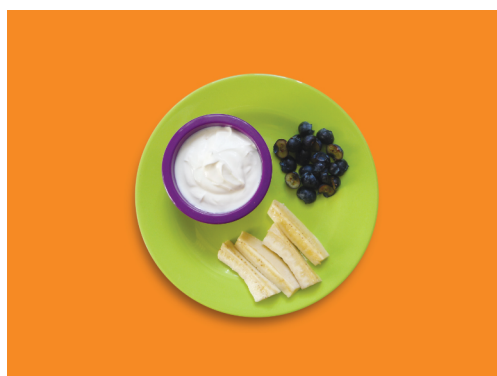
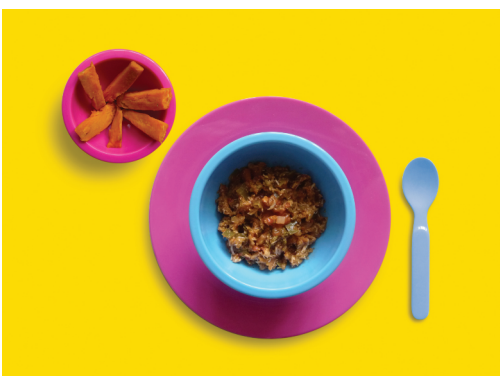


# Creating *Eating Well* photo resources

A practical guide



First Steps Nutrition Trust, 2021

## First Steps Nutrition Trust

[www.firststepsnutrition.org](http://www.firststepsnutrition.org)

Studio 3.04

The Food Exchange

New Covent Garden Market

London SW8 5EL

E: [admin@firststepsnutrition.org](mailto:admin@firststepsnutrition.org)

Registered charity number: 1146408

**First Steps Nutrition Trust** is a public health nutrition charity that provides independent information on good nutrition from pre-conception to five years.

For more information, see our website: [www.firststepsnutrition.org](http://www.firststepsnutrition.org)

Designed by Bravedesign

# Contents

<b>Chapters</b>	<b>Page</b>
Introduction	2
What does this practical guide do?	
Who is the guide for?	
What does it contain?	
1. Selecting a population group and calculating energy and nutrient requirements	3
2. Planning a 7-day menu	5
3. Selecting portion sizes and food types	7
4. Putting together a menu plan	10
5. Analysing a menu plan	12
6. Testing recipes	13
7. Photographing meals and snacks	14
8. Finalising the menu plans and photos	16
9. Creating a resource	16
Additional information	17
References	17

# Introduction

## What does this practical guide do?

This resource outlines how the **First Steps Nutrition Trust** practical photo resources are put together. The *Eating Well* practical guides show the sorts of meals and snacks, and amounts, which meet current average energy and nutrient guidelines in the UK for specific population groups. The resources produced by **First Steps Nutrition Trust** are aimed at health workers to help them support families that they work with and are all available as free downloads at [www.firststepsnutrition.org/eating-well-resources](http://www.firststepsnutrition.org/eating-well-resources)

This guide provides an outline of how resources like this can be put together to encourage others to take this work forward.

## Who is the guide for?

This guide aims to support others to produce their own practical food photo resources. It is designed for dietitians and registered public health nutritionists who know how to work with dietary reference values, food composition data, recipe analysis and practical nutrition guidelines for population groups.

## What does it contain?

The guide outlines how the resources are put together in a stepwise plan:

- 1 Selecting a population group and calculating energy and nutrient requirements
- 2 Planning a 7-day menu
- 3 Selecting portion sizes and food types
- 4 Putting together a menu plan
- 5 Analysing a menu plan
- 6 Testing recipes
- 7 Photographing meals and snacks
- 8 Finalising the menu plans and photos
- 9 Creating a resource



# 1 Selecting a population group and calculating energy and nutrient requirements

In the UK, energy and nutrient requirements are compiled by the Scientific Advisory Committee on Nutrition (SACN). They are based on the best estimates of amounts of energy and nutrients that meet the needs of average population groups by age and gender.

## Energy

Estimates of average requirements (EAR) for energy across the population are published by SACN (SACN, 2011) and these provide the basis for all current menu planning. Estimates are given for population groups by age and gender at a range of energy expenditures. It is important to consider whether you will use an average figure for energy or whether you are creating resources to meet a range of needs. For some population groups, averages are most appropriate, while for others it may be necessary to create eating plans which are more flexible. It is important to ensure the energy values used are clearly described, as the energy values form the basis of all menu planning decisions and determine the amounts of other macronutrients.

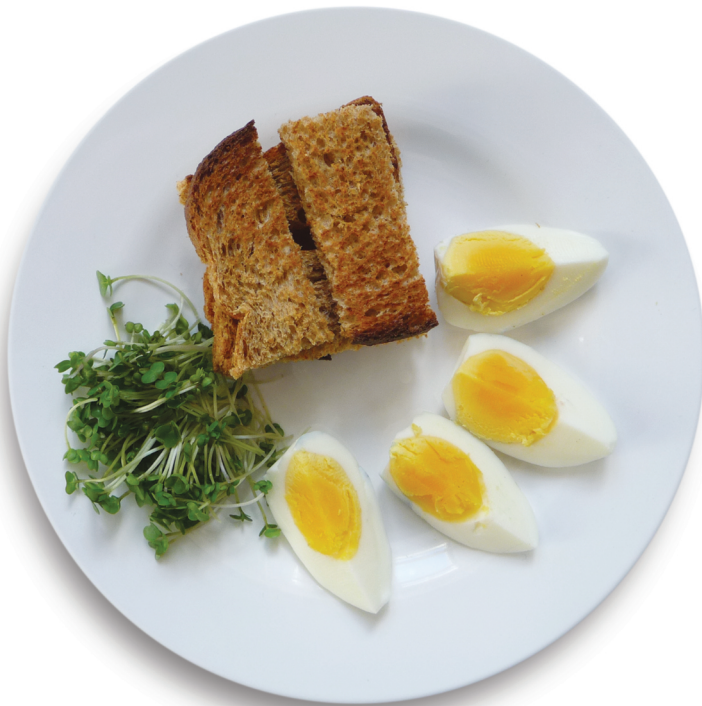
## Nutrients

Most of the current nutrient requirement data are still found in the 1991 Department of Health publication *Dietary Reference Values for Food Energy and Nutrients in the UK* (Department of Health, 1991). Additional information about salt is found in the report *Salt and Health* (SACN, 2003). Other new data may appear in specific SACN reports (e.g. Carbohydrates and Health, 2015; Vitamin D and Health 2016) and it is useful to keep abreast of current reports to ensure that the latest data are being used. Guidance on how much fruit and vegetables to eat, fish intakes and other food-based dietary recommendations may also be relevant to particular population groups and should be considered when menu planning. There are also maximum levels of nutrients for particular population groups to consider which may be relevant in some cases.

The reference nutrient intake (RNI) is the figure used for menu planning for population groups. Using the RNI should ensure that you are meeting the needs of almost everyone in the population. Where groups are mixed by gender, we generally use the higher RNI figure as the target average for the group. For example, in a mixed group of teenagers the RNI for girls for iron would be used and the RNI for zinc for boys to ensure that those with the highest needs for each of these minerals were covered.

The nutrients included in the menu analysis will depend on the population group, the issues of concern for that population group, and the quality of the data available for that nutrient in the nutrient analysis database you plan to use. It is not necessary to cover all nutrients for which there is a dietary reference value, as some are unlikely to be in short supply in the diet.

Depending on which population group you are designing resources for, it may be possible to use energy and nutrient figures that have already been derived for population groups by age and gender. However, if the age group you are planning meals for is not the same as the standard age bands covered by SACN, you may need to re-calculate values. In this case you can calculate derived energy and nutrient values suitable for your own use. For example: you may want to derive new values for groups of children aged 1–2 years and 3–4 years.



*Boiled egg and toast with cress  
From Eating well: snacks for 1-4 year olds*



## 2 Planning a 7-day menu

### Why plan a 7-day menu?

Dietary reference values are designed as averages for population groups over a period of time and the aim is not to achieve those intakes on a daily basis. As some nutrients are concentrated in particular foods and to ensure a variety of foods are consumed at meals and snacks, it makes sense to design menu plans over a period of a week in the first instance. The aim is to meet the nutritional guidance using a realistic variety of foods over the time period in appropriate meals and snacks for that population group, rather than to meet the guidance at any cost by using unusual ingredients or strange amounts of foods on some days.

### What about offering choices?

Some menu plans offer a choice of meals at main courses and this can be useful to increase the range of meals that can be photographed. However, it is important to consider menu plans for some dietary choices separately to ensure that needs are met – for example, to see what happens if someone always chooses the vegetarian option. The *Eating Well* resources done to date created a minimum of three weeks' worth of menus: one a standard omnivorous menu, one a vegetarian menu and one using world menu options, so that a variety of eating patterns and meal choices could be shown to meet energy and nutrient recommendations, rather than a pooled sample of meals from each.

### Energy and nutrients across the day

Depending on the types of menus you are devising, it may be useful to try and ensure that energy and nutrients are spread evenly across the day. This is particularly important when you are planning meals and snacks for settings where you want all those eating a particular meal or snack to obtain a certain proportion of energy and nutrients. For example, energy and nutrients could be broken down like this:

Breakfast	= 20%
Lunch (main meal with dessert)	= 30%
Tea (light meal)	= 20%
Snacks (morning snack, afternoon snack and supper) @ 10% each	= 30%
Total	= 100%

On the next page is an example of how derived energy and nutrient values can be divided up across the day for children aged 3–4 years. This is the sort of calculation that could underpin menu planning for early years settings, for example.

**EXAMPLE Table: Energy and nutrient recommendations (and breakdown) across the day for children aged 3–4 years (average for boys and girls aged 3–4 years)**

<b>Nutrient</b>	<b>Whole day target</b>	<b>Whole day in day care 90% target</b>	<b>Breakfast 20% target</b>	<b>Lunch 30% target</b>	<b>Tea 20% target</b>	<b>Snacks (x2) 10% target</b>
Energy (kcal)	1230	1107	246	369	246	123
Fat (g)	48	43.2	9.6	14.4	9.6	4.8
Saturated fatty acids (g)	15	13.5	3	4.5	3	1.5
Carbohydrates (g)	164.0	147.6	32.8	49.2	32.8	16.4
Free sugars (g)	15	14	3	5	3	3
Protein (g)	17.1	15.39	3.42	5.13	3.42	1.71
Fibre (g)	8	7.2	1.6	2.4	1.6	0.8
Vitamin A (retinol equivalents) (µg)	450	405	90	135	90	45
Folate (µg)	85	76.5	17	25.5	17	8.5
Vitamin C (mg)	30	27	6	9	6	3
Thiamin (mg)	0.6	0.54	0.12	0.18	0.12	0.06
Riboflavin (mg)	0.7	0.63	0.14	0.21	0.14	0.07
Iodine (µg)	85	76.5	17	25.5	17	8.5
Iron (mg)	6.7	6.03	1.34	2.01	1.34	0.67
Calcium (mg)	400	360	80	120	80	40
Zinc (mg)	5.8	5.22	1.16	1.74	1.16	0.58
Sodium (mg)	1000	900	200	300	150	100



### 3 Selecting portion sizes and food types

Once you have a set of recommendations for the menu plans (as described in section 2), you can devise a menu plan with details of actual meals and snacks that can be analysed and photographed for your resource. But first it can be useful to decide on the food types and portion sizes that you will use in your menu plan, and to create a menu plan outline that describes the sorts of foods and amounts of foods (portion sizes) in more detail. The next pages show an example of the decisions that might be made when creating menu plans for 3–4 year olds and an example outline menu plan for that age group.



EXAMPLE Table: Portion sizes and food types for 3–4 year olds – a framework for the menu plan

Food group	Recommended servings per day	What is an average portion for 3-4year olds?	Are there any national guidelines to follow?  Guidance for eating well in childcare settings is available in all four countries of the UK. See page 17. Relevant English guidance shown below.
<b>Bread, rice, potatoes, pasta and other starchy food</b>	At 3 meals and 1 snack	80g rice/pasta/ potatoes/couscous 20g bread (low-sodium) 15g-20g cereal (low-sugar) 10g popcorn (plain) 8g breadsticks/ cracker/rice cakes (low-sodium)	Provide at least three different varieties of starchy food across the day.  Provide a variety of wholegrain and white starchy foods.  Choose low sugar breakfast cereals and lower salt bread products.  Limit fried starchy foods to once a week at lunch and once a week at tea.
<b>Meat, fish, eggs and beans and other non-dairy sources of protein and meat alternatives</b>	2 portions per day 2-3 portions per day for vegetarian and vegan diets Serve as part of lunch or tea Serve as a snack 1-2 times per week Serve 1 meat-free meal per week	30g-40g cooked beef/ lamb 30g-40g chicken/ turkey 35g-45g cooked fish/ seafood 50g egg 40g Quorn/tofu/soya granules 40g-50g pulses or legumes 20g nuts/seeds	Choose canned pulses without sugar and salt added.  Limit meat products such as sausages, burgers, nuggets, sausage rolls, pies and canned meat to once per week.  Limit fish products such as fish fingers to once a week.  Limit processed products made from meat alternatives to no more than once a week.
<b>Fruit and vegetables</b>	4 portions a day in full-day care	40g fresh fruit 50g-70g stewed/ cooked fruit 20g dried fruit 70g tinned fruit in juice  40g raw/cooked vegetables 60g canned vegetables in juice (eg. tomatoes)	Provide dried fruit at mealtimes only not as a snack.  Avoid fruit juice, even diluted fruit juice.  Choose canned vegetables without sugar or salt.  Choose fruit canned in juice.  Choose reduced salt and sugar baked beans and only count as a vegetable once a week.
<b>Milk and dairy foods and non-dairy alternatives</b>	3 portions per day	100ml full-fat milk 60g full-fat yoghurt 60g custard 80g milk-based pudding (eg.Semolina) 15g-20g hard cheese 20g-30g soft cheese  100ml calcium-fortified soya drink	Use full-fat dairy products for children under two or in mixed age settings.  Choose yoghurt and fromage frais which are low or medium in sugar.  Avoid ice cream and sweetened frozen yoghurt.  Limit ice cream to once a week and choose dairy ice cream.

EXAMPLE Table: Basic menu plan outline for 3–4 year olds

<p><b>Breakfast</b> 20% energy (246kcal)</p>	<p>Cereal (15g-20g) with full-fat milk (100ml); fruit (40g); starchy carbohydrate (20-30g) with fat spread (5g) or egg (50g), starchy carbohydrate (20g-30g), vegetable (40g)</p>	<p>Offer variation across the week</p>
<p><b>Morning snack</b> 10% (123kcal)</p>	<p>Milk drink with fruit</p>	
<p><b>Lunch</b> 20% (246kcal)  <b>with dessert</b> 10% (123kcal)  <b>Total = 30%</b> (369kcal)</p>	<p><i>Main meal</i> (served with water): Starchy carbohydrates – rice, pasta, potatoes (80g) Additional bread/rolls (15g-30g) Protein – meat, fish, eggs, legumes (30g-50g) Protein in sauces (90g-120g) Composite dishes – pasta bake/risotto (150g-180g) Vegetables and salads (40g-80g) <i>Dessert:</i> Milk-based puddings (made with full-fat milk (80g-90g) Fruit</p>	<p>Offer variation across the week, eg.: <i>Main meal carbohydrates:</i> Monday – rice Tuesday – new potatoes Wednesday – pasta <i>Main meal protein:</i> Monday – fish Tuesday – lamb Wednesday – eggs <i>Dessert:</i> Monday – carrot cake Tuesday – fresh or stewed fruit Wednesday – rice pudding</p>
<p><b>Afternoon snack</b> 10% (123kcal)</p>	<p>Carbohydrate snack with vegetable</p>	
<p><b>Tea</b> 20% (246kcal)  <b>Total = 20%</b> (246kcal)</p>	<p><i>Meal (served with water):</i> Starchy carbohydrates (60g-80g) Breads and rolls (20g-40g) Protein (30g-40g) Protein in sauces (80g-100g) Composite dishes (120g-150g) Vegetables and salads (40g-80g)</p>	<p>Offer variation across the week, eg.: <i>Main meal carbohydrates:</i> Monday – bread/sandwich Tuesday – couscous Wednesday – potato wedges <i>Main meal protein:</i> Monday – egg Tuesday – chicken Wednesday – legumes/pulses</p>
<p><b>Evening</b> 10% (123kcal)</p>	<p>Milk drink</p>	

## 4 Putting together a menu plan

Once you have put together an outline menu plan (as described in section 3), you need to select meals and snacks for which nutritional composition data are available. You will need to select menu planning software that contains relevant foods and recipes and which allows you to create recipes, and to which you can add your own nutritional data as needed.

When you are putting the menu plan together, you need to think about the types of foods and the composition of meals and snacks that you will then go on to make and photograph. This can take some time as it is important to ensure that, across the week:

- A good variety of foods, meals and snacks is provided.
- The food is appropriate to the population group and fits in with any other current guidance on foods to limit, avoid or promote.
- The menu is varied in taste, colour and texture.
- Recipes are available for all the dishes that you plan to include so that they can be tested before you finalise the resource.
- Portion sizes suggested are reasonable.
- Any other criteria have been met – for example, that individual meals meet a certain proportion of energy and nutrients across a week or that seasonal food is used where applicable

An example 5-day menu plan for 1–4 year olds, which could be used in child care settings, is shown on the next page.



EXAMPLE Table: Menu plan for 1–4 year olds in a childcare setting:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b> eg. at 8am	Scrambled egg 50g Cherry tomatoes 10g Toast 20g Vegetable fat spread 4g	Crisped rice 20g Milk 100ml  Malt loaf 40g	Cornflakes 20g Raisins 10g Milk 100ml  Sliced banana 80g	Porridge 100g Prunes (dried) 20g  Fruit bun 30g	Baked beans 60g Toasted muffin 30g Vegetable fat spread 4g
<b>Morning snack</b> eg. at 10am	Peaches (canned in juice) 70g  Milk 100ml	Pear slices 40g  Milk 100ml	Strawberries 40g  Milk 100ml	Orange segments 40g  Milk 100ml	Apple 40g  Milk 100ml
<b>Lunch</b> eg. at 12- 1pm	Chicken korma 90g Brown rice 80g Naan bread 20g  Carrot cake 40g	Lamb burger 45g Bubble and squeak 120g  Dates 45g Full-fat yoghurt 60g	Tuna and sweetcorn pasta 140g Cucumber 20g and red pepper sticks 20g  Mandarins (in juice) 70g	Vegetable lasagna 180g Mixed salad 40g  Stewed apple 70g Custard 60g	Chilli con carne 95g Jacket potato 90g Creme fraiche 20g Tomato 40g Watercress 10g  Rhubarb crumble 60g Custard 50g
<b>Afternoon snack</b> eg. at 3pm	Popcorn 10g  Red pepper 40g	Pitta bread 25g Houmous 30g  Cucumber 20g and carrot sticks 20g	Cheese scone 30g Butter 3g  Celery sticks 40g	Spicy potato wedges 65g  Beetroot slices 40g	Pancake 25g Butter 2g  Cherry tomatoes 40g
<b>Tea</b> eg. at 5pm	Creole jambalaya 120g Carrot sticks 40g Pitta bread	Savoury omelette 70g Baby jacket potatoes 80g Cherry tomatoes 40g	Homemade baked beans 60g White toast 20g Cucumber 40g	Chicken and vegetable couscous 145g Mixed salad 25g	Sardines 40g Wholemeal toast 20g Green beans 40g

# 5 Analysing a menu plan

Once you have produced a draft menu plan, it needs to be analysed against the energy and nutrient requirement figures.

The quality of the analysis will depend on the nutrient database used, and in order for this to provide as good an estimate as possible of the energy and nutrients provided by the meals and snacks in the menu plan, it is important that the database:

- does not have any missing nutrient data where this would be important
- performs recipe analysis which allows for changes in composition, particularly moisture loss or gain on cooking, and
- contains the most relevant nutrient data for foods used and allows the input of more appropriate data for specific foods by type or brand – for example, fortified foods.

There are a lot of average figures and generalisations in dietary analysis work, so there has to be pragmatism in analysis. The aim is to ensure that, as far as possible, requirements are met over a period of a week or more from a variety of foods. You can set 10% plus or minus boundaries to allow for variations and errors in nutrients to allow some flexibility in the menu plan.

It will often take a number of attempts to compile a menu plan which meets the energy and nutrient requirements of the group. Once this has been achieved, the next step is to test that the recipes used work and taste good, that they make up the correct size portions used in the menu plan, and that the portion sizes are appropriate in real life.



## 6 Testing recipes

It is important that the suggestions you make for meals and snacks are realistic. If you are going to make up recipes to be photographed, this is a good time to check that they work. Many of the recipes included in food and nutrient databases have been created theoretically and many don't work, don't create the portion size suggested or need more or less fluid added – which can have a substantial impact on the nutrient density of the dish.

All of the recipes suggested in the *Eating Well* resources have been tested, tasted and adapted where necessary. The method we use is given below.

### 1. **Decide how many servings your recipe will make.**

Recipes may be designed for serving any number of people depending on the setting – for example, 2, 4, 6, 12 or more people. When testing a recipe you don't need to make up a large batch in all cases. It is often possible to prepare a smaller amount, although this won't always work if it is a cake or dish that requires a certain mass to work. You may need to reduce cooking times or temperatures slightly for smaller amounts. Make notes of any changes to your ingredients/ method as you go along.

### 2. **Convert all the amounts in the recipe to grams, so that you can check weights as you go along.**

Many recipes have a combination of weights of ingredients in grams and amounts in household measures or numbers (eg. a medium-sized carrot, or a tablespoon of oil). For analysis purposes the weight of all recipe ingredients must be known and it is useful to have a simple guide to portion sizes to help with this. Some items may need to be weighed or measured and issues such as drained weights and inedible waste need to be considered for some ingredients. Information on inedible waste for many foods can be found in the standard food composition tables.

### 3. **Weigh everything as you go along.**

You will need to weigh all the raw ingredients and also the finished dish to be able to calculate moisture loss and portion size. It is useful to weigh the whole dish before and after cooking as well as weighing the ingredients as you make up the dish.

### 4. **Did the recipe work?**

Record any problems with the recipes and any changes you made, such as adding more liquid or changing the cooking time. If the recipe does not work well in practice, you may need to adapt it or replace it with a recipe for a different dish in your menu plan.

### 5. **What does a portion look like?**

Once the recipe has been made successfully and a portion size weighed, see what it looks like on one of the plates you will be using. You may need to alter the portion size and this will impact on the overall analysis. Often this happens at the photography session, as the impact of portion size may not be known until you have all the items for the meal together and are ready to take the photo.

# 7 Photographing meals and snacks

You can take good food photos with a simple digital camera. All the food photographs in the *Eating Well* resources were taken in daylight with a simple handheld digital camera and without any additional equipment.

There are some things to think about:

- **Do you need to set up each shot with the correct background, cutlery, glass etc., or will you be able to make changes to the photos at a later stage, using photograph software?**

Good backgrounds to choose are plain pieces of paper or card that you can replace if food is spilt and that don't overpower the plates of food or become confused with patterns.

- **What angle will you take your photos from?**

All the other photos are taken standing over a meal or dish which is placed on a sheet of paper or card on the floor. Photos need to look consistent, so experiment with how you can do this and get a similar look for all the photos. You can manipulate photos to make sure plates are all the same size when you download the photos.

- **Think about the size and type of plates, bowls and cups you are going to use.**

You will need to photograph empty plates and bowls and show those in actual size, or against measurements, to put your photos into context. If you are planning to take a lot of photos, you might want to use plastic coloured plates that are easy to wash and won't break. If you use patterned plates or bowls, think about how these will work with food on them. If a bowl is too deep, the food might look lost. It is worth experimenting with different plates and bowls to see what works well for your population group. For example, if you are doing work for older people or people who may have disabilities, think about the sort of mug or cup they could use easily. Sources of plates and bowls we have used can be found in the *Additional information* section at the end of this guide.

If you use metal cutlery you may need to try and avoid getting the reflection of the photographer and camera on the metal surface, or to alter the photo to take out any reflections.

- **Make the food look attractive but real.**

The aim of the photos we have taken for the *Eating Well* resources is to make food look real and as it might be made and served at home or in settings. We want it to look attractive and tasty but we have not used any of the tricks commonly used in food photography to enhance its appearance. The only exception to this is gravy – which does not show up well on a photo unless you thicken and darken it. However, some foods are much harder to photograph than others, and you have to try different ways of displaying food to ensure that it is clear what it is and how much of it you have.





## Organising your photoshoot

- **Group together foods that will be photographed on the same day, to help with shopping and to help keep costs down.**

For example, you may want to do all of the breakfasts and snacks on the same day so that you can use items like fruit, vegetables or bread in more than one photo. The amount of photos you can do will vary depending on how much food you need to prepare and cook. If you are well organised you can take about 20 photos of meals per day.

- **Make a shopping list for each photo session.**

You will need to carefully plan all the foods and drinks you need for the photo session. Think about storage facilities like freezers and cooking equipment, as well as the time you have. It is likely some dishes will need to be made up in advance as it is tricky to prepare everything on the spot when a lot of weighing is required.



- **Make a plan for cooking and displaying your meals.**

Decide which meals need to be cooked in advance and which meals can be quickly prepared on the day of the photo session. It is useful to have another pair of hands in the kitchen as you have to prepare food, weigh it, record what you are doing and photograph it. These sessions also create a lot of washing up. It is important that you have a list of the meals and snacks you plan to prepare, with details of the weights suggested in your menu plan. As you go through the session you can then record any changes onto this list, as you will need this information to make any subsequent changes to your menu plan. It can work well to have one person cooking, one person weighing, styling and recording, and one person arranging and taking the photographs.

- **Make a master plan for the day.**

You will need an outline plan of all the food photos you plan to do in the day or session. It is good to have a systematic plan for the day which allows for preparation time and re-uses food effectively to minimise waste.



## 8 Finalising the menu plans and photos

After the photoshoot you will probably have to make some changes to your menu plan, as some of the weights may have changed and you might have to re-analyse some recipes if it turns out that the portion sizes made, moisture content etc. are different to what was expected. This can sometimes mean adding additional ingredients and changing weights of meals and snacks, and often a ‘mop-up’ photo session is needed to take new photos of dishes where changes have had to be made to recipes. Creating practical photo resources is an iterative process, but you learn a lot about food composition, food portion sizes and weights of food in doing it, which can be invaluable when supporting people to eat better.

At the end of the process you will have a selection of meal and snack ideas for your population group which demonstrate how average energy and nutrient needs can be met over a period of time, if a range of dishes are consumed.



## 9 Creating a resource

When you produce your resource, it is important that you label the photos of meals and snacks clearly and provide portion sizes and recipes. In order to make sure that the purpose of your resource is clear, you might want to put the photos in a pack with some information explaining who they are for and how they can be used, and with photos of the empty plates and bowls so that portion sizes can be understood.

Recipes need to be presented clearly. Once we have tested a recipe after its conversion to weights in grams, we then re-convert it to a more traditional recipe format using some household measures and numbers. When writing recipes, follow a template so that it is easy for people to follow them. (See the recipes in any of the *Eating Well* resources.) For each recipe, list the ingredients in the order in which they will be used, and check that all the ingredients are mentioned in the recipe instructions. Writing good recipes is not as easy as it sounds, and it is useful to work with an editor or home economist who can check you have got these right.

# Additional information

## Sources of crockery and cutlery

The plates, bowls and cups used in most of the *Eating Well* photo sessions are coloured melamine. The side plate and dinner plates are in standard sizes, a variety of bowls are available and you can see the sizes of bowls we use in the resources. Coloured melamine crockery can be purchased in a number of outlets. The ones we used were from RICE, a Danish fair trade company, and you can find stockists for this brand via the internet.

The children's cutlery was from Viners' children's range.

## References

Department of Health. 1991. *Dietary Reference Values for Food Energy and Nutrients in the UK*. London: Department of Health.

Scientific Advisory Committee on Nutrition. 2003. *Salt and Health*. London: TSO.

Scientific Advisory Committee on Nutrition. 2011. *Dietary Reference Values for Energy*. London: TSO.

Scientific Advisory Committee on Nutrition (2015) *Carbohydrates and Health*. TSO. London

Scientific Advisory Committee on Nutrition (2016) *Vitamin D and Health*. TSO London

### **Guidance on food and nutrition in early years settings:**

England: **Eat Better, Start Better: A practical guide** Available at: <https://www.foundationyears.org.uk/wp-content/uploads/2017/11/Eat-Better-Start-Better1.pdf>

Scotland: **Setting the table: Nutritional guidance and food standards for early years childcare providers in Scotland** Available at: [www.healthscotland.gov.uk/documents/30341.aspx](http://www.healthscotland.gov.uk/documents/30341.aspx)

Wales: **Food and nutrition for childcare settings** Available at: <https://gov.wales/children-families>

Northern Ireland: **Nutrition matters for the early years. Guidance for feeding under-fives in the childcare setting.** Available at <https://www.publichealth.hscni.net/publications/nutrition-matters-early-years-guidance-feeding-under-fives-childcare-setting>

