



Buddings Daycare Snack Policies

“We are NOT nut-free”

Safety First!

Read labels before buying, using, storing, or serving
Prevent messes and encourage polite eating habits
Extra Prep for Kids Under 3

Preventing Contamination

Always use CLEAN cutlery, bowls, and surfaces
Secure storage, according to the directions

Preventing Anaphylaxis

Make “safe snacks” each day - according to “:D Daycare Directions”
Health and Safety Plan for Preventing Exposure

Shopping and Procurement

Safety First!

Children’s allergies and family instructions are listed on the Buddy profile of the family account, and tracked on the Daycare Directions forms in family files.

Do NOT give any food to any children without checking their allergies, unless you already know... or have been directed by a floor supervisor.

Read labels before buying, using, storing, or serving

- a. Write names on everything that belongs to anyone (water bottles, snack kit, bowls, etc.)
- b. Children may only eat food out of their own (labeled) bowls.
- c. Read (and follow) notes posted up on the walls at daycare - they are there to help!

Prevent messes and encourage polite eating habits

- a. Present food when children are calm, clean, and ready to eat, and teachers are ready to supervise. Don't rush it.
- b. Cut food, including noodles, into thin, BITE-SIZED pieces (not chunks), and remind the kids to take bites, and chew carefully
- c. Place bowls on wet cloths in front of each child, as close to the edge as possible, but not hanging over. Remove obstacles from the path. Provide cutlery and bibs, if necessary.
- d. Transfer food and drinks from home into unbreakable/spill-proof containers
- e. Seat small kids at the small table, when possible - keep hands up, above the table
- f. Teach the kids that their friends have different needs, inc. allergies, culture, etc.
- g. At snack time, we can converse, socialize, and enjoy our food respectfully. No silliness.
- h. Use 2 hands for Smoothies - whether with a spoon, or drinking from the cup
- i. Remind children to keep food in the bowls, and the bowl on the placemats - even if they don't want it
- j. Children who make INTENTIONAL messes can clean them up (inc. throwing food on the floor, spitting, or grinding food into crumbs)
- k. Give kids time to eat. Start meals on time, and let food settle by "waiting for the 4" → 20 past the hour

Extra Prep for Kids Under 3

- a. Cut grapes, hotdogs, and round foods *lengthwise*
- b. Cut apricots and sticky things into bits (small ones)
- c. No popcorn

Preventing Contamination

Always use CLEAN cutlery, bowls, and surfaces

- a. No double dipping: either scoop the product out first, and use, or wipe between dips
- b. Knives don't leave your hands - take them down, use them, wipe them, put them back
- c. Wipe the tables and counters and cutting board before and after use

Secure storage, according to the directions

- a. Remove and discard safety and tamper-proof seals completely.
- b. Keep ALL food and products OUT OF REACH of CHILDREN
- c. Wipe the container if there is food on the edge.
- d. Make sure lids are on, and containers are air-tight when stored.
- e. Write the date that foods are opened or stored on the container

Preventing Anaphylaxis

Make “safe snacks” each day - according to “:D Daycare Directions”

- a. CHECK for ANAPHYLAXIS - Do not add ingredients that could provoke an anaphylactic response in ANY of the children, even if those children are not purchasing snack, even if they are “:D No Snacks”
- b. If the parent of a child with an anaphylactic allergy calls in for on-the-day care, and we have already made the snack, inform them before accepting the booking.

Health and Safety Plan for Preventing Exposure

Approved by licensing on Apr. 30, 2021.

Step 1 : Upon registration, families complete the [Daycare Directions form](#) indicating whether their child is allowed to be offered foods and other products/experiences (topical creams, pets). Those notes are added to the “Allergies” field of the family online account.

→ If it is an anaphylactic allergy, they must also complete an Anaphylactic CarePlan form. It is saved to the online account, and a copy is printed with a photo of the child and kept in the centre kitchen - to be updated annually.

Step 2 : 15 minutes before the centre opens each day, a floor supervisor reviews the list of allergies for the day and writes them out on the day's Health and Care info sheet.

→ If there is an anaphylactic allergy, that child's CarePlan is moved to the Daily Info board, the medicine page is completed, and the food is listed on the Children Check in.

Step 3 : As children arrive and are signed in, guardians are asked if their lunch is “safe” according to the day's schedule. If it is “not safe”, it is tracked on the Children Check in list.

→ Families of children with anaphylactic allergies provide a valid epi-pen (check the expiry), which is brought to the kitchen, for ready availability. It does not live in the child's backpack.

Step 4 : For children who have opted in to the daycare's daily snack, teachers review all the Daycare Directions that families have told us about, and make a snack that meets them. Ingredients are written on the Weekly Ingredients Chart.

→ If a child with an anaphylactic allergy is scheduled at all that day, no daycare snacks will contain that product.

Step 5 : Children sit 2 - 3 at the table with a place mat and their water to eat, and we “wait for the 4” before they can get up. Teachers take a photo of each child at their seat.

→ Children who have brought food from home that contains ingredients that could trigger an anaphylactic response are seated as close to the sinks as possible and given a red place mat, instead of blue. Teachers age-appropriately explain to them that their lunch could make one of their friends sick, and sit with them while they eat.

Step 6 : After they eat, children clean their hands and faces and teachers clean the tables, sweep the floors, and make sure the children's clothes are also clean. Food is packed away immediately into the children's trays, and how much they ate is tracked on the chart.

→ Those with anaphylactic ingredients wash their hands with a teacher. Their waterbottles, lunchkits, and chairs are removed to the kitchen to be washed with soap before being returned to the floor. A teacher wipes the table tops and underneath, first with soap and then with the water:bleach solution for kitchen/floor use (1:100ml).

Once clean, waterbottles are returned to the floor, and lunchkits go back to children's tray.

→ The red cloths and the cloths used to wipe the tables are stored in a laundry basket in the laundry room, out of children's reach, and washed with the next load.

Shopping and Procurement

Purchasing Priorities - It's not about cost. It's about value.

Supporting sustainability in our shopping may not be the cheapest option, so this guide is designed to help Buddings staff make values-aligned purchasing decisions.

Every item we place in front of young children sends a message.

Questions to Consider:

1. **Question Plastic/Packaging:** the world, the oceans, and all the animals (including humans!) are choking on single-use plastic, because we've been trained that plastic wrapping makes things *fancy*, clean, and **convenient**. Question this. Avoid waste whenever we can. We bring our own bags. We wash and reuse our towels, refill our soap dispensers, and avoid plastic products we don't need. Let's find, or make, alternatives. DO NOT BUY SPARKLES.
2. **Supporting local:** the further our food/products travel, the more it "costs". Not only in shipping and packaging, but also in sending our money abroad. Buying BC and Canadian products supports our local companies, builds community, and keeps our economy strong.

3. **Read the labels:** Is it organic? GMO-free? Cruelty-free? Allergen-free? Free-run? Free-range? Don't know? Look for logos that mean inclusivity, safety, and sustainability are certified:



4. **Cradle-to-grave impact:** Where did it come from? What happens when it's finished? Natural materials can be composted or recycled, and when we buy them second-hand (packaging-free!) we save money, and give them a second life. How can we *use* everything to the fullest, to make it, and the world, better in the end?
5. **Inherent message:** Long-lasting, well-made products teach children to take care of their things. Cheap, low-quality things that break become hazardous, and promote a disposable lifestyle. Highly-branded (ex: Barbie, Disney, Paw Patrol) and stereotyping toys (pink strollers, police costumes, guns) limit play when they push "norms."

It's not about cost. We don't give the kids trash, even if it was free because everything we present to them should be thoughtful. What does this item teach us?