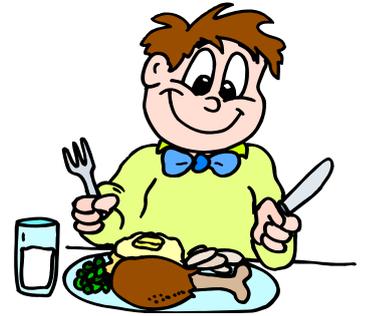


Steelstown Nursery Unit

Dinner Policy- 2017/2018

Like the snack routine, a relaxed and pleasurable atmosphere for the meal time is desired. The children are given as much responsibility and active a role in the routine as is possible. Dinner time is very special in that it provides a unique opportunity for the child to chat to staff in an informal atmosphere. Often it is a time when the child might tell the adult something that there is no other time they can. It is good that the adult uses this time to talk and listen to the children. It is also a time when there are lots of learning opportunities.



ACQUISITION OF CHARACTERISTICS, SKILLS AND CONCEPTS AT DINNER TIME.

What are the characteristics, skills and concepts we want to promote?

1. Development of appropriate communication skills

TALKING

- Naming food, utensils, condiments, cutlery, courses (dinner, dessert)
- Asking appropriately for food using please and thank you.
- Talking quietly
- Trying to wait for someone to stop speaking before they speak.

LISTENING

- That the children respond to their name and instructions of staff at wash / dinner time.
- That they begin to listen to each other as conversations develop at the table.

2. Development of appropriate physical skills

- Have the manual dexterity to attend to own clothes as they use toilet
- Be able to push up sleeves, use soap pump dispenser as they wash their hands
- Be able to return placemat and book and pick up cutlery and cup and return to seat without dropping them.
- Have necessary hand / eye co-ordination to get the food into their mouths
- Attempt to cut up their food with knife.
- Be able to hold cutlery and attempt to manipulate it
- To carry containers and plates back to the serving area without dropping them.
- To be able to wipe up spillages.



2 Awareness of Mathematical ideas

- Matching coloured plates / cups / utensils
- 1:1 correspondence – 1 chair, 1 table mat or book
- Language of quantity – more, a little bit, lots, full, empty, overflowing, ½ full
- Positional language:
 - Front – ‘Put your cup in front of your plate’
 - Middle – ‘Put the jug back in the middle of the table’, ‘Put your knife and fork in the middle of your plate when you are finished.’
 - In – ‘Put your name card / book in the box’
- Counting:
 - Counting children at the table using touch counting.
 - Asking children ‘How many potatoes do you want?’ ‘Do you just want one sausage or do you want two?’

3 Development of good personal and social skills

Children will be made aware of the: -

1. Importance of washing hands before eating
2. Importance of drying hands before leaving toilet area.
- 3 (a) Need to wait to be called before going to wash time
(b) Children will gain independence skills as they learn to do things for themselves – make choices, select outing, tidy up after themselves.
4. Importance of helping children who are younger / less able to
 - Use soap dispenser / push chair in / pull down the towel
 - Saying ‘yes please’ or ‘no thank you’ when they are asked if they want an item of food.
5. Sit quietly while other children are served.
6. Listen to other children while they are talking

Introduction to basic table manners

1. Not speaking with food in mouths
2. Not putting knives in mouth
3. Waiting at table until everyone is finished.
4. Helping friends by passing things they ask for e.g. milk jug, sauce.
5. Being able to ask for more food politely.
6. Willing to take on jobs and help tidy up before and after dinner
 - Tidying away toys / books
 - wipe table
 - bring up plates/cutlery to trolley
 - Collecting cups and putting them into basket and placing napkins in bin.

What are the characteristic skills we want to promote to ensure the children are able to interact with others.

We will try to ensure

- i. The children will feel secure and cared for as we minimise anxiety by ensuring that if the child doesn't want food there will be no pressure put on them to take it.

We will ensure they relate well to adults and teachers by

- ii. Providing a warm, friendly and relaxed environment where the children will become familiar with staff and the other children and will be happy to interact and share experienced with each other and with the adults.

The children will interact with others prior to dinner starting as they listen to stories/ use the bathroom / sing songs and rhymes/set the tables.

They will learn to listen and to consider the ideas and wishes of others as they chat with the teacher at dinner time and learn to wait their turn and listen to what other children are saying.

They will be encouraged not to 'talk over' other children.

What are the characteristic skills we want to promote to ensure the children become independent learners?

We will encourage the children to make choices / decisions and discuss with confidence.

- about the type of food they wish to eat
- about the quantity of food they wish to eat
- the drink they want to drink (milk / water)
- about the colour of the plate / cup / cutlery they use.

We will encourage them to

- give out drinks
- mop up any spills
- carry serving dish to distribute bread.
- progress to using knives and forks

Staff will: -

- 1 Tell children what is for dinner – ask if they can identify what is in each tin.
- 2 Give children a choice i.e. ask each child 'Would you like chicken, carrots, potato?' etc and give a small portion out.
- 3 Encourage each child to say e.g. 'chips please' or 'yes please' and 'thank you' when they receive it.
- 4 If a child declines for example curry, staff should encourage them to taste a small amount and at least give them the opportunity to decide for themselves whether they like the taste of it.

- 5 If children don't eat all the dinner given to them, and after encouraging them so do so, praise them for eating as much as they did eat.

During this time staff are getting to know

- children
- their likes / dislikes
- any fears they have about eating.

We aim to make it a relaxed, sociable time when teacher / child and child / child relationships can be developed.

Progression in various areas of learning during dinner.	Term 1	Term 2	Term 3
Name Card	Name & Symbol on card	Name and Symbol on card	Name only
Self help / independence skills	Staff set out activities and name cards. Call children individually to put these away.	2 children from each table will collect name cards and activities.	Children will help staff put out name cards and activities as well as put them away.
Independence skills at wash time	Close door, boys lift seat, flush toilet, fixing their clothes themselves, rolling sleeves up, using soap dispensers properly, turn off tap and drying hands	AS before	As before
Independence skills during dinner time.	<p>Choosing cutlery and cup. Choose food/drink they want Pouring drink and passing jug to child beside them. Serving peers with plate of dinner and collecting afterwards One child (helper) collects cups/plates and brings them to trolley.</p>	<p>Continue as term one and in addition children will: - Serve themselves a second helping. One child will collect plates and scrap leftovers into a tin. A child will help wipe the tables.</p>	<p>As before but in June children will visit the canteen and follow dinner procedure there.</p>