

# MENU PLANNING AT CHILDCARE CENTRES: A TOOLKIT FOR CHILDCARE PROVIDERS

Haliburton, Kawartha, Pine Ridge District Health  
Unit

Presented By: Stephanie Leavitt RD

October 2008

Preceptors: Beth MacEachern RD

Elsie Azevedo RD

# Overview of Presentation



- Background Literature
- Situational Assessment
- Planning
- Evaluation
- Discussion
- Limitations
- Relevance to Practice

# Definitions

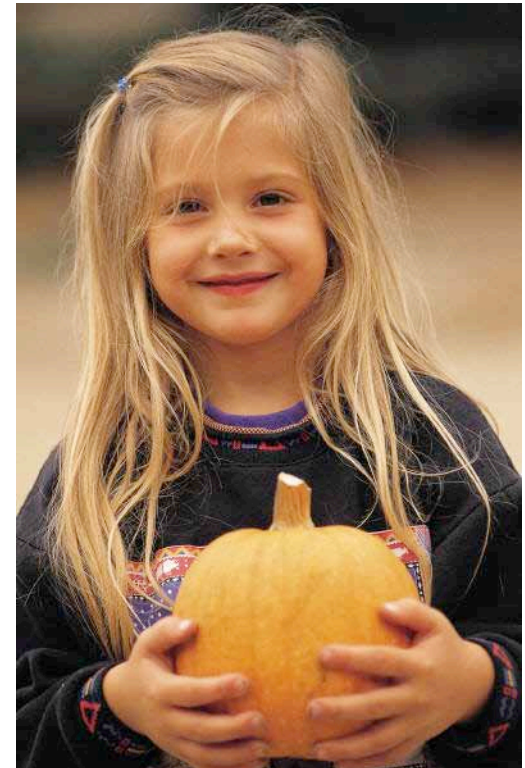
---

- CF – Childcare Facility
- HKPR – Haliburton, Kawartha, Pine Ridge District Health Unit
- SCT – Social Cognitive Theory



# Background Literature

- Childcare Facilities (CFs) in demand in Canada
- Many Canadian children are not eating enough F&V
- CFs follow the Nutrition Guidelines of the Day Nurseries Act to plan menus



# Background Literature



- CF workers face barriers to implementing healthy eating practices for children
  - ▣ Picky eaters
  - ▣ Parents' and workers' influence
  - ▣ Lack of healthy menu choices
  - ▣ Too many processed foods
- Recommendation: ↑ education for workers, parents, and menu planners

# Goal

---

To meet the nutrition resource needs of childcare facilities in the HKPR District Health Unit.



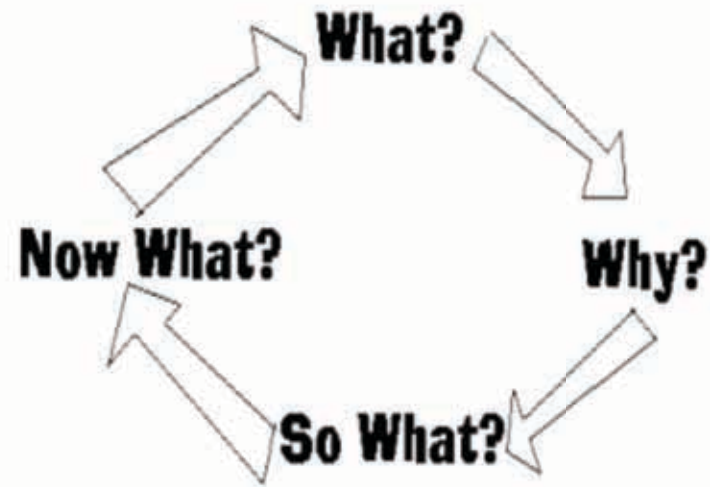
# Situational Assessment Methods

- Followed Health Promotion Program Planning Steps
  
- Attempt to gain picture of CFs':
  - ▣ Resource and/or service needs;
  - ▣ Barriers they face; and
  - ▣ How the health unit could help meet needs



# Situational Assessment Methods

- Qualitative
- Interview Guide
  - ▣ Open-ended questions
  - ▣ Adult Learning Model
- Non-probability sampling



Adult Learning Model

# Situational Assessment Methods



- Framework Approach to Data Analysis
  1. Familiarisation
  2. Identify thematic framework
  3. Indexing
  4. Charting
  5. Mapping

# Result of Situational Assessment



- CFs need a wide variety of resources and services:
  - ▣ Menu Development
  - ▣ Specific nutrition topics (picky eaters, choking, infant feeding, food allergies, etc.)
  - ▣ Nutrition Curriculum
  - ▣ Increased Access to Resources
  
- Proposed Project – A Menu Planning Tool

# Objectives

---

- Short Term
  - ▣ Staff involved with menu planning at CFs will have increased knowledge of the Day Nurseries Act and Canada's Food Guide.
  
- Long Term – Staff will plan menus that include:
  - ▣ Meals with 4 food groups.
  - ▣ Meals that include 2 fruit/vegetable choices.
  - ▣ Snacks with 2 food groups.
  - ▣ Whole grains 50% of the time.
  - ▣ Juice served no more than ½ cup each day.

# Planning Methods



- Similar tools from other health units?
  
- Key Informants:
  - 3 CF directors
  - 1 CF manager
  - 1 ECE student
  - 2 Public Health RDs
  - 1 Family Health RN
  - 1 ECE menu planning instructor and chef
  
- Evaluation Strategy

# Menu Planning at Childcare Facilities

A Toolkit for Childcare Providers



# Toolkit Content



- Menu Planning at Childcare Centres booklet
- Laminated worksheet
- Water soluble marker
- Eating well with Canada's Food Guide
- ABCs of Health Supplement for Day Cares
- Factsheets
  - ▣ Label Reading
  - ▣ Freezing and Blanching Vegetables
  - ▣ Buying and Storing Vegetables and Fruit

# Evaluation Methods

- Qualitative
- Sampling – Random proportionate by county
- Jan '08 Invitation mailed to CFs
- Mar '08 Toolkit mailed out
- May '08 CFs re-contacted to set up interview time and requested to mail post-toolkit menus
- June '08 Interview data and menu analysis

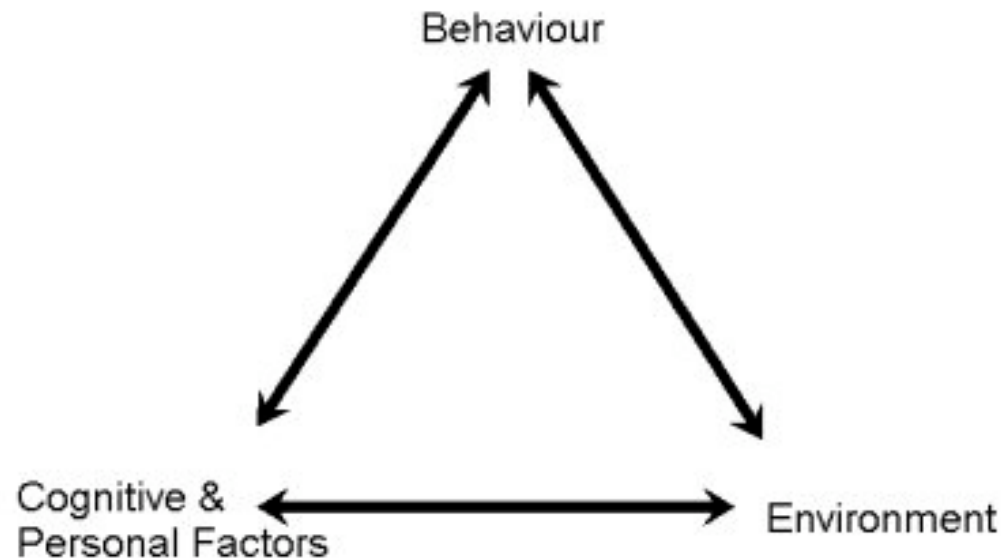


# Summary of Menu Changes

| <b>Childcare Facilities Included</b> | <b>Indicator</b>                                | <b>Pre-Toolkit</b> | <b>Post-Toolkit</b> |
|--------------------------------------|---|--------------------|---------------------|
| <b>A+B+C+D+E</b>                     | <i>Meals with 4 food groups (%)</i>             | 79                 | 86                  |
|                                      | <i>Meals with 2 choices from fruit/vegs (%)</i> | 63                 | 67                  |
|                                      | <i>Snacks with at least 2 food groups (%)</i>   | 75                 | 85                  |
|                                      | <i>Time whole grain is chosen (%)</i>           |                    |                     |
|                                      | <i>Average amount juice served/day (cup)</i>    | 0.6                | 0.5                 |

# Evaluation Methods

- Qualitative Data Analysis
  - Framework Approach
  - Social Cognitive Theory (SCT)



**What was learned  
from the toolkit.  
(Self-Efficacy)**

The diagram features a horizontal bar at the top, divided into an orange segment on the left and a blue segment on the right. A white box with a black border is centered on the blue segment. A large white arrow with a black outline points downwards from the bottom of this box to a larger white box with a black border below it. This larger box contains three text elements: a top section, a bottom-left section, and a bottom-right section. Bidirectional arrows connect the top section to both the bottom-left and bottom-right sections, and a bidirectional arrow connects the bottom-left and bottom-right sections.

**What was used in the toolkit.  
What was changed since  
receiving the toolkit.  
(Behaviour)**

**Prior knowledge and  
practices.  
(Personal Factors)**

**Perceived barriers to  
making changes in the  
menus.  
(Environment)**

# Discussion

- LT objective met
- ST objective not met
- Perceived barriers to making changes



# Limitations

- Lack of time
- Winter vs. Summer menus
- Unknown serving sizes
- Preliminary biases



# Relevance to Practice



- Recommendations to improve toolkit
- Practice
  - ▣ Strengthening partnerships with CFs
- Gaps in Knowledge
  - ▣ Food on menus vs. what is actually served

# Acknowledgements



- Beth MacEachern RD, Preceptor
- Elsie Azevedo RD, Preceptor
- Anne-Marie Holt, Epidemiologist
- Bev Dahmer, Administrative Assistant
- Sue O'Connor, Graphic Designer
- Melanie Dittburner, KFL&A Public Health Librarian
- Marie Traynor RD, Dietetic Internship Coordinator
- CF Participants

# References



Bushnik T. (2006). Child care in Canada. Statistics Canada Special Surveys Division [cited 2007 19 Sept]. Available from: <http://www.statcan.ca/english/research/89-599-MIE/89-599-MIE2006003.htm>

Contento IR. Nutrition education: Linking research, theory, and practice. Mississauga, ON: Jones and Bartlett, 2007.

Day Nurseries Act, R.R.O. 1990, Regulation 262, Amended to O. Reg. 505/06.

Garriguet D. Overview of Canadians' eating habits. Statistics Canada Catalogue No. 82-620-MIE — No. 2; 2004 [cited 2008 3 June]. Available from: <http://www.statcan.ca/english/research/82-620-MIE/82-620-MIE2006002.pdf>

# References cont'd



Greenhalgh T, Taylor R. How to read a paper: Papers that go beyond numbers (qualitative research). *BMJ*. 1997;315:740-743.

Lacey A, Luff D. Trent focus for research and development in primary health care: An introduction to qualitative data analysis. Trent Focus Group; 2001.

Lincoln Y, Guba EG. *Naturalistic inquiry*. Beverley Hills, CA: Sage, 1985.

Needham L, Dwyer J, Randall-Simpson J, Shaver Heeney E. Supporting healthy eating among preschoolers: Challenges for child care staff. *Can J Diet Prac Res*. 2007;68: 107-110.

# References cont'd



PATHways to building healthy communities in Eastern Nova Scotia. The PATH Project Resource. Antigonish, NS: People Assessing Their Health Project; 1997.

Pope C, Ziebland S, Mays N. Qualitative research in health care. BMJ. 2000;320:114-116.

The Health Communication Unit. (2001). Introduction to Health Program Planning. Version 3.0

THANK YOU!

Any questions?