



Southampton Healthy Early Years Award (HEYA)

Physical Activity

Example Silver Self-Assessment Form

Please complete ALL parts of this form, addressing every point in the criteria. You will need to have identified actions from your bronze award as well as acting on any areas identified in the self-assessment form, draw up an action plan and then complete the silver self-assessment.

Setting name & address:

Name of person completing form:

Number of children on roll:

Date form completed:



- Please ensure that you have contacted the HEYA team to inform them that you are working towards this award Heya@southampton.gov.uk.
- As with bronze, you will need to use the *UK Chief Medical Officers' Physical Activity Guidelines (2019)* [UK Chief Medical Officers' Physical Activity Guidelines \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/uk-cmo-physical-activity-guidelines-2019.pdf).
- Your setting will be required to attend physical activity training delivered by the HEYA team. This will be free of charge to Southampton providers. Representatives from your setting will be required to attend the training session and will need to demonstrate that information is cascaded to anyone in the setting who delivers care and education to the children.
- A key aspect of this award is to be reflective about the practice within your setting. You will need to work on:
 - ~ The areas of development identified whilst undertaking bronze.
 - ~ The areas of development identified from the silver criteria.
 - ~ Any other areas of development identified from self-assessment or rating scales you choose to use such as the MOVERS rating scales.
- A key part of silver is to reflect on and develop practice and to broaden the skills and opportunities available to the children in your setting.

1. Leadership and Managing Change

Criteria	Self-assessment questions (please complete all criteria points e.g.; 1.1, 1.2, 1.3 etc. Failure to complete any section will result in the submission being returned for more information)	
The setting has: 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.	1.1 a) Physical Activity Lead name	Please state the name of the PA lead. Outline how this role is carried out. <i>e.g. Active Annie is a deputy manager and is responsible for overseeing the physical activity provision, policy recommendations, providing appropriate training for staff and sharing ideas with parents and carers through monthly newsletters. Annie observes activities weekly and ensures the inclusion of physical activity in the weekly planning and provision.</i>

	<p>1.1b) Is this the same person named in the Bronze award? YES/ NO.</p> <p>If NO please outline how the handover of roles and responsibilities was organised.</p>	<p>If no – please ensure that you outline how the new lead has been prepared for taking on the role and any training undertaken. <i>E.g. – there may be a job description of expectations, time spent to pass over information, development plans etc.</i></p>
<p>1.2 System that ensures that staff and parents/ carers can identify this named person</p>	<p>1.2 Explain how parents are made aware of the Physical Activity lead</p>	<p>Describe how your parents are made aware of who the lead is and the role they play in the setting.</p>
<p>1.3 Evidence of consultation with staff and parents/carers about embarking on the HEYA</p>	<p>1.3 How are parents consulted about changes you make to your physical activity policy or provision</p>	<p>Consultation is more than merely advising people.</p> <p>Please describe how parents can not only read the policies but are able to add ideas and influence changes to the policies – e.g. a questionnaire is sent out to consult on the content on a policy and parent’s ideas are considered when updating policies.</p>
<p>1.4 Action any areas identified in the parent questionnaires undertaken in bronze, then review them again to identify progress made.</p> <p>1.5 Action any areas identified in staff questionnaires undertaken in bronze, then review them again to identify progress made (all groups and childminders with assistants)</p>	<p>1.4 – 1.5 Regarding the questionnaires you undertook at bronze level, please give a summary of the survey outcomes, gaps and actions identified from the parent and staff questionnaires.</p> <p>You need to action any developments identified from the bronze questionnaires. Use the action plan template on the website or a similar one of your choice. You will need to submit a completed action plan with your self-assessment form. You then need to complete the questionnaires again and tell us about the progress you have made as a result of the development work.</p>	<p>Whilst undertaking the bronze award, you will have identified areas of development and your feedback may also have included some suggestions for you to action and develop in your setting. Please tell us what they are.</p> <p>Complete an action plan with the identified areas of development you are working on whilst undertaking silver and how you are going to achieve these changes. Once done, undertake the questionnaires again and update the plan and tell us about the progress made in this form. <i>E.g. this could be Ecers / Fccers development, something from the questionnaires – such as most parents use buggies to get their children to the setting and you plan to encourage more independent walking by the end of your development you should have improved your scores / have more parents enabling children to walk etc.</i></p>

2. Physical Activity Policy		
Criteria	Self-assessment questions (please complete all)	
<p>The setting has an inclusive physical activity policy in place (which has been consulted on) which includes the following in addition to the information already included at the Bronze level.</p> <p>2.1 The physical activity policy covers all areas of physical activity in the setting for all developmental stages, indoor and outdoor play, structured and un-structured</p> <p>2.2 Children, parents and staff actively involved in shaping the physical activity provision/choices within the setting</p> <p>2.3 Feedback received from parents/carers and children (through observation of their choices) are actioned</p> <p>2.4 Setting is removing barriers to participation identified through feedback or observation.</p>	<p>What are the key changes you have made to your policy whilst working towards the silver award?</p>	<p>Identify changes to your policy. There may have been some recommendation from bronze feedback. It could be that you have expanded on the section on active travel, outlining how both parents and staff can support this –e.g. Parents can encourage their children to walk more – by not using cars / buggies etc.</p> <p>Other changes could be on sedentary behaviour, curriculum ...</p>
	<p>2.1a) The policy should ensure that it clarifies the expectations regarding physical activity assessment and modelling good practice.</p> <p>2.1b) The policy should explain terminology such as active travel and sedentary behaviour so that it is clear to all staff and parents.</p> <p>2.2 How has the setting consulted with staff and parents/carers on the updated parts of your policy?</p> <p>2.3 How are parents’ views and contributions about the physical activity policy managed?</p> <p>2.4 Please give an example of parental input into the policy.</p> <p>Where possible, please give an example of children’s input into the policy (this could be from observing children’s actions and adjusting practice as a result)</p>	<p>Check through each of these points and ensure that every one of them is covered clearly in your physical activity policy and give examples of consultation for 2.2, 2.3 and 2.4.</p> <p>Respond to each of the points in this box, e.g.</p> <p><i>We emailed out the revised policy to parents and staff for review and feedback and then amended it, taking on their comments and views. This included a clearer explanation of terminology, clearer guidelines on parental responsibility regarding suitable clothing and clearer explanations about physical development and skills. Children were also consulted and as a result, we have widened the skills and risk assessment sections to reflect the introduction of tree climbing.</i></p>

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	<p>What barriers have you come across to implementing your updated policy?</p> <p>How did you overcome these?</p>	<p>Has implementing your policy been a challenge in any way? For instance, time due to having to wait for directors / committee members meetings to agree changes or challenges with parent or staff approaches etc.? What did you do about this?</p>
	<p>How do you plan to keep parents / carers and staff updated on further changes to your policy?</p>	<p>Outline the long-term plan for ensuring that everyone is involved in any changes to be made to the policy.</p>

3. Environment – Inside and Outside – please give a response to address every point in your submission

Criteria	Self-assessment questions (please complete all)	
<p>Indoor and outdoor play environments are welcoming, clean, safe, and inspirational and promote positive social interaction and creativity.</p> <p>The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them.</p>	<p>3.1. Are parents / carers asked to send in appropriate clothing? If YES what guidance do you give them? If NO, how do you ensure all children have appropriate clothing for outside play in all weathers?</p>	<p>Outline how you ensure that all children are dressed appropriately for all weathers – sun / rain / snow / etc. For instance – if you provide wet weather gear or how you communicate with parents to ensure children can go outside in all weathers eg giving weekly weather warnings. What do you do if parents forget to bring something?</p>
<p>3.1 Appropriate clothing is always available</p> <p>3.2 Staff actively encourage and support children to try new play experiences</p> <p>3.3 For infants who are not yet walking, physical activity is encouraged from birth, particularly through floor-based play and water-based activities in safe environments.</p>	<p>3.2 How do you discourage children from being sedentary?</p> <p>~ Non walkers</p> <p>~ Walkers</p>	<p>Outline how you encourage frequent movement - do you monitor time spend sitting / positive language used</p> <p>For babies – how is movement opportunity maximised e.g. <i>Babies are given frequent opportunities to lay on the floor on backs and fronts. They are generally only restricted to chairs during mealtimes or on a walk. When in the garden – provision to lay out is provided (in a zoned area protected from hazards)</i></p>

<p>3.4 For children who are capable of walking unaided, a minimum of 3 hours pro rata spent daily at the setting will allow participation in active play</p> <p>3.5 Children’s physical activity levels are promoted and monitored through personal development plans (Learning Stories/ update of progress)</p> <p>3.6 Children spend no more than one hour at a time being sedentary, restrained or inactive except for time spent sleeping.</p> <p>3.7 Children under 2 years should not spend any time watching television or using other electronic media. For children 2-5 years, these activities should be limited to less than 1 hour a day.</p> <p>3.8 The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them.</p> <p>3.9 Visitors are used to enhance active play opportunities for the children.</p> <p>3.10 Active travel is encouraged and promoted in the setting.</p>	<p>3.2 – 3.8 Please describe how your daily routine and daily/ weekly plans ensure that criteria points are addressed</p> <p>3.7 Please indicate you approaches to screen time – tablets, computers etc.</p> <p>3.9 What alternative opportunities do children have to experience active play?</p> <p>3.10 Please describe how you have promoted active travel for parents and staff travelling to and from the setting and, if possible, at other times. Please outline how active travel is encouraged during outings, trips, school runs etc.</p>	<p>Here, you need to ensure that you respond to each individual point.</p> <p>You might include how children’s activity is supported – through the environment, the daily curriculum and a variety of resources how you manage opportunities for babies and non-walkers and how you incorporate energetic play. Ensure that you outline your approaches to all screen time and how you communicate essential curriculum and development messages to staff / children and parents.</p> <p>Outline how do you ensure that outside experiences incorporate active and energetic physical activity to encourage gross motor development</p> <p>If you have visitors for some specific physical activity sessions – outline how you ensure all children can benefit from such physical activities, even if they don’t attend on that day.</p> <p>Ensure you comment on how you promote active travel.</p>
<p>3.11 Review Environment Rating Scale audits (previously completed as part of Bronze award) ~ Action any areas of development identified at bronze level (details should be incorporated into your completed action plan) ~ Review the scores</p>	<p>3.11a) Please identify the scales you have audited Ecers / Iters or Fccers / Movers</p> <p>3.11b) Provide a summary of development areas previously identified</p> <p>3.11c) Provide new scores</p> <p>3.11d) What changes have you made to your environment since completing the Environmental Rating Scale audits? Please give details.</p>	<p>You will have undertaken assessment at bronze level and added any improvements to an action plan. Outline rating scale items you have had to work on, the changes made and the new revised score to show improvement. If you have used any additional audits or development tools, outline these here too – which audit and its focus.</p> <p>Respond to each point individually.</p>

4. Curriculum Links, Monitoring and Development

Criteria	Self-assessment questions (please complete all)	
<p>Children have opportunities to learn and understand about importance of physical activity to their wellbeing, health and self-care.</p> <p>4.1 Links made about importance of healthy eating to physical activity demonstrated through planning mechanisms.</p> <p>4.2 Ensures opportunities to experience different forms of physical activity in safety</p>	<p>4.1a) Please outline how often you plan for specific physical activities.</p> <p>4.1b) Please provide some examples of planning for health and self-care.</p> <p>4.2 Please outline your risk assessment process for physical activity bit indoors and out.</p>	<p>Outline here how you ensure how staff use modelling, language and discussion to enhance children’s self-care awareness. You may also wish to submit a sample plan for the week or focused activity.</p> <p>Include an activity example of how you support health care – e.g. children’s awareness of drinking water when physically active or noticing changes in their body – heat / sweat.</p> <p>Consider how you encourage awareness for toilet training</p> <p>Describe your risk assessment procedures for physical activity – onsite and off, inside and outside.</p>
<p>4.3 Ensures that all physical activity provision within the setting meets standards set out in Southampton’s Early Years Physical Activity Checklist (Physical Activity Standards) and national physical activity guidelines.</p> <p>Southampton’s Early Years Physical Activity Checklist used consistently by setting.</p>	<p>4.3 Please provide a summary of how you include a wide range of physical activity in your curriculum planning, and some examples of the kinds of specific activities are carried out</p>	<p>Summarise how activities and opportunities are monitored to ensure that a wide variety of skills are regularly being offered for ALL children. Ensure that you cover both fine and gross motor skill and energetic play. Mention some of the more challenging skills you provide opportunities – hopping / climbing / hanging / use of stairs.....</p>

<p>4.4 Provide a copy of setting's whole week curriculum and provision for physical activity</p>	<p>What changes have you made (since starting the award) to include more aspects of physical activity in your curriculum planning?</p> <p>4.4 Include your curriculum planning with your submission</p>	<p>Outline key changes you have made.e.g. :-</p> <p><i>Auditing and monitoring of skills has now been introduced.</i></p> <p><i>Staff have received training on active physical play and are now engaging more with the children resulting in greater participation for all.</i></p> <p><i>More thought is given to planning to energetic play which is now incorporated daily.</i></p> <p>Don't forget to submit your planning.</p>
<p>Children's physical activity opportunities and facilities are monitored to inform policy development and provision</p> <p>4.5 The Physical Activity Lead can demonstrate how this information is used to inform development of training, facilities and programme in the setting</p>	<p>Please outline how you monitor: -</p> <p>4.5a) Staff modelling physical activity</p> <p>4.5b) A wide variety of skills and opportunities available to the children</p> <p>4.5c) Opportunities for energetic play (huff and puff)</p>	<p>Respond to each point individually e.g.</p> <p>4.5 a) – <i>The PA lead spends an hour every other week monitoring staff and children's activity, including the participation and involvement of children in the activities offered.</i></p> <p><i>b & c) During these observations (which take place on different days / sessions) the skills promoted are noted down. Any gaps are raised during team meetings including energetic play.</i></p>

<h2>5. Communicating Messages Home</h2>		
<p>Criteria</p>	<p>Self-assessment questions (please complete all)</p>	
<p>5.1 Opportunities for physical activity messages to be communicated to the children's homes. (Some examples include: a) displays, b) emails, newsletters, blogs, websites, c) events/workshops</p>	<p>5.1a) What changes have you made (since starting the award) regarding how and what you communicate to parents and carers about physical activity to the home environment?</p>	<p>E.g.: -</p> <p><i>We now ensure that some information about physical activity is added to the monthly newsletter and some activity ideas are</i></p>

<p>that invite parents/carers to observe and/or work with their children on physical activity themes and which promote key messages, d) inviting parents in to join specific activity sessions, e) signpost parents/carers to local facilities, groups and clubs where they can participate in physical activity with their children and to local events and national initiatives and events.</p>	<p>5.1b) Please give some examples of information and ideas shared with parents and cares to support them to be physically active with their children at home</p>	<p><i>sent home e.g. some games parents could try in the park /on the way to the setting</i></p> <p><i>We have introduced a new notice board for parents with useful tips about physical development and why it's important – we have linked it to healthy eating and some of the messages about being physically active on the TV at the present, such as Change 4 life.</i></p>
<p>5.2 All information and messages provided verbally during the physical activity workshop (or course) are in line with current guidance. Any leaflets / resources sent home to parents are dated appropriately</p>	<p>What impact do you feel this has had?</p> <p>5.1c) How do you know if parents take on board tips, activities and guidance offered to them?</p>	<p>Share some feedback you have received from parents (or children) as a result of your new initiatives.</p> <p><i>E.g. a parent and child may now report that they are walking to the setting once a week and using local parks to play football with friends at the weekend rather than sitting in front of the TV.</i></p>
<p>5.2 All information and messages provided verbally during the physical activity workshop (or course) are in line with current guidance. Any leaflets / resources sent home to parents are dated appropriately</p>	<p>5.1d) Have you come across any barriers to improving communications with parents / carers, and if so, how did you overcome these?</p>	<p><i>E.g. Some parents wanted children to be sitting and 'writing' rather than playing outside.</i></p> <p><i>We hosted a parent's eventing and displayed information and provided activities to show how gross motor skills can support fine motor development and later writing. The parents now have a better understanding and are happy to support the children's learning and physical development at home.</i></p>
<p>5.2 All information and messages provided verbally during the physical activity workshop (or course) are in line with current guidance. Any leaflets / resources sent home to parents are dated appropriately</p>	<p>5.2 What guidance and resources do you refer to when planning your curriculum / carrying out activities around physical activity?</p>	<p><i>E.g. We now use 'Movers' and a variety of other audits to assess provision on a regular basis</i></p>

6. Staff Training & CPD		
Criteria	Self-assessment questions (please complete all)	
6.1 The Physical Activity lead has attended physical activity training	6.1 Please indicate the date of attendance to HEYA silver Physical Activity training.	State the date of attendance at the HEYA physical activity, who attended and any other training needs.
6.2 Staff are consulted to determine training needs	6.2 What additional training needs do your staff have around physical activity?	
6.3 Evidence to demonstrate that all staff have undertaken physical activity training	6.3 a) Who is responsible for cascading training to the rest of the staff team? 6.3b) Please outline how and when the silver physical activity training has been cascaded to all staff/ committee members or assistants (N/A for CM working alone)	E.g. <i>Active Annie</i> You must outline how you have cascaded the HEYA physical activity training to all team members. Include the Date / times and staff names. If anyone was absent – state how you will address this to ensure that they receive the training. Please bullet point all key messages included.

7. Staff Health & Wellbeing		
Criteria	Self-assessment questions (please complete all)	
7.1 Staff are aware of the opportunities they have, to maintain/improve their health and wellbeing	7.1 What opportunities are there within your setting for staff to improve their own health & wellbeing?	E.g. <i>Useful tips are added to the staff notice board and we share ideas in team meetings. Some of us are joining for a weekly walk / run after work once a week.</i>

<p>7.2 Staff have been involved in informing and developing opportunities for them to maintain/improve their health and wellbeing</p>	<p>Have you put into place any new initiatives to support staff since starting on the award? If so, what impact do you think this has had? 7.2 How have staff been involved in developing these opportunities?</p>	<p><i>Yes – all above are new since undertaking the award. We have discussed and introduced new ideas as part of team meetings</i></p>
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<p>Projects identified which could be focus for the Gold HEYA.</p>	<p>Submit to: - Heya@southampton.gov.uk</p>
<p>(NB Projects can be on any area of the HEYA and should be focused on making a difference to family attitudes and changes of approach to healthy lifestyles and wellbeing)</p> <p>This section must be completed</p>	<ol style="list-style-type: none"> 1. Your setting policy / updated policy 2. Completed Silver self-assessment form 3. Completed action plans 4. Physical activity planning information 5. (Within self-assessment form): Evidence of cascading training, environment rating scale scores with completed actions.