

Lesson 7: Receiving (Satellite) Kitchens

Objectives

At the completion of this lesson, students will be able to:

1. Discuss decisions that would be required in planning a receiving (satellite) kitchen.
2. Identify equipment needed at a receiving kitchen for different types of delivery systems (bulk, hot; bulk, cold; pre-plate, hot; pre-plate, cold).
3. Draw the food flow for a receiving kitchen.
4. Describe the food safety and HACCP procedures required for a receiving kitchen.
5. Discuss how staffing decisions would be made for a receiving kitchen.
6. Calculate staffing requirements using meals per labor hour.

Student Reading Assignment

A Guide to Centralized Foodservice Systems, Chapter 11

Presentation Outline

Estimated time: This classroom presentation will require about 50 minutes.

- I. Definition
- II. Decisions in planning a receiving kitchen
- III. Equipment
- IV. Food safety and HACCP programs
 - A. Food flow
 - B. Receiving
 - C. Storing

- D. Reheating
- E. Serving
- V. Training
- VI. Staffing
- VII. Tour of a receiving kitchen

Suggested Learning Activities

1. Plan a field trip to a receiving kitchen. Prior to the field trip, have students develop an observation checklist so that they will make planned observations in the operation. Include some basic information about the facility including number of meals served per day, transportation equipment used (hot carts, insulated containers, etc.), when they receive deliveries, equipment in the receiving kitchen, layout of the receiving kitchen, how and where dishes are washed, etc. You may want to plan the field trip for a time when meals are being served so that students can observe meal service procedures. You may want to assign students to visit different receiving kitchens so that students can discuss similarities and differences among different receiving kitchens. (Estimated time: 1 hour for field trip, 1 hour class discussion after the field trip)
2. Give students one of the following scenarios or divide students into groups and give each group a different scenario:
 - You are director in a school district that has a central kitchen. You transport food pre-plated, chilled to all of the elementary schools on the day before it is to be served.
 - You are director in a school district that has a central kitchen with a complete cook/chill system. You transport all food cold, bulk on the day before it is to be served.
 - You are director in a school district that has four regional kitchens. Each regional kitchen transports food to 4-5 elementary schools hot, in bulk on the day of service.
 - A. What equipment would you need at the receiving kitchen for this system?
 - B. How would you staff the receiving kitchen?
 - C. What HACCP records would you need to maintain at the receiving kitchen?
 - D. What operational issues might you have to consider?

Allow the groups some discussion time for answering their questions. Have each group present their responses to the entire group. Engage the group in a discussion about:

- ✓ Similarities among the three systems
- ✓ Differences among the three systems
- ✓ Are there common standard operating procedures that could be used for all three systems? (Estimated time: 1 hour)

3. Have students identify standard operating procedures required in a receiving kitchen and develop a standard operating procedure that would be used in a receiving kitchen. Areas for which standard operating procedures are needed include receiving, reheating, serving, handling leftovers, washing dishes, cleaning and sanitizing equipment and facility, and personal hygiene. Remind students that they need to develop the policy statement, purpose, and procedures. They could design appropriate forms for recording data needed to document that the SOP is being followed. (Estimated time: 1 hour)

4. Using the staffing standards provided for Portland, Saint Paul, and Salem (p. 139), have students calculate the estimated number of labor hours required for staffing a receiving kitchen in:

- an elementary school that serves 100 breakfasts, 345 lunches, 95 after school snacks, and \$210 a la carte sales.
- a high school that serves 120 breakfasts, 525 lunches, and \$2,200 a la carte sales.

Calculate meal equivalents and required labor hours. (Estimated time: 15 minutes)

Examination Questions

Short Answer

- Draw the food flow for a receiving kitchen in which food is delivered chilled.
- You are the foodservice director for a school district that has multiple receiving kitchens. At the high school, you staff the kitchen at 25 meals per labor hour. You count 2 breakfasts as one meal equivalent (ME), 1 lunch as one ME, and \$2.00 a la carte sales as 1 ME. Daily sales are 195 breakfasts, 635 lunches, and \$3,250 a la carte sales.
 - How many meal equivalents per day?
 - How many labor hours would you schedule each day?
- Following is a chart that lists different pieces of equipment that might be used in a receiving kitchen. Identify the equipment that likely would be needed for bulk or pre-plate and hot or cold delivery of products. Place an **X** in the box next to the equipment that would be needed for each type of system.

| EQUIPMENT | BULK | | PRE-PLATE | |
|--|------|------|-----------|------|
| | HOT | COLD | HOT | COLD |
| Hand sink | | | | |
| Freezers* | | | | |
| Refrigerators | | | | |
| Ovens—convection or combi | | | | |
| Microwave | | | | |
| Stove, or hot water dispenser | | | | |
| Steamer | | | | |
| Serving counter | | | | |
| Dishwasher**--single or multi-tank | | | | |
| 3-compartment sink | | | | |
| Service equipment—scoops, spoons, spoodles, ladles | | | | |
| Self-service tray caddies | | | | |

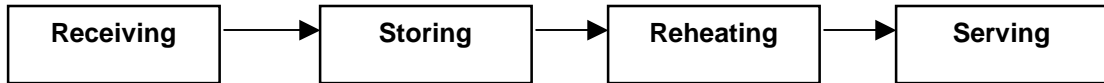
Discussion

1. A foodservice director is planning a receiving kitchen for a new school that is being built in the district. What are the major decisions that would need to be made in the planning process?
2. What equipment would be needed in a receiving kitchen for a centralized foodservice system that uses cook/chill and delivers food to receiving kitchens in bulk?
3. Food safety and HACCP programs are important for the entire foodservice system, including the receiving kitchen. Describe the food safety procedures that should be in place in a receiving kitchen.
4. Labor cost savings is one impetus for centralizing food production. Staffing decisions for the receiving kitchen are important to ensure that labor cost savings are realized. What factors influence staffing levels in receiving kitchens? What is one basis for determining labor hours for a receiving kitchen?

Answers to Examination Questions

Short Answer

1. Draw the food flow for a receiving kitchen in which food is delivered chilled.



2. You are the foodservice director for a school district that has multiple receiving kitchens. At the high school, you staff the kitchen at 25 meals per labor hour. You count 2 breakfasts as one meal equivalent (ME), 1 lunch as one ME, and \$2.00 a la carte sales as 1 ME. Daily sales are 195 breakfasts, 635 lunches, and \$3,250 a la carte sales.

- A. How many meal equivalents do you have per day? **2357.5**
 B. How many labor hours do you schedule each day? **94**

- 3.

| EQUIPMENT | BULK | | PRE-PLATE | |
|--|------|------|-----------|------|
| | HOT | COLD | HOT | COLD |
| Hand Sink | X | X | X | X |
| Freezers* | X | X | X | X |
| Refrigerators | X | X | X | X |
| Ovens—Convection or Combi | | X | | X |
| Microwave | | X | | |
| Stove, or hot water dispenser | | X | | |
| Steamer | | X | | |
| Serving Counter | X | X | X | X |
| Dishwasher**--single or multi-tank | X | X | | |
| 3-compartment sink | X | X | X | X |
| Service equipment—scoops, spoons, spoodles, ladles | X | X | | |
| Self service tray caddies | X | X | | |

Discussion

1. A foodservice director is planning a receiving kitchen for a new school that is being built in the district. What are the major decisions that would need to be made in the planning process?

Decisions should be made based on the mission and objectives of the foodservice department and school district. Decisions that will need to be made include central kitchen or regional kitchens, resource availability, space availability, use of disposables or permanent ware, serving area space and layout, and equipment needs.

2. What equipment would be needed in a receiving kitchen for a centralized foodservice system that uses cook/chill and delivers food to receiving kitchens in bulk?

Equipment needs include hand sinks, freezer, refrigerator, ovens (convection or combi), stove or hot water dispenser, steamer, serving counter, 3-compartment sink, and service equipment (scoops, spoons, spoodles, ladles). Some directors may elect to have a microwave oven for rethermalizing small quantities. Depending on decisions about dishwashing, a single or multi-tank dish machine would be needed.

3. Food safety and HACCP programs are important for the entire foodservice system, including the receiving kitchen. Describe the food safety procedures that should be in place in a receiving kitchen.

Temperature monitoring and recording for food would be needed at each step in the food flow—receiving, storing, reheating, and serving. Further, temperature monitoring and recording would be needed for freezers, refrigerators, and milk coolers. Procedures for dishwashing, including monitoring and recording dish machine temperatures or sanitizing solution concentrations, would be needed. Procedures for cleaning and sanitizing equipment and the facility would be required.

4. Labor cost savings is one impetus for centralizing food production. Staffing decisions for the receiving kitchen are important to ensure that labor cost savings are realized. What factors influence staffing levels in receiving kitchens? What is one basis for determining labor hours for a receiving kitchen?

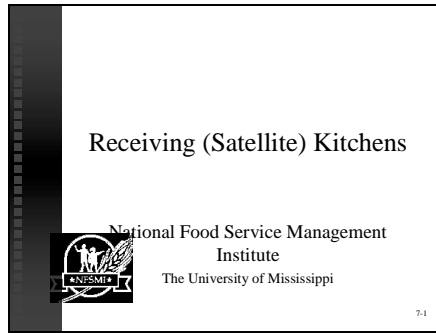
Staffing levels would depend on the type of foodservice system and how food is delivered (bulk vs. pre-plated; hot vs. cold). When food is delivered pre-plated hot, less labor is needed than when the food is delivered in bulk cold. The number of students and staff served also would impact staffing levels. The most often used basis for determining labor hours required is the “meals per labor hour” measure. This requires that meal equivalents be determined, taking into account the varying labor requirements for breakfast, lunch, a la carte, snacks, and catering.

Examination Items by Objective

| | |
|-------------|--|
| Objective 1 | Discussion question 1 |
| Objective 2 | Short answer question 3 or discussion question 2 |
| Objective 3 | Short answer question 1 |
| Objective 4 | Discussion question 3 |
| Objective 5 | Discussion question 4 |
| Objective 6 | Short answer question 2 |

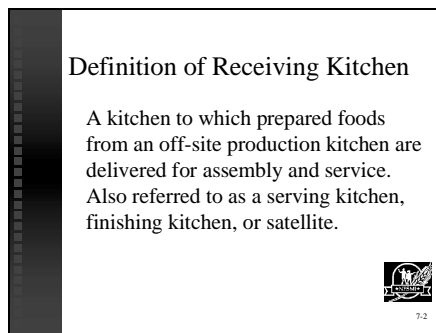
Lesson 7 Slide Notes

Slide 1



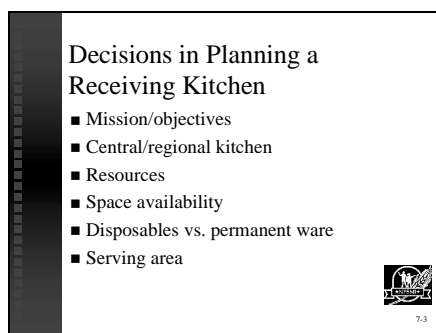
Note: These slides were developed to accompany Chapter 11, Receiving (Satellite) Kitchens. Receiving or satellite kitchens, located at individual schools, are where food is transported to for service to customers.

Slide 2



The definition of a receiving kitchen is presented. A receiving kitchen also may be referred to as a serving kitchen, finishing kitchen, or satellite. Refer to Glossary, p. 191.

Slide 3



There are many decisions involved in planning a receiving kitchen. Decisions always begin with an examination of the mission/objectives of the foodservice operation and the receiving kitchen. The receiving kitchen also must be planned in relation to the type of central or regional food production system that is in place. Available resources may impact the size and equipment planned for the receiving kitchen. The availability of space also impacts the receiving kitchen. For example, in some older schools may not


(Continued from previous page)
have kitchen space and some newer schools are being built with limited kitchen space so that more space is available for other educational activities. The use of disposables or permanent ware dictates the need for a dish machine. While a serving area is required at the satellite, these areas vary considerably based on space, number of students served, and other factors. Refer to pp. 135-137.

Slide 4

Equipment

Varies by method of food delivery:

- ◆ Bulk vs. preplate
- ◆ Hot vs. cold


7.4


The equipment needs of a receiving kitchen depends on whether or not food is delivered from the central or regional kitchen in bulk or pre-plated. Food also may be delivered hot or cold, which would dictate the types of reheating equipment needed. Refer to p. 137.

Slide 5

Food Safety and HACCP Programs

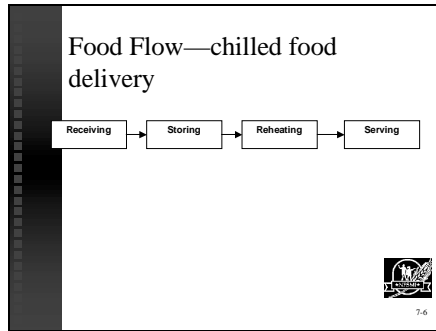
Standard Operating Procedures for each step in the food flow:

- ◆ Receiving
- ◆ Storing
- ◆ Reheating
- ◆ Serving


7.5

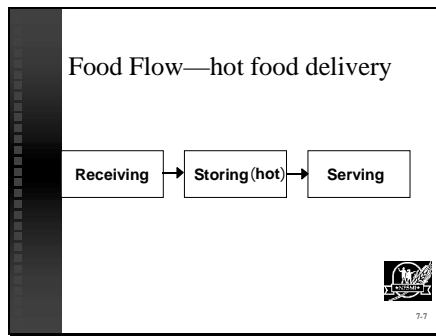
Food safety or HACCP programs should include how food is handled at the receiving kitchen. There would be three or four control points, depending on whether the food is delivered hot or cold. Standard operating procedures should be in place to address each step in the food flow at the receiving kitchen. Refer to p. 138.

Slide 6



A basic food flow diagram is presented on p. 138. This diagram would describe the flow of food in a receiving kitchen in which food is delivered chilled and requires reheating before service.

Slide 7



This food flow diagram illustrates the steps that would occur in a receiving kitchen in which food is delivered hot.

Slide 8


- Receiving
- Take temperatures of foods upon receiving
 - Record temperatures
 - Take corrective action as needed
 - Report temperatures to central or regional kitchen
 - Place in appropriate storage areas quickly
- 7-8

Receiving is the first step in the food flow at a receiving kitchen. These five procedures should be completed in each receiving kitchen daily. Refer to p. 138.

Slide 9

Storing

- Check temperatures of storage areas daily
- Record temperatures of storage areas daily
- Take corrective action as needed
- Handle leftovers properly
- Label products placed in storage



7-9


The storing step is done in many receiving kitchens. These procedures should be completed as appropriate at the receiving kitchen to ensure the safety of food served. Refer to p. 138.

Slide 10

Reheating

If food is transported cold:

- Reheat food to proper temperature
- Take and record end-point temperatures




7-10

When food is received at the receiving kitchen cold, reheating needs to occur. To ensure food safety when reheating foods, it is important to reheat food to the proper temperature. Temperatures of all foods reheated must be taken (at several places in the product) to ensure that they have been reheated properly. Documentation of these temperatures is part of the HACCP program for the school foodservice operation. Refer to p. 138.

Slide 11

Serving

- Take temperature of food at beginning of each service period
- Record temperature of food each time taken
- Take corrective action, as needed



7-11


The serving step in the food flow is done at all receiving kitchens. It is important to take the temperatures of food at the beginning of each service period (or more often if the service times are long) to ensure that the food is at the appropriate temperature (below 41°F or above 140°F). Recording temperatures and taking corrective action if the temperatures are not appropriate are important for maintaining a HACCP program. Refer to p. 138.

Slide 12

Training for Receiving Kitchen Staff

Standard operating procedures

- ◆ Policy
- ◆ Procedures for implementing policy
- ◆ How to take temperatures
- ◆ How to calibrate thermometers




7-12

Staff members working at the receiving kitchen need to be trained on policies and procedures related to ensuring food safety and implementing a HACCP program. Areas in which training is needed are outlined. For an example of a training session see the Case in Point on p. 139.

Slide 13

Training, cont.

- ◆ Record keeping requirements
- ◆ When and how to take corrective action
- ◆ Reporting deviations/problems



7-13


These areas for training all relate to implementing a HACCP program.

Slide 14

Staffing

Depends on:

- ◆ How food is distributed (hot vs. cold, bulk vs. preplate)
- ◆ Amount of production required
- ◆ Number of students
- ◆ Number of food choices
- ◆ Need for dishwashing



7-14

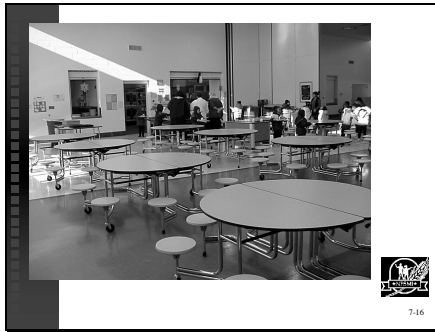
Appropriate staffing of receiving kitchens is critical to ensuring good service, following a HACCP program, and controlling costs. There are many variables, many of which are listed on this slide, that impact the need for labor hours. Many school foodservice directors use a meals per labor hour productivity measure as the basis for staffing levels. Refer to p. 139.

Slide 15



The central kitchen in Saint Paul prepares and transports food to 72 satellite schools. This is one example of an elementary school that receives food from the central kitchen.

Slide 16



The dining room at the elementary school is modern and very open. The service area is located at the back of this picture.

Slide 17



This is the service line where students pick up their trays. A steam table helps with temperature maintenance.

Slide 18



Receiving kitchens vary in size and equipment. The philosophy in the Saint Paul School Food Service is that some production be done at the schools to assure the best food quality possible. This facility is well equipped for doing a number of food production tasks.

Slide 19



This elementary school has a fully equipped dish room to serve the needs of the operation. Warewashing facilities are available for pots and pans.

Slide 20



This elementary school has a fairly large storeroom. Schools in this district get some of their deliveries directly from the vendors. This means that more storage space is required at the school but less is needed at the central kitchen facility. Having some products delivered directly to the schools reduces the amount of handling required by district employees.