



EVALUATION OF FEEDING ENVIRONMENTS FOR YOUNG CHILDREN

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This evaluation can be used to assess your feeding environment. 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 it with staff or ordered materials. *Not planning to* means that for your program, the concept simply doesn't work or you do not agree with it. This evaluation 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 about 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.**
already doing making progress not planning to
Reason:

4. **Foods served offer minimal choking hazard.**
already doing making progress not planning to
Reason:

5. **Skills are taught for safely passing foods.**
already doing making progress not planning to
Reason:

6. **Adults monitor and respond with corrective measures when children cross-contaminate food.**
already doing making progress not planning to
Reason:



Utensils and Equipment

1. **Handwashing facilities are at child level and in close proximity to tables where the 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:



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 (preferably 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, to children 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: