



**Small Space,  
Little Time –  
Healthy Meals!**

**CACFP Short Course  
Wednesday, April 23, 2014  
Keerti Patel, MS, RD, LD  
Iowa Department of Education**

# Objective



**Center staff will gain new ideas on planning and preparing healthy meals when space and time are limited.**

**Use existing resources to save time and plan and prepare healthy meals.**



Many childcare centers do not have adequate space and equipment for meal preparation. As a result the menu lacks variety, tends to be more convenience foods, canned fruits and vegetables. Fresh fruits and vegetables are limited in the menu. Main dishes are more convenience items that tend to be processed meats high in fat and sodium, and involve less scratch cooking.

# Challenges



- **Limited time- multiple responsibilities**
- **Menu planning to meet meal pattern requirements**
- **Foodservice preparation and storage space**
- **Labor**
- **Equipment**
- **Budget**



Often in child care, the center director has multiple responsibilities - running the day to day operations, planning meals, budgets, shopping for food and other supplies, ensure license requirements are met.

# Menu



## Cycle menu

- **Saves time – same menu repeated several times**
- **Easy to change once planned**
- **Easy to know how much to purchase of each food**
- **Add seasonal foods easily**
- **Plan cycle menus for spring, summer, fall, and winter**



Develop cycle menus. Jaci is covering cycle menus in details.

Cycle menus save time because the same menu is repeated several times

Can develop a cycle menu for spring, summer, fall, and winter.

# Standardized Recipes



- Develop standardized recipes or
- Use standardized recipes:  
USDA Recipes for Child Care:  
<http://www.fns.usda.gov/tn/usda-recipes-child-care>



USDA Recipes are scratch recipes and therefore limited in use. State-developed resources posted on USDA website is another location to find recipes that add variety but can be prepared in limited space and are healthy. Healthy Snacks and Physical Activity cards.

## Food Production Records



- **Complete ahead of time**
- **Determine how much of each food item to purchase based on frequency of items on the planned menu**
- **Check grocery store advertisements**
- **Compare prices between stores**
- **Check unit prices to compare costs between food items**



Use the Food Buying Guide to determine the amount of food to purchase to meet minimum amount per meal pattern requirement, type of meal, and age group.

## Food Service Equipment Needs



- **Tools include both small and large equipment**
- **Correct kitchen tools are essential to produce a quality product and increase employee efficiency**
- **Helps control food costs and ensure required portion sizes are served during mealtimes**



Using the correct tools affect food quality (how food tastes), employee efficiency (job performance), and food costs (serving too much food increases costs).  
Purchasing the proper small equipment pairs the right tool with the right task.

# Food Service Equipment Needs - Range



Food Service Equipment Needs				
Equipment	Number of Children			
	1-50	51-100	101-200	201-300
Range with ventilating hood	1 range with oven; 30" domestic or 30" - 36" commercial  (2 burners)	1 range with oven 30" - 36" commercial  (4 burners)	1 range with oven 30" - 36" commercial (2 if over 150 children)  (6 burners)	2 ranges with ovens 30" - 36" commercial or 1 range w/oven 60" or larger commercial  (8 burners)



Range tops are used to sauté, pan fry, grill, and reheat foods in pots and pans. Range tops require a fire suppression system and a range hood for exhaust ventilation.

Must follow local and state building codes.

Conventional ovens and range tops may be electric or gas.

Features:

- individually controlled heating elements or burners
- Automatic pilots on gas ranges
- Replaceable parts
- Availability and frequency of service
- Extra racks for the oven

# Food service Equipment Needs – Refrigerator with shelves



Equipment	Number of Children			
	1-30	51-100	101-200	201-300
Refrigerator with shelves	single section domestic 18 cu. ft. or commercial reach-in 20-25 cu. ft.	double section commercial reach-in 40-50 cu. ft.	double section commercial reach-in 50-60 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in	triple section commercial reach-in 60-75 cu. ft. or 64 sq. ft. (8 ft. x 8 ft.) walk-in
Freezer	same as refrigerator	same as refrigerator	same as refrigerator	same as refrigerator

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# Food Service Equipment Needs – Work Tables



Equipment	Number of Children			
	1-50	51-100	101-200	201-300
Work Tables (Allow 4 linear ft per worker). Use countertop as tables	1 table	2 tables	3 tables	4 tables



Work tables should be the right height for the employee working at that location.  
 General rules: Worktable height should be 4" below elbow height.  
 Minimize need to reach long distances, position work tables within 24"-36" of the center of the employee's waistline.  
 Stainless steel tables for durability and longevity.

# Food Service Equipment Needs – Sink



Equipment	Number of children			
	1-50	51-100	101-200	201-300
Sink with separate hand sink	1 sink – 3 compartments			

## Food Service Equipment Needs - Microwave



**Output power (watt) is an important consideration**

- **700 watts for warming**
- **1000 watts for heating precooked foods**
- **1400-2700 watts for defrosting and reheating larger quantities of food**



## Small Equipment



### Hand Tools

- Spoons for cooking and serving.
- Wire whips
- Food turners and spatulas for lifting and turning
- Tongs used for serving or lift food out of containers
- Strainers and colanders



Standard spoon sizes are 11", 13", 15", 18", and 21".

Spoons may have plastic handles that are heat resistant

Spoons may be solid or perforated.

Food turners and spatulas

# Knives



## Choosing the Right Knife

It is important to choose the right knife for the cutting task. On this page are pictures of three different knives that are commonly used and a short explanation on how they are used.

**Chef's knife:** The chef's knife is used for chopping, dicing, mincing, and slicing. The rigid blade is 8–14 inches in length and is wide at the handle and tapers off to the tip.

**Paring knife:** The paring knife is short with a 2–4 inch blade. This knife is used for cutting fruits and vegetables, peeling, and trimming.

**Slicer:** The slicing knife has a long, thin blade. It is serrated and used for slicing bread, and cooked meats, and poultry.



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The most common knives are chef's paring, slicers, and cleaver knives. Chef's knives are used for chopping, dicing, mincing, and slicing. The rigid blade is 8-14 inches in length and is wide at the handle and tapers off to the tip. The paring knife is short with a 2-4 inch blade. This knife is used for cutting fruits and vegetables, peeling and trimming.

## Cutting Boards



- **Made of wood and nonporous surfaces such as plastics.**
- **Cutting surfaces should be easily sanitized.**
- **Selecting multi-color cutting boards can help prevent cross contamination.**

# Measuring Spoons



**Measuring Spoons**

**Standard Set of Measuring Spoons**

- 1/4 teaspoon
- 1/2 teaspoon
- 1 teaspoon
- 1 tablespoon

Measuring spoons are used to measure small amounts of ingredients. Although we use larger measures more often, it is necessary to be familiar with smaller measures.

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# Scales



**GOALS**  
Connection

## Weighing with Scales

Scales are used to measure ingredients by weight. In food service, it is important to use scales that have been calibrated. Handle scales properly in order to maintain accurate readings. Scales should be handled by the base and never picked up by the platform.

- Some scales weigh up to 2 pounds by 1/8-ounce or 1/4-ounce increments.
- Some scales weigh up to 5 pounds by 1/2-ounce increments.
- Some scales may weigh up to 20 pounds by 1-ounce increments, while others weigh up to 50 pounds by 4-ounce increments.

 **Traditional Scales**

 **Electronic Scales**

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Scales come in a variety of types. The most common are digital and balance. When selecting scales examine the cost, design, accuracy and readability, and the ease of cleaning and calibrating.

# Measuring Dry Ingredients



**Measuring Dry Ingredients**



**Sizes for Graduated Dry Measures**

- 1 cup
- 1 pint
- 1 quart
- 2 quarts or 1/2 gallon
- 1 gallon

Rings on the graduated measures indicate 1/4, 1/3, 1/2, and 3/4 of the total volume and should be counted from the bottom to the top of the container. Graduated dry measures do not have a lip above the fill line so the ingredient can be leveled. They are usually made of heavyweight aluminum or stainless steel. Graduated dry measures larger than 1 quart are not usually used because it is more accurate to weigh than to measure when measuring larger amounts of dry ingredients.

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Dry measuring cups have a solid rim around the top for filling and leveling ingredients for accuracy. Generally used to measure flour or sugar. Graduated dry measures larger than 1 quart are not usually used because it is more accurate to weigh than to measure when measuring larger amounts of dry ingredients.

# Measuring liquid ingredients



**COBBE Connection** Measuring Liquid Ingredients

Use liquid measures to measure large amounts of liquids. Liquid measures have a lip for pouring to prevent spills. They are usually made of heavyweight aluminum or polycarbonate.

**Sizes for Liquid Measures**

- 1 pint
- 1 quart
- 1/2 gallon
- 1 gallon

Rings on the aluminum graduated liquid measures indicate 1/4, 1/3, 1/2, and 3/4 of the total volume of the container and should be counted from the bottom to the top of the container. The polycarbonate measures have measures printed on the outside.

Liquid measuring cups resemble pitchers with a raised lip for pouring ingredients and are generally used to measure liquids.

## Other equipment



- Fruit/vegetable wedger

### Food Processor



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In preparation for the new CACFP meal patterns, center institutions should plan to include more fresh fruits and vegetables. Depending on the size of the center institution, the type of equipment will affect the quality of food and employee efficiency.

Depending on the licensed capacity and number of children enrolled, the center may want to purchase a commercial fruit and vegetable wedger/sectioner and a food processor.

When you return to your center complete an inventory of all small and large tools. Make a wish list. Develop a comparison list – for example the time and labor hours it takes to peel and cut apples using the chef's knife versus using a fruit wedger. Present this information to the board members for consideration.



**Questions?**