



# HEALTHY EARLY YEARS AWARD

Southampton



## Southampton Healthy Early Years Award (HEYA) Silver Self-Assessment Form

1. About your setting	
Questions	Self-assessment questions (please complete all)
Setting name	
Setting address	
Number of children on roll:	
Name of person completing form:	
Date form completed:	

## 2. Food & Drink Provision

Criteria	Self-assessment questions (please complete all)	
2.1 All foods and drinks (including meals and snacks) meet the Healthy Eating Standards	<p><b>2.1.1</b> <i>Has your food or drink provision changed since you completed the Bronze award? (YES / NO)</i></p> <p><i>If YES, please explain how this has changed</i></p>	
2.2 Portion sizes for meals snacks are in line with current recommendations		
2.3 Where children bring in packed lunches, guidance is provided around this, with the aim to improve the quality of lunches brought in	<p><b>2.1.2</b> <i>Has your menu changed since you completed the Bronze award? (YES / NO)</i></p> <p><i>If YES, please explain what has changed</i></p>	
2.4 Complementary feeding (weaning) stages are catered for according to the age of the infant and parental preferences. If parents are using the 'baby led weaning' approach, pureed foods are <u>not</u> given, but the infant is given appropriate finger foods	<p><b>2.2.1.</b> <i>What guidance around portion sizes do you follow? (please state which website / leaflet)</i></p>	
2.5 Breastfeeding is encouraged, with a private area being available should the mother need to use this	<p><b>2.3.1</b> <i>Do children bring in their own packed lunch? (YES / NO)</i></p>	
	<p><b>2.3.2</b> <i>If children bring in their own packed lunch, what guidance do you provide? (e.g. policy stating you send home certain items, promotional leaflets)</i></p> <p><i>Please summarise your approach</i></p>	
	<p><b>2.4.1</b> <i>Does your setting cater for complementary feeding (weaning) in babies? (YES / NO)</i></p> <p><i>If YES, what is your approach?</i></p> <p><i>If NO, why not? (e.g. you are a preschool)</i></p>	
	<p><b>2.5.1</b> <i>How do you encourage breastfeeding in your setting, and what facilities are available for this?</i></p>	

### 3. Leadership and Managing Change

Criteria	Self-assessment questions (please complete all)	
<p><b>The setting has:</b></p> <p><b>3.1 A member staff responsible for overseeing all aspects of healthy eating &amp; nutrition in the setting and ensuring that food-based standards are met</b></p> <p><b>3.2 A system that ensures that staff and parents/carers are able to identify this named person</b></p> <p><b>3.3 Evidence of consultation with staff and parents/carers about embarking on the HEYA</b></p> <p><b>3.4 Carried out an action plan prior to embarking on the Silver award, in order to determine which particular aspects need particular focus</b></p> <p><b>*Ideas on how to consult with staff include:</b></p> <ul style="list-style-type: none"> <li>• Staff meeting discussions</li> <li>• Staff bulletins</li> <li>• Emails to staff</li> <li>• Appraisals &amp; new staff inductions</li> </ul> <p><b>Ideas on how to consult with parents / carers include:</b></p> <ul style="list-style-type: none"> <li>• Communications, e.g. email, newsletters, Tapestry, website</li> <li>• Displays / notice boards</li> <li>• Parent committees</li> </ul>	<p><b>3.1.1</b> Name of current Healthy Eating Lead</p>	
	<p><b>3.1.2</b> If your Healthy Eating Lead has changed since receiving the Bronze award, please outline how the information, standards and good practice around healthy eating has been handed over to the current Lead</p>	
	<p><b>3.2.1</b> What system do you have in place to ensure everyone is able to identify this named Lead?</p>	
	<p><b>3.3.1</b> How did your setting consult with staff, childminding assistants and/or the committee about starting to work towards the Silver award? (Please provide examples of consultation or a summary of methods used and the outcomes)</p>	
	<p><b>3.3.2</b> How did your setting consult with parents/carers about starting to work towards the Silver award? (Please provide examples of consultation or a summary of methods used and the outcomes)</p>	
	<p><b>3.3.3</b> What were the major barriers you had to overcome to get HEYA (Silver) on the setting's agenda?</p>	
<p><b>3.3.4</b> What feedback have you received from staff, committee and parents/carers since starting the Silver award? (please record examples of both 'positive' and 'negative' comments)</p>		

	<b>3.3.5</b> How would you describe your setting's 'ethos' to nutrition & healthy eating as a result of embarking on the HEYA? (Please provide a short summary)	
	<b>3.4.1</b> Have you completed your Healthy Eating Action Plan Template and submitted this as part of your evidence of the award? (YES / NO)	

<b>4. Healthy Eating Policy</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<b>4.1 The setting has a healthy eating policy in place (which has been consulted on), which covers the following in addition to the information already included at Bronze level:</b> <ul style="list-style-type: none"> <li>• Packed lunch policy</li> <li>• Approach to complementary feeding (weaning)</li> <li>• Breastfeeding</li> <li>• Curriculum planning</li> <li>• Approach to rewards / treats</li> <li>• Approach to birthdays</li> <li>• How you celebrate special occasions with / without food, e.g. end of term parties</li> </ul>	<b>4.1.1</b> What are the key changes you have made to your healthy eating policy whilst working towards the silver award?	
	<b>4.1.2</b> How has the setting consulted with staff, committee and parents/carers on the updated parts of your policy, e.g. packed lunch policy and birthdays?	
	<b>4.1.3</b> What barriers (if any) did you come across to implementing your updated policy?  How did you overcome these barriers?	
	<b>4.1.4</b> How do you plan to keep parents/carers and staff updated on further changes to your healthy eating policy?	

## 5. Positive Role Modelling

Criteria	Self-assessment questions (please complete all)	
<b>5.1 Staff act as positive role models by eating with the children</b> <b>5.2 Staff actively encourage children to try new foods</b> <b>5.3 Drinking water encouraged and promoted throughout the day</b>	<b>5.1.1</b> Do your staff continue to eat with the children? (YES / NO)	
	<b>5.1.2</b> Please provide a summary of how this is managed / arranged (if this has changed since receiving the Bronze award)	
	<b>5.2.1</b> Do your staff continue to actively encourage children to try new foods? (YES / NO)	
	<b>5.3.1</b> Do your staff continue to actively encourage children to drink water through the day? (YES / NO)	

## 6. Rewards

Criteria	Self-assessment questions (please complete all)	
<b>6.1 Food is not used as a reward, e.g. for good behaviour. Rewards used are non-food based, e.g. praise, stickers</b>	<b>6.1.1</b> Please summarise how you reward children in your setting, e.g. for good behaviour	
	<b>6.1.2</b> Do children have to finish their main course before they can have their pudding? Please outline how you manage this	

## 7. Birthdays

Criteria	Self-assessment questions (please complete all)	
<b>7.1</b> Birthday cake is not provided by the setting at birthdays	<b>7.1.1</b> Does your setting provide birthday cake to celebrate a child's birthday? YES / NO	
<b>7.2</b> Settings model how birthdays can be celebrated without using food, by not using cake as the only celebration	<b>7.2.1</b> Outline how your setting models that birthdays can be celebrated without using food	
<b>7.3</b> Parents are discouraged from bringing in birthday cakes or other sweet foods for birthdays. Where cake is brought in from home, this is distributed and sent home with the child	<b>7.3.1</b> How does your setting discourage parents from bringing in birthday cake or other sweet foods for birthdays?	
<b>7.4</b> Consider size of setting and frequency of birthdays when determining policy around cakes brought in from home. The use of cake to celebrate birthdays is monitored to ensure it is only used in moderation	<b>7.3.2</b> Please provide information on how your setting celebrates a child's birthday	
<b>7.5</b> Your approach to celebrating birthday is laid out in your Healthy Eating policy	<b>7.4.1</b> How have you considered the size of your setting when making decisions around how to celebrate birthdays and how to update your setting's policy around this?	
	<b>7.5.1</b> Have you come across any barriers (e.g. resistance from staff and/or parents/carers) to implementing your policy around birthdays, and if so, how did you overcome these?	

<b>8. Celebrations &amp; Special Occasions</b>		
Criteria	Self-assessment questions (please complete all)	
<b>8.1</b> One in four celebrations per year can involve a small amount of traditional party food. All other foods provided at special occasions must meet the Healthy Eating Standards for the award	<b>8.1.1.</b> How often (and for which celebrations / events) does your setting provide 'treat' or 'traditional party food' at special occasions?	
<b>8.2</b> At least one special occasion a year models how special occasions can be celebrated without using	<b>8.2.1</b> Please describe how you have celebrated a recent special occasions without the use of any food	

<b>food</b> <b>8.3 If parents/carers are asked or invited to bring in food to celebrate a special occasion, clear guidance is provided by the setting about appropriate healthy foods to send in</b> <b>8.4 Your approach to celebrations / special occasions is laid out in your Healthy Eating policy</b>	<b>8.3.1</b> <i>If parents / carers are asked to send in food for special occasions, what guidance do you give them?</i>	
	<b>8.4.1</b> <i>Have you come across any barriers (e.g. resistance from staff and/or parents) to implementing your policy around special occasions, and if so, how did you overcome these?</i>	

<b>9. Dining Environment</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<b>9.1 Dining environment is welcoming, clean, promotes healthy eating and positive social interaction</b>  <b>9.2 Children have adequate time to eat food</b>	<b>9.1.1</b> <i>Please provide a summary of your dining environment</i>	
	<b>9.1.2</b> <i>What changes have you made to your dining environment or dining area set-up since starting (or working towards) the Silver award?</i>	
	<b>9.2.1</b> <i>How do you know that children have adequate time to eat their food at both snack and meal times?</i>	

<b>10. Curriculum Links &amp; Foods used in Activities</b>	
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>

<p><b>10.1 Recipes used promote the key healthy eating messages (e.g. lower sugar, reduced salt, reduced saturated fat)</b></p> <p><b>10.2 Foods used in all food-related activities meet the Healthy Eating Standards</b></p> <p><b>10.3 If cooking is done in the setting, a variety of dishes are cooked, including healthy breakfasts, main meals, snacks and desserts</b></p> <p><b>10.4 One in four (or less) cooking opportunities should involve sweet baking, and this should be sent home rather than eaten in the setting (unless meets standards for the puddings section of the Healthy Eating Standards)</b></p> <p><b>10.5 No crisps, sweets or chocolate are used</b> (<i>cocoa powder or chocolate chips may be used as an ingredient</i>)</p> <p><b>10.6 Omit salt where necessary</b> (<i>e.g. omit salt from main meals where recipes include salt, but you could add a little when baking bread</i>)</p>	<p><b>10.1.1</b> <i>Please provide a summary of how you include healthy eating in your curriculum planning, and the sorts of activities are carried out</i></p>	
	<p><b>10.2.1</b> <i>What changes have you made (since starting the Silver award) to include more aspects of healthy eating / nutrition in your curriculum planning?</i></p>	
	<p><b>10.3.1</b> <i>How do you ensure that a variety of dishes are cooked (if cooking is done in the setting)?</i></p>	
	<p><b>10.4.1</b> <i>How do you ensure that no more than one in four cooking opportunities involves sweet baking?</i></p>	
	<p><b>10.5.1</b> <i>How do you ensure that no crisps, sweets or chocolate are used in cooking and are not used in activities and curriculum planning?</i></p>	
	<p><b>10.6.1</b> <i>How do you ensure that salt is omitted from recipes you may use in the setting, where necessary?</i></p>	

<b>11. Communicating Messages Home</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<p><b>11.1 Opportunities for healthy eating messages to be communicated to the childrens' homes. (Some examples include: a) displays, b) emails, newsletters, blogs, websites, c) events/workshops that invite parents/carers to observe and/or work with their children on healthy eating themes and which promote key messages, d) inviting parents in to try</b></p>	<p><b>11.1.1</b> <i>What changes have you made (since starting the award) in terms of how you communicate healthy eating / nutrition to the home environment?</i></p>	
	<p><b>11.1.2</b> <i>What impact do you feel these changes have had, if any?</i></p>	



<b>food, e) healthy cooking opportunities for parents &amp; children</b> <b>11.2 All information and messages provided verbally during the food-related activity (or course) are in line with current Department of Health guidance. Any leaflets / resources used during the activity or sent home to parents/carers are dated appropriately and have been checked by the Healthy Eating Lead</b>	<b>11.1.3</b> <i>Have you come across any barriers to improving communications with parents/carers, and if so, how did you overcome these?</i>	
	<b>11.2.1</b> <i>How do you ensure that all information and messages provided verbally during food-related activities are in line with current Department of Health guidance?</i>	
	<b>11.2.2</b> <i>What guidance and resources do you refer to when planning your curriculum / carrying out activities around food and nutrition?</i>	
	<b>11.2.3</b> <i>What healthy eating or nutrition related leaflets / resources (if any) have you provided as part of activities, or have you sent home to parents/carers?</i>	

<b>12. Staff Training &amp; CPD</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<b>12.1 Staff are consulted to determine training needs</b> <b>12.2 Evidence to demonstrate that staff have undertaken HEYA healthy eating training</b>	<b>12.1.1.</b> <i>What additional training needs do your staff have around nutrition / healthy eating?</i>	
	<b>12.1.2</b> <i>How did you address these additional training needs?</i>	
	<b>12.2.1</b> <i>Have you cascaded the information obtained at the Silver Healthy Eating training session to the rest of your staff?</i>	
	<b>12.2.2</b> <i>Who was responsible for cascading this information, and when and how did it occur?</i>	

## 13. Staff Health & Wellbeing

Criteria	Self-assessment questions (please complete all)	
13.1 Staff are aware of the opportunities they have to maintain/improve their health and wellbeing	13.1.1 What opportunities are there within your setting for staff to improve their health & wellbeing?	
13.2 Staff have been involved in informing and developing opportunities for them to maintain/improve their health and wellbeing	13.2.1 Have you put into place any new initiatives to support staff since starting on the award? (YES / NO)  If YES, what impact do you think this has had? If NO, why not?	
	13.2.2 How have staff been involved in developing these opportunities?	

## 14. Moving Forward

Summary of any area(s) identified to be developed further when undertaking the Gold Award	
1.	
2.	

## 15. Submission

Please include ALL the following documents in your submission and submit by email to: [heya@southampton.gov.uk](mailto:heya@southampton.gov.uk)

- *Action plan (this might be using the template provided, or by another means)*
- *Old menu (from when you completed the Bronze award, if this menu has changed)*
- *Current (new / updated) menu*
- *Old healthy eating policy (if you updated it as part of the Silver award process)*
- *Current (new / updated) healthy eating policy*
- *Completed Silver self-assessment form*
- *Evidence of cascading training*
- *If you think it will strengthen your submission, you may submit NO MORE THAN five additional pieces of evidence (e.g. meeting minutes, photos) – although this is not required. We encourage you to include all relevant information as part of this self-assessment form*