

Our nutritional concept



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1 Introduction

Due to changing family structures, children today spend much more time in daycare centers than they did a few years and decades ago. Health-conscious behavior in childhood is significantly influenced there. It is an important social task for us to support the health of children in daycare centers. Sufficient and varied exercise and a balanced diet are essential for the healthy physical and mental development of children.

With our holistic nutritional concept, we lay the foundations for the healthy development of the children entrusted to us. We do so because they need the best possible educational opportunities to develop their full potential, especially during their formative daycare years.

2 Focus: Healthy nutrition

Enjoyable and healthy food needs quality - in many respects. The quality standard of the German Nutrition Society (DGE) forms the basis for the development of our nutritional concept. Based on this framework, we have formulated and introduced Joki-specific standards for our facilities. The processes are evaluated on an ongoing basis in the facilities and continuously developed. When compiling and preparing meals, we prefer to use natural ingredients. Ready-made products and artificial additives such as flavor enhancers or colorants are not used. We also almost completely avoid adding salt and sugar in our daily meals.

With a menu put together with love and creativity, trained kitchen staff, freshly cooked, seasonally adapted food and, where possible, regional products, we ensure that the children have a healthy and varied diet every day.

2.1 Nutrition sets the course for a healthy life

Whether it's bread and muesli, fruit and vegetables, milk and yogurt, meat, fish, eggs or other foods - we need variety in our meals. Variety on the table is an essential prerequisite for ensuring that we are supplied with all the essential nutrients.

Meaningful health promotion always starts in everyday life. It takes into account the living and working conditions in the facilities and conveys a positive concept of health. It is both about developing health-relevant attitudes and behaviors as well as the necessary framework conditions required for this.

2.2 The importance of nutritional education in our daycare centers

The daycare center is an excellent place to awaken children's curiosity, to pick up on it and to make food a sensory experience.

We are convinced that the implementation of nutritional knowledge can only be successful if the focus is consciously placed on eating as an activity and social event. In addition, It is necessary for all participants - children, cooks, educators, childcare providers and parents - to be involved. Based on these aspects, the implementation of our pedagogical nutritional concept is therefore less about

"healthy nutrition" and more about "healthy eating" in a pedagogical context.

This change of perspective helps everyone involved realize that it is about the eating experience of each individual and about shaping this experience in a positive way. In terms of holistic support, the field of action "nutrition" is present in many areas of our everyday life and flows into all areas of development.

Shared meals offer the following learning opportunities:

- sensory experiences
- motoric experiences
- knowledge of the world and everyday life
- communication and conversation culture
- cultural exchange
- social interaction
- nutritional knowledge
- physical experiences
- self-efficacy
- autonomy
- participation and challenge

2.3 Daycare center as an experiential and learning space

When children attend daycare, their environment expands and further reference persons gain in importance. The experiences of childhood form the basis of many actions. These are changed or supplemented in the further course of life.

This makes it all the more important that children in our facilities experience a nutritional culture that is the basis for a healthy future. Eating in the community should therefore always be a source of well-being and enjoyment, sociability and an opportunity for conversation, gaining insights and acquiring knowledge, and not just food intake.

We consciously design mealtimes as part of the daycare center's daily routine, both for the children entrusted to us and together with them. We use the opportunity for active participation, exchange, joint thinking, reflection and learning. In doing so, we support each child in their own way to act independently and on their own responsibility.

Participation, independence and self-determination are very important to us. The children decide whether, what and how much of the food on offer they eat, depending on their development. If possible, they help themselves to their food. The conditions are given to accommodate these processes.

We pursue the following goals:

- Raise awareness for own needs, the daily eating habits and the own body
- Discover and get to know the experiential space of "mealtimes" as a place of community,

sharing, enjoyment and well-being

- Broaden and develop knowledge
- Strengthen and develop self-confidence, self-efficacy and self-determination
- Develop competencies for a reflected sense of responsibility towards oneself
- Health-promoting design of the daycare center living and working environment
- Strengthen the health resources and competencies of children, parents and educators
- Convey a positive health concept for all stakeholders
- Offer needs-oriented forms of meal organization through a flexible and open breakfast or snack situation
- Conscious perception and implementation of the learning and experience field of "mealtime" in everyday daycare center life
- Participation and process transparency for all children
- Value-oriented, resource-conserving and open-minded attitude towards food and eating habits

2.4 Food and well-being

Food and well-being are closely linked. It is healthy when you enjoy eating and eat what tastes good. Without well-being, education is hardly possible. In this respect, meals that are eaten with a sense of well-being are not only healthy, but also contribute to education. Every adult knows the reverse conclusion. In uncomfortable situations, they say: "I'm already full" or "I've lost my appetite". Well-being is extremely important. That's why it's one of our top priorities to create an environment in which our children feel comfortable eating. On the first Wednesday of every month, there is a "Wild Child Cooking" day, where the children decide in a children's conference what they will have for lunch that day.

Influencing factors:

- Room design: child-friendly and needs-oriented equipment and materials for all meal situations, for example tables, chairs, dishes, bibs, bowls
- Food quality: the range, selection and quantity are guaranteed by the nutritional concept according to DGE guidelines and offered by the educators in an appealing and child-friendly manner
- For nursery children, we make sure that the meals are adapted to their age
- Drinking quality: all children have access to non-carbonated water or unsweetened tea at all times
- Hygiene guidelines: staff training for efficient implementation of rules on infection protection and room and personal hygiene for adults and children
- Meal times tailored to the children's vital needs
- Needs-based and socially beneficial meal programs:
 - Breakfast/snack time for nursery
 - Open breakfast/snack time for kindergarten
 - Joint meals (lunch/evening snack) for kindergarten and nursery

Definition of term:

Flexitime meals

The flexitime meal is started together with a small group. The educator deliberately sets the start of the meal and asks the children whether they would like to start with their breakfast or snack. They accompany the mealtime situation with the appropriate rituals and rules. During flexitime meals, the children have the opportunity to decide when and with whom they want to eat, as well as what and how much of the food and drinks on offer they want to eat. All children are invited to the table. Those who are not hungry are offered something to drink. It is important that the documentation of the eating situation is noted in the handover list.

Open meals

At open mealtimes, breakfast or snack is offered during a certain period of time. The children can decide whether and when they want to eat according to their needs. Meals are accompanied by rituals and rules appropriate to the situation, as well as educators who help with the meal. The children who have finished eating tidy up their place and can move on to the play phase. Once they have stood up, they do not return to the table to eat. The children's attention is drawn to when the food is cleared away and they are asked if they are truly not hungry. It is important that the documentation of the eating situation is noted in the transfer list.

Together with the children, we create the conditions for a positive eating atmosphere, which is one of the formative factors alongside food quality.

Eating meals together for the most part, where the children can eat undisturbed and in peace, is a fundamental prerequisite. Many rituals accompany the eating process and provide orientation, security and structure for everyone involved.

2.5 Freedom and support - the role of caregivers

For children, eating is a field of learning and a basic need - it's about getting enough to eat and playfully gaining knowledge about the world and testing their own abilities and skills. The task of the caregiver is to integrate both aspects. Depending on their stage of development and need for attention, children need to be accompanied intensively for longer and more often. However, attentiveness and attention remain important basic attitudes at all times.

Tasks of the caregivers:

- Continuous self-reflection on nutritional behavior
- Basic knowledge of the nutritional stages of childhood and the principles of healthy nutrition
- Educational goal: "Creating an atmosphere" - feeling secure, experiencing safety, being allowed to have experiences
- Role model function: imitation includes leading by example
- The art of joining in and motivation: encouraging children to try things out and accepting their freedom of choice

- Involving the children in the development and continuation of rituals, rules and tasks relating to all mealtime situations (preparations, mealtimes have a beginning and an end, setting the mood, accompaniment, follow-up)
- Authentic conveyance of manners and forms of communication
- Participation: active involvement of children in meal processes (e.g. preparation and clean-up, quantity, choice of food)
- Open-minded attitude towards the new, the unknown and the challenging

2.6 Parental involvement

Every child has their first and most formative experiences in the family environment. Parents are therefore important "imitation models" that are crucial for children's eating behavior. Parents are therefore also our most important partners in this area. The development of a trusting dialog is at the forefront of our collaboration with parents.

The basic prerequisite is a positive, open attitude on the part of all our educators towards parents and, in the long term, vice versa. The first step is for the educators to approach the parents with an inviting attitude.

Successful cooperation is an important prerequisite for the sustainable impact of health-promoting measures in our daycare centers. This is because children not only benefit directly, but also indirectly from the involvement of their parents.

To ensure that the learning and experience field of "mealtimes" is comprehensible for all parents, the pedagogical background must be made transparent time and again.

Opportunities for parental involvement:

- Regular documentation and information on everyday life at the daycare center
- Attentive and open approach to parental concerns and questions
- Exchange and dissemination of specialized information (e.g. parents' evenings, notice boards, information brochure)
- Active participation in festivities and actions
- Project participation

2.7 Dealing with food intolerances

Children's food intolerances and allergies are taken into account in consultation with the parents and integrated into the daily menu. Alternatively, the children are offered an equivalent component at every meal. Of course, there is also the choice of a vegetarian option on meat or fish days. We also generally do not use pork.

We take individual, health-related, religious and cultural nutritional needs and concepts seriously. Differences and similarities are important starting points for dealing with diversity in children's groups.

2.8 Sources of food supply

We use about 90 % fresh ingredients and around 10 % pre-prepared products, for example durum wheat semolina pasta, potato gnocchi, canned tomatoes, frozen spinach/peas.

We obtain our food from the following companies:

- Transgourmet, Holzkirchnerstraße 10, 82223 Eichenau: Bulk items such as pasta, rice, dairy products, oils, jams, baked goods, eggs (organic), frozen goods, etc. (the Natura organic brand is preferred here)
- Epos Bio Partner Süd GmbH (organic wholesaler) meat and sausage products (origin Germany; we only use beef and poultry), Gewerbestraße 12, 85652 Pliening
- Lunemann's Lekerer Lieferservice (school fruit program), Siemensstraße 9, 85521 Ottobrunn
- Ecolab Deutschland GmbH, Ecolab-Allee 1, 40789 Monheim am Rhein (kitchen cleaning products)

3 Quality assurance and development

Our organizational quality standards, for example the preparation of healthy and varied menus, the sophisticated preparation, the appetizing presentation of all meals and the hygiene guidelines, have been laid down by us in a separate document and are not part of the pedagogical nutritional concept.

The childcare provider and daycare center management, kitchen staff and the entire pedagogical staff work closely together at all times on the basis of the childcare provider's own quality standards.

Our nutritional concept is designed to encourage everyone involved to rethink mealtime situations time and again and to shape them creatively.

In this way, the time between play and rest phases can also be used in this area for intensive moments of experience, important learning situations and bonding community experiences.



4 Imprint

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