for hygienically passing foods.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

6. **Adults respond with corrective measures when children cross-contaminate food.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason: 

**Utensils and equipment**

1. **Hand washing facilities are child level and in proximity to tables where children eat.**
   - Already doing  
   - Making progress  
   - Not planning to  
   Reason:
2. **Children sit at child-sized furniture.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

3. **Children have ample space at the table.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

4. **A variety of utensils is available for serving and eating.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

5. **Serving utensils are balanced and sized for ease of use by children.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

6. **Children eat with child-sized utensils.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

7. **Children eat on small plates.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

**Routines**

1. **Eating routines are established.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

2. **Food is offered every 2-1/2 hours to 3 hours.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

3. **Children have opportunities to wait, but not too long.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

4. **Adults eat with children (from the same menu).**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**

5. **Adults observe children’s skill levels and use the least intrusive level of assist.**  
   *Already doing*  |  *Making progress*  |  *Not planning to*  
   **Reason:**
6. **Children serve themselves.**

   - Already doing
   - Making progress
   - Not planning to

   **Reason:**

7. **Children determine how much, if any, they will eat.**

   - Already doing
   - Making progress
   - Not planning to

   **Reason:**

8. **Children are encouraged, but not forced to taste new foods.**

   - Already doing
   - Making progress
   - Not planning to

   **Reason:**

9. **Adults talk with children about the characteristics of foods, especially new foods.**

   - Already doing
   - Making progress
   - Not planning to

   **Reason:**

10. **Adults do not offer rewards, tangible, or intangible, for eating.**

    - Already doing
    - Making progress
    - Not planning to

    **Reason:**

11. **People talk and smile at mealtimes.**

    - Already doing
    - Making progress
    - Not planning to

    **Reason:**