

Talking Chefs

Introductions



Ruth O'Neill
Children's Centre
Support Worker



Dawn Best
Children's Centre
Support Worker

Overview of Talking Chefs

- **Healthy eating**
 - Change4Life recipes
 - Health visitor/nursery nurse involvement
- **Speech and language**
 - Attention and listening
 - Following instructions
 - Understanding language
 - Using new language – possibly technical
 - Giving choices
- **Activities**
 - Shopping game
 - Change4Life activities



Overview of Talking Chefs

- **Social skills**
 - Sitting together at a table to share the foods made
 - Using utensils
- **Supporting information**
 - Wellcomm Tool
 - Chatterbox communication and language prompts
 - C4L recipes
 - C4L physical activities – 10 minute shakeup



Talking Chef Origins

- Obesity in Warrington
- Let's Get Cooking initiative – healthy cooking for children and families
- [Logic Model](#)



Barriers, challenges and overcoming them

- **Hard to measure impact on obesity alone**
 - We weren't following the journey of the 2-3 year old into later life to measure the impact of Talking Chefs
 - Small group in relation to the overall problem in Warrington
- **Target audience**
 - Bookable course initially
 - Pre course conversations weren't had with the children and their families
- **Time**
 - CCSW role has changed – now case hold as well as session delivery

Barriers, challenges and overcoming them

- **Overcoming the barriers and challenges we faced**
 - Levels of obesity dropped in Warrington as a whole
 - Still a need to be met for young children and families; speech and language, social skills, healthy eating
 - Referrals; health, CCSW, Self-referral
 - Introduced an induction, pre course, to assess the need
 - Reduced the course length

What Works Well

- Initial induction meeting
- Activities chosen can be repeated at home – C4L activities and recipes
- Low cost/no cost activities and recipes
- Healthy eating – C4L
- Short activities within the hour session that move on quickly
- [Learning journal](#) – include parents/carers in their child's learning
- Sharing together the food made in the session
- Self serving and pouring
- Choices
- Labelling food stuffs, utensils etc
- Supporting speech and language skills
- Health visitor/nursery nurse involvement



Impact

- Learning journal and [outcomes](#)
- Evaluation forms
 - Pre and post knowledge
- Historical use of tracking
 - Pre-school entry at reception – what access the child had prior to starting school
- What To Expect When documentation
 - Parents/carers having an awareness of child's milestones

*Thank you
for listening*