



# Go NAPSACC

## Self-Assessment Instrument

Date: \_\_\_\_\_

Your Name: \_\_\_\_\_

Child Care Program Name: \_\_\_\_\_



## Child Nutrition

Go NAPSACC is based on a set of best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

For this self-assessment, **child nutrition** topics include foods and beverages provided to children, as well as the environment and teacher practices during meal times. Unless otherwise noted, all questions in this section relate to your program's practices for both toddlers and preschool children.

### Before you begin:

- ✓ Gather menus, staff manuals, parent handbooks, and other documents that state your policies and guidelines about child nutrition.
- ✓ Recruit the help of key teachers and staff members who are familiar with day-to-day practices.

### As you assess:

- ✓ Answer choices in parentheses ( ) are for half-day programs. Full-day programs should use the answer choices without parentheses.
- ✓ Definitions of key words are marked by asterisks (\*).
- ✓ Answer each question as best you can. If none of the answer choices seem quite right, just pick the closest fit. If a question does not apply to your program, move to the next question.

### Understanding your results:

- ✓ The answer choices in the right-hand column represent the best practice recommendations in this area. To interpret your results, compare your responses to these best practice recommendations. This will show you your strengths and the areas in which your program can improve.



Ward D, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzucca S, Hanson P, Ammerman A, Neelon S, Sommers J, Ball S. (2014). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd Edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. Available at: [www.gonapsacc.org](http://www.gonapsacc.org).

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## Foods Provided

### 1. Our program offers fruit:\*

- 3 times per week or less (Half-day: 2 times per week or less)       4 times per week (Half-day: 3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* For this assessment, fruit does not include servings of fruit juice.

### 2. Our program offers fruit that is fresh, frozen, or canned in juice (not in syrup):

- Rarely or never       Sometimes       Often       Every time fruit is served

### 3. Our program offers vegetables:\*

- 2 times per week or less (Half-day: 1 time per week or less)       3–4 times per week (Half-day: 2–3 times per week)       1 time per day (Half-day: 4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* For this assessment, vegetables do not include french fries, tater tots, hash browns, or dried beans.

### 4. Our program offers dark green, orange, red, or deep yellow vegetables:\*

- 3 times per month or less       1–2 times per week       3–4 times per week       1 time per day or more

\* For this assessment, corn is not included as a deep yellow vegetable because it has more starch and fewer vitamins and minerals than other vegetables.

### 5. Our program offers vegetables that are cooked or flavored with meat fat, margarine, or butter:

- Every time vegetables are served       Often       Sometimes       Rarely or never

### 6. Our program offers fried or pre-fried potatoes:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* Fried or pre-fried potatoes include french fries, tater tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.

### 7. Our program offers fried or pre-fried meats or fish:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.

### 8. Our program offers high-fat meats:\*

- 3 times per week or more       2 times per week       1 time per week       Less than 1 time per week or never

\* High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.



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**9. Our program offers meats or meat alternatives that are lean or low fat:\***

- 3 times per month or less       1–2 times per week       3–4 times per week       Every time meats or meat alternatives are served

\* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include low-fat dairy foods; baked, poached, or boiled eggs; and dried beans.

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**10. Our program offers high-fiber, whole grain foods:\***

- 1 time per week or less (Half-day: 3 times per month or less)       2–4 times per week (Half-day: 1 time per week)       1 time per day (Half-day: 2–4 times per week)       2 times per day or more (Half-day: 1 time per day or more)

\* High-fiber, whole grain foods include whole wheat bread, whole wheat crackers, oatmeal, brown rice, Cheerios, and whole grain pasta.

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**11. Our program offers high-sugar, high-fat foods:\***

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

\* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.

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**12. Our program offers high-salt, high-fat snacks:\***

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

\* High-salt, high-fat snacks include chips, buttered popcorn, and Ritz crackers.

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**13. Children are given sweet or salty snacks outside of meal and snack times:**

- 1 time per day or more       3–4 times per week       1–2 times per week       Less than 1 time per week or never

## Beverages Provided

**14. Drinking water is available:**

- Only when children ask       Only when children ask and during water breaks       Only indoors, where it is always visible and freely available\*       Indoors and outdoors, where it is always visible and freely available\*

\* Water that is “freely available” is always available to children but may or may not be self-serve. Water may be available from water bottles, pitchers, portable or stationary water coolers, or water fountains.

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**15. Our program offers children a 4–6 oz. serving\* of 100% fruit juice:**

- 2 times per day or more       1 time per day       3–4 times per week       2 times per week or less

\* A larger serving of juice counts as offering juice more than one time.



**16. Our program offers sugary drinks:\***

- 1 time per month or more       1 time every few months       1–2 times per year       Never

\* Sugary drinks include Kool-Aid, fruit drinks, sweet tea, sports drinks, and soda.

**17. For children ages 2 years and older,\* our program offers milk that is:**

- Whole (Regular)       Reduced Fat (2%)       Low fat (1%)       Fat free (Skim)

\* This does not include those children with milk allergies.

**18. Our program offers flavored milk:**

- 1 time per day or more       3–4 times per week       1–2 times per week       Never

## Feeding Environment

**19. Meals and snacks are served to preschool children in the following way:**

- Meals and snacks come to classrooms pre-plated with set portions of each food       Teachers portion out servings to children       Children serve some foods themselves, while other foods are pre-plated or served by teachers       Children\* always choose and serve most or all foods themselves

\* This refers to preschool children who are developmentally ready to choose and serve foods themselves.

**20. Television or videos are on during meal or snack times:**

- Always       Often       Sometimes       Never

**21. When in classrooms during meal and snack times, teachers and staff eat and drink the same foods and beverages as children:**

- Rarely or never       Sometimes       Often       Always

**22. Teachers and staff eat or drink unhealthy foods or beverages in front of children:**

- Always       Often       Sometimes       Rarely or never

**23. Teachers enthusiastically role model\* eating healthy foods served at meal and snack times:**

- Rarely or never       Sometimes       Often       Every meal and snack time

\* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, “Mmm, these peas taste yummy!”



**24. Our program's collection of posters, books, and other learning materials\* that promote healthy eating includes:**

- Few or no materials       Some materials with limited variety       A variety of materials       A large variety of materials with new items added or rotated seasonally

\* Learning materials that promote healthy eating can include books about healthy eating habits, MyPlate posters, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.

**25. Our program's collection of posters, books, and other learning materials\* that promote unhealthy foods includes:**

- A large variety of materials with new items added or rotated seasonally       A variety of materials       Some materials with limited variety       Few or no materials

\* Learning materials that promote unhealthy eating can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.

**26. Soda and other vending machines are located:**

- In the entrance or front of building       In public areas, but not entrances       Out of sight of children and families       There are no vending machines on site

**Feeding Practices**

**27. Teachers praise children for trying new or less-preferred foods:**

- Rarely or never       Sometimes       Often       Always

**28. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:**

- Rarely or never       Sometimes       Often       Always

**29. When children request seconds, teachers ask them if they are still hungry before serving more food:**

- Rarely or never       Sometimes       Often       Always

**30. Teachers require that children sit at the table until they clean their plates:**

- Every meal and snack time       Often       Sometimes       Rarely or never

**31. Teachers use an authoritative feeding style:\***

- Rarely or never       Sometimes       Often       Every meal and snack time

\* An authoritative feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices. A teacher might encourage a child to eat broccoli by reasoning with him/her about its taste and benefits, instead of using bribes or threats.



**32. Teachers use\* children’s preferred foods to encourage them to eat new or less-preferred foods:**

- Every meal and snack time       Often       Sometimes       Rarely or never

\* This can include offering a treat only if a child finishes his/her vegetables, or taking away a treat if a child does not finish his/her vegetables.

**33. Teachers use food to calm upset children or encourage appropriate behavior:**

- Every day       Often       Sometimes       Rarely or never

**34. During meal and snack times, teachers praise and give hands-on help\* to guide toddlers as they learn to feed themselves:**

- Rarely or never       Sometimes       Often       Always

\* Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.

**35. When toddlers are developmentally ready, beverages are offered in an open, child-sized cup:**

- Rarely or never       Sometimes       Often       Always

**36. During indoor and outdoor physically active playtime, teachers remind children to drink water:**

- Rarely or never       Sometimes       Often       At least 1 time per play period

## Menus & Variety

**37. The length of our program’s menu cycle\* is:**

- 1 week or shorter       2 weeks       3 weeks or longer without seasonal change       3 weeks or longer with seasonal change

\* The length of the menu cycle is the length of time that it takes for the menu to repeat.

**38. Weekly menus include a variety of healthy foods:**

- Rarely or never       Sometimes       Often       Always

## Education & Professional Development

**39. Teachers incorporate planned nutrition education\* into their classroom routines:**

- Rarely or never       1 time per month       2–3 times per month       1 time per week or more

\* Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.

**40. Teachers talk with children informally about healthy eating:**

- Rarely or never       Sometimes       Often       Each time they see an opportunity



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**41. Teachers and staff receive professional development\* on child nutrition:**

- Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* For this assessment, professional development on child nutrition does not include training on food safety or food program guidelines. Professional development can include taking in-person or online training for contact hours or continuing education credits. It can also include information presented at staff meetings.

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**42. Professional development for current staff on child nutrition has included the following topics:**

*See list and mark response below.*

- Food and beverage recommendations for children
- Serving sizes for children
- Importance of variety in the child diet
- Creating healthy mealtime environments\*
- Using positive feeding practices†
- Communicating with families about child nutrition
- Our program’s policies on child nutrition

- None                       1–3 topics                       4–5 topics                       6–7 topics

\* In a healthy mealtime environment, children can choose what to eat from the foods offered, television and videos are turned off, and teachers sit with children and enthusiastically role model eating healthy foods.  
† Positive feeding practices include praising children for trying new foods, asking children about hunger/fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.

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**43. Families are offered education\* on child nutrition:**

- Never                       Less than 1 time per year                       1 time per year                       2 times per year or more

\* Education can be offered through in-person educational sessions, brochures, tip sheets, or your program’s newsletter, website, or bulletin boards.

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**44. Education for families on child nutrition includes the following topics:**

*See list and mark response below.*

- Food and beverage recommendations for children
- Serving sizes for children
- Importance of variety in the child diet
- Creating healthy mealtime environments
- Using positive feeding practices
- Our program’s policies on child nutrition

- None                       1–2 topics                       3–4 topics                       5–6 topics



## Policy

### 45. Our written policy\* on child nutrition includes the following topics:

*See list and mark response below.*

- Foods provided to children
- Beverages provided to children
- Creating healthy mealtime environments
- Teacher practices to encourage healthy eating
- Not offering food to calm children or encourage appropriate behavior
- Planned and informal nutrition education for children
- Professional development on child nutrition
- Education for families on child nutrition
- Guidelines for foods offered during holidays and celebrations
- Fundraising with non-food items

- No written policy or policy does not include these topics       1–4 topics       5–8 topics       9–10 topics

\* A written policy can include any written guidelines about your program’s operations or expectations for teachers, staff, children, and families. Policies can be included in parent handbooks, staff manuals, and other documents.

