



Southampton Healthy Early Years Award (HEYA)

Physical Activity

Example Bronze Self-Assessment Form

Please read the form carefully and complete ALL parts of this form, addressing every point in the criteria. Some parts are to assess whether you're meeting the criteria for Bronze; whilst other parts contain questions designed to baseline where you are now in terms of your practices. If you don't answer all the questions it won't be fully assessed, and you will need to review and re-submit.

Setting name & address:

Number of children on roll:

Name of person completing form:

Date form completed:



In order to undertake and complete the Southampton HEYA Physical Activity Bronze, Silver and Gold awards, settings will be required to follow the UK Chief Medical Officers' Physical Activity Guidelines (2019) [UK Chief Medical Officers' Physical Activity Guidelines \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/uk-chief-medical-officers-physical-activity-guidelines). Advice and guidance can also be found on the *National Centre for sport and exercise medicine website* [Early years - NCSEM-EM](https://www.ncsem-em.org.uk/) . This will help you to support, plan and organise developmentally appropriate physically active play environments for children under five and will provide support in working through the HEYA Physical Activity Criteria. Further information linked to the EYFS can also be found at: [Physical development | Help for early years providers \(education.gov.uk\)](https://www.gov.uk/guidance/physical-development-help-for-early-years-providers).

NB – All information must be entered onto the self-assessment form – even if you have submitted supporting evidence (maximum 5 items). Remember, we don't know you, so be clear in your explanations about your setting and your activities, provision etc.

Please remember to complete the form with clear information about your setting to enable full assessment. An example self-assessment completion guide is available on the HEYA website.

1. Leadership and Managing

Criteria (as stated on the HEYA PA theme standards). Please address every action point in your responses unless indicated otherwise.	Self-assessment questions (please complete all)	
<p>The setting has:</p> <p>1.1 A named staff member who oversees all aspects of active play in the setting, ensures physical activity standards are met and are regularly reviewed. System that ensures that staff and parents/carers can identify this named person</p> <p>1.2 Evidence of consultation with staff and parents/carers about embarking on the HEYA.</p>	1.1 Physical Activity Lead name	Please state name/s of PA lead/s /
	1.1 How can staff and parents/carers identify this Physical Activity Lead?	Please outline how you communicate the leads name to all parents and if this information is on either notice boards / newsletters / policies / handbooks or any other communication to parents.
	1.1 Did you have someone in this role prior to starting this award? (YES / NO)	
	1.2 Give details of the HEYA consultation methods used e.g. with parents/ carers, committees/ staff.	Before starting the award, you will need to speak to any staff, committee members, governors, parents and carers about your proposal to participate in the award. State when and how you

<p>1.3 Undertake parent questionnaires</p> <p>1.4 Undertake staff questionnaires (all group settings and childminders with assistants. NA for CM working alone)</p>	<p>1.3 – 1.4 Please submit the outcomes of these surveys – outlining what the results of the surveys tell you.</p>	<p>did this and if there were any barriers you had to overcome in order to start the award e.g. concerns from staff or managers, or language barriers with parents for example. If you were faced with barriers, how did you overcome them?</p> <p>Undertake questionnaires with parents and staff to establish knowledge and understanding of physical activity policy and habits in the setting and in the home environment. You will find some examples on the HEYA website. For staff consider whether they confident in planning and providing a wide variety of physical activities to support children’s physical development? Do they need any support or training? What are their own physical activity habits? For parents and carers, do they know about your approach to physical activity, about your policy? what are their family physical activity habits? do they walk to the settings, do physical activity daily, use local parks etc.</p> <p>State a summary of your findings from these surveys (you will address these at silver level) e.g. parents typically drive to the setting or staff or parents are unaware of setting physical activity policy.</p>
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2. Physical Activity Policy – please see policy template on the HEYA website. It is recommended that you sue all headings in your policy		
Criteria	Self-assessment questions (please complete all)	
<p>2.1 The setting has a physical activity policy in place (which has been consulted on), which covers the following as a minimum:</p> <p>a) Background information about type of setting – ethos, aims and objectives</p>	<p>Did you have a physical policy in place prior to starting this award? (YES / NO)</p>	
	<p>2.1 a) Has your setting consulted with parents / carers on this policy? If so, please outline your consultation methods.</p>	<p>For example – the policy was sent out to all parents and comments were invited prior to finalising the final policy.</p>

<p>b) Role modelling c) Minimising sedentary behaviour d) Promoting active travel e) Date produced and review date</p> <p>2.2 The importance of physical activity is reflected in the setting's aims and values statements and the policy is mentioned in the setting's handbook</p> <p>2.3 The policy is regularly highlighted to parents/carers, e.g. at registration, when the policy is changed / updated</p> <p>NB – The policy template is a guide only to be personalised and expanded to reflect your own setting. <i>Incorporating all headings identified will contribute towards silver level.</i></p>	<p>2.1 a) How has your setting consulted with staff and committee members about the policy (if applicable? NA for CM who work alone)</p>	<p>For example – the policy was sent out to all staff or discussed at a team meeting and comments / views were invited prior to finalising the final policy.</p>
	<p>2.1 a) Did you have to overcome any barriers to developing and/or implementing this policy? If so, please provide a brief summary of barriers</p>	<p>For example – you had to adapt your policy as it did not cover all items a) to e) in the criteria (such as active travel)</p> <p>Or</p> <p>Many parents do not have English as a first language, therefore communicating it effectively could be a challenge.</p>
	<p>2.2 Please state the information you currently provide about physical activity within your setting's handbook</p>	<p>Please briefly outline what your staff handbook communicates to staff about physical activity and role modelling: -</p> <p>e.g. it may include that you are a free flow setting and that all staff are all expected to spend much of their day outdoors, in all weathers or that staff are expected to provide activities covering all areas of the curriculum, including physical development.</p>
	<p>2.3 a) How do you plan to keep parents / carers and staff updated on further changes to your physical activity policy?</p>	<p>For example – that all new policies or updates are sent out to parents prior to implementing them and new policies are discussed in team meetings.</p>
	<p>2.3 b) How are new parents informed about the physical activity policy?</p>	<p>E.g. all new parents are sent all policies.</p>
	<p>2. What are the main changes implemented in your setting as a result of developing / updating your physical activity policy?</p>	<p>Describe any changes or actions you have taken as a result of developing / updating your policy e.g. you may have now included information and expectations about sedentary behaviour</p>

3. Positive Role Modelling

Criteria	Self-assessment questions (please complete all)	
<p>3. All staff act as positive role models by taking part in active play with the children inside and outside.</p>	<p>3a) Do you (CM's) or your staff / team involve themselves in active play with the children inside and outside? (YES / NO)</p>	<p>Remember to think about <i>all</i> staff when you answer this question – is this consistent across the entire team? As a lead or a childminder, be reflective about your current practice</p>
	<p>3b) Please provide a summary of how the setting ensures that staff's physical activity behaviours and positive role modelling are monitored. Please give some examples.</p>	<p>For example – room leads, or managers regularly observe staff and use information during supervision for identifying strengths and weaknesses</p>

4. Environment – inside and outside

Criteria	Self-assessment questions (please complete all)	
<p>4.1 The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them. Indoor and outdoor play environments are welcoming, clean, safe and promote positive social interaction and creativity.</p>	<p>4.1a) List examples of both fine and gross motor opportunities that are available every day both inside and outside.</p>	<p>Make sure you only list those available <i>every day</i> E.g. Gross: -climbing / hanging / running / hopping / catching / throwing Fine: - cutting / poking / whisking / sewing /stringing beads</p>
	<p>4.1b) Please give examples of opportunities and activities that promote positive social interaction and creativity and that occur in the indoor and outdoor environments.</p>	<p>This is asking about physical activity linked to social interaction For example, turn taking in games such as 'row row, row your boat' or throwing and catching with another child or adult. Pushing pulling carts and working together on 2 seater bikes etc.</p>

<p>4.2 Environmental Rating Scales (<i>please speak to a member of the HEYA team if you are not familiar with these rating scales</i>)</p> <p>(Please choose the appropriate audit/s)</p> <p>ITERS 11, 15, 16, 18.</p> <p>ECERS-R 7, 8, 14, 19, 21, 29.</p> <p>FCCERS-R 12, 16, 26. (Childminders only)</p>	<p>4.2a) Please enter the dates of your recent observation</p> <p>4.2b) Please provide new current scores for each subscale.</p> <p>4.2c) Please state identified areas for development (anything less than a 5 must be identified as an action to be addressed).</p>	<p>e. g 12.4.18</p> <p>Example ECER –R – item: - 7 = 7 / 8 = 6 / 14 =4 /19=4 / 21=4 / 29=5</p> <p>Currently no stationary equipment is available</p> <p>Staff not observed supporting children with safety with bikes</p> <p>Fine motor materials not well organised or rotated</p> <p>More varied materials and props required for music</p> <p>Need to work on staff interactions with play 7.1 7.2 and 7.3</p> <p>Add these to the action plan for silver at the end of the form.</p>
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<h2>5. Curriculum Links</h2>		
Criteria	Self-assessment questions (please complete all)	
<p>The purpose of these questions are to baseline your curriculum planning around physical activity</p>	<p>5.1 Do you include physical activity in your curriculum planning? YES / NO</p>	
	<p>5.2 If YES, please provide a summary of: - How often you include physical activity in your curriculum planning – is it daily / weekly/ a.m.'s / p.m.'s?</p>	<p>State what format your planning takes – whether you plan specifically for physical activity, who is responsible for this and how often this occurs. Consider and reflect in your response how much of this is for gross motor and if all children benefit from this.</p>
	<p>5.3 Do you plan both inside and outside opportunities for physical activity? YES/ NO</p>	<p>Yes</p>
	<p>5.4 If YES, please provide some examples of physical activities specifically planned for inside and outside. (<i>these would be in addition to those already available daily as listed above in 4.1</i>).</p>	<p>E.g.</p> <p>Inside –Action songs in music and movement – variations to sometimes use props such as ribbons etc.</p>

		<p>Crawling like lions, hopping like frogs...</p> <p>Tummy time options given to children during story time</p> <p>Outside – obstacle course / parachute play / ‘duck duck goose’ – usually one activity weekly.</p>
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6. Communicating Messages Home		
Criteria	Self-assessment questions (please complete all)	
The purpose of these questions are to baseline your current practice around communicating messages about physical activity to the children’s home environment	<p>6.1 Do you send any information to the home environment at the moment? YES / NO <i>E.g. in newsletters, on website</i></p>	
	<p>6.1a) If YES, please provide a summary of how you do this – what methods are used? 6.1b) How often to you communicate messages specifically about physical activity? 6.1c) What kinds of information do you share with parents about physical activity? 6.1d) Please provide details some recent examples of physical activity communication 6.1e) During what period / date was this information shared?</p>	<p>Remember to focus on messages specifically about being physically active and physical development – E.g.</p> <p>a). – We use Facebook, newsletters and a display board b +c) Facebook is updated with any relevant information, approx. every few weeks, newsletters are monthly but don’t always have a physical activity link. The display board currently has photos from our sports day. d) e.g. We provided some advice and guidance about screen time in our last newsletter and gave some home learning ideas about climbing activities. e) the newsletter was sent out last month</p>
	<p>6.2 Have your questionnaire results identified that your communication about physical activity to the home environment could be improved? Yes / No</p>	<p>For example – your parents may have highlighted that they were not aware of the policy, or that they were not aware of your planning to include physical activity and why it is important to learning and development. Perhaps you don’t give home learning suggestions for physical activity?</p>

	6.2 a) If yes, please indicate how you or your parents and staff feel it could be improved	State what you can do to improve this <i>and add it to silver actions at the end of the form.</i>
	6.3 Do you currently have any physical activity displays, or information e.g. display board? If yes: - a) How long has this display been in place? b) What information are you currently displaying? If no, please indicate that this is a target to be added to your action plan at silver level	YES / NO E.g. - yes The display has been in place for two months – it has photos of various activities from the sports day. Having thought about this, it does not really give the parents any information about the links to physical development. Target for silver YES / NO – yes – add to silver action plan at end of form.

7. Staff Training & CPD

Criteria	Self-assessment questions (please complete all)	
7.1 The setting's physical activity approaches (including the physical activity policy and positive role modelling) are covered in induction for all new staff	7.1 a) Is your setting's approach to physical activity covered in new staff inductions? YES / NO <i>E.g. in newsletters, on website</i>	If your answer is no, you will need to address this in order to pass the award. Please identify your actions.
	b) If YES, who carries this out?	Is this the manager or lead practitioner, or room lead etc.?
	7.1 c) Have staff been consulted about any training needs around physical activity?	YES / NO
	If YES, what are the training needs of your staff?	Ideas could have come from your questionnaires or during a team discussion – state what your findings are. If you are a childminder working alone, think about and identify your own knowledge and provision around physical activity.

8. Staff Health & Wellbeing		
Criteria	Self-assessment questions (please complete all)	
The purpose of these questions are to baseline your current practice around staff health and wellbeing	8.1 a) Are there any opportunities for staff to improve their health & wellbeing?	YES / NO
	8.1 b) If YES, please provide a brief summary	e.g. – perhaps you have posters or information in the staff room or go to some physical activity classes together. If you are a childminder working alone, think about how you support your own well-being – e.g. time out of work for health appointments

Summary of areas identified to be developed further when undertaking silver physical activity	Submit to: - Heya@southampton.gov.uk
1. E.g. making links to physical activity and physical development on future displays and ensure that displays and information are changed / updated regularly.	1. <i>Physical activity policy</i> 2. <i>Completed bronze self-assessment form (including Environment rating scales scores and identified areas for development)</i> <i>Optional:</i> <i>Any supporting evidence you wish to send (max 5 items)</i>
2. E.g. improve Ecers/ Iters / Fccers scores – list what you need to develop	
3. E.g. promoting more active travel to staff and parents as identified in questionnaires	