



## Southampton Healthy Early Years Award (HEYA)

### Physical Activity

### 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:

(setting refers to childminder or group throughout)

Number of children on roll:

Name of person completing form:

Date form completed:





<p><b>1.2</b> Evidence of consultation with staff and parents/carers about embarking on the HEYA.</p>	<p><b>1.2</b> Give details of the HEYA consultation methods used e.g. with parents/carers, committees/ staff.</p>	<p>Before starting the award, you will need to speak to parents/carers about your proposal to participate in the award. State when and how you did this and if there were any barriers you had to overcome to start the award <i>e.g. language barriers</i>. If you were faced with barriers, how did you overcome them? Remember that consultation is not only about making people aware, but also to seek their opinions and implement their suggestions, where appropriate.</p>
<p><b>1.3</b> Undertake parent surveys (Please use the questionnaire on the website and add any additional questions you would like, however please consider the number of questions for parents/carers to answer)</p>	<p><b>1.3</b> Please submit the outcomes of these surveys including the following information:</p> <p>1.3a What percentage of your parents/carers returned questionnaires?</p> <p>1.3b Are all parents/carers aware of your PA policy?</p> <p>1.3c. Are all parents/carers aware of the UK Physical Activity Guidelines?</p> <p>1.3d. Are there any children who do not meet the recommended activity guidelines?</p> <p>1.3e. Do any children have limited opportunities at home to physical activity due to lack of garden or access to community facilities?</p> <p>1.3f. What have you identified from the results that you need to develop</p>	<p><b><u>Use the questionnaire on the website</u></b> to find out more information from parents about their and understanding of physical activity policy and habits both in the setting and in the home environment.</p> <p>Answer <u>all</u> the sub questions listed <i>e.g.</i></p> <p><i>1.3a Most parents responded. We sent out 50 questionnaires, and 75% were returned.</i></p> <p><i>1.3b Most parents are aware of our policy as it is fairly new and parents had been consulted on it, however, we recognise that a handful of parents had not yet read it. We have added it to the action list.</i></p> <p>..... Continue to answer all questions</p> <p><i>1.3f policy awareness, home learning, information on guidelines, reducing sedentary behaviour, increasing active travel etc)?</i></p> <p>and add any action points to section 9.</p>
<p><b>1.4</b> Undertake staff surveys (all group settings and childminders with assistants. NA for childminders working alone)</p>	<p>Please submit the outcomes of these surveys including the following information:</p> <p>1.4a Do you / your team feel that physical activity is prioritised in your setting?</p>	<p>For staff, committee members, governors etc, consider whether they are 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?</p>

	<p>1.4b. Do the team feel that home learning for physical activity regularly promoted?</p> <p>1.4c. Is there a training need to develop knowledge and skills for physical development or to extend on current provision?</p> <p>1.4d. What areas of development have you identified from the staff surveys?</p>	<p>Answer all the sub questions listed one by one. <i>E.g.</i></p> <p><i>1.4c No. We need to promote this and have added it to the list</i></p> <p><i>1.4b We have recognised through the questionnaire and discussion that our home learning prompts for parents rarely includes any information on the importance of physical activity and ideas for families to try at home. This is a development area.</i></p> <p>..... Continue to answer all questions</p> <p><i>1.4d e.g. developing the curriculum, providing health and wellbeing support for staff, introducing vigorous play.</i></p> <p>Your summary of findings from these surveys will make up your development plan list of actions. You will follow this up further if you move onto Silver level. Add any action points to section 9.</p>
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**2. Physical Activity Policy – please see policy template on the HEYA website.** It is recommended that you use all headings in your policy

Criteria	Self-assessment questions (please complete all)	
<p><b>2.1</b> The setting has a physical activity policy in place (which has been consulted on), which covers the following as a minimum:</p> <ul style="list-style-type: none"> <li>a) Background information about type of setting – ethos, aims and objectives.</li> <li>b) Role modelling</li> <li>c) Minimising sedentary behaviour</li> <li>d) Promoting active travel</li> <li>e) Date produced and review date.</li> </ul>	<p><b>Did you have a physical policy in place prior to starting this award? (YES / NO)</b></p>	<p>Yes or No</p>
	<p><b>2.1 a)</b> Has your setting consulted with <b>parents / carers</b> on this <b>policy</b>? If so, please outline your consultation methods.</p>	<p><i>e.g. the policy was sent out to all parents via our online app and comments were invited prior to finalising the final policy.</i></p>
	<p><b>2.1 a)</b> How has your setting consulted with <b>staff and committee members</b> about the policy (if applicable. NA for CM who work alone)</p>	<p><i>e.g. 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</i></p>

	<p><b>2.1 a)</b> Did you have to overcome any barriers to developing and/or implementing this policy? If so, please provide a summary of barriers.</p>	<p><i>e.g. you had to adapt your policy as it did not cover all items a) to e) in the criteria (such as active travel)</i></p> <p><i>Or</i></p> <p><i>Many parents do not have English as a first language, therefore communicating it effectively was a challenge. We asked other parents to help us explain and translate. .</i></p>
<p><b>2.2</b> 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 or information sources for parents/carers and staff.</p>	<p><b>2.2</b> Please state the information you currently provide about physical activity within your setting’s handbook or on your website or communication portal.</p>	<p>Please briefly outline what your staff handbook/ or online portal communicates to staff about physical activity and role modelling: - <i>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</i></p>
<p><b>2.3</b> The policy is regularly highlighted to parents/carers, e.g. at registration, when the policy is changed / updated.</p>	<p><b>2.3 a)</b> How do you plan to keep parents/carers and staff updated on further changes to your physical activity policy?</p>	<p><i>e.g. that all new policies or updates are sent out to parents prior to implementing them and new policies are discussed in team meetings.</i></p>
	<p><b>2.3 b)</b> How are new parents/carers informed about the physical activity policy?</p>	<p><i>E.g. all new parents are sent all policies when they join our setting.</i></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><b>2.</b> What are the main changes implemented in your setting from developing/updating your physical activity policy?</p>	<p>Describe any changes or actions you have taken from developing or updating <b>your policy</b> <i>e.g. you may have now included information and expectations about sedentary behaviour</i></p>

### 3. Positive Role Modelling

Criteria	Self-assessment questions (please complete all)
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3. All staff act as positive role models by taking part in active play with the children inside and outside.	3a) Do you (childminders) or your staff / team involve themselves in active play with the children inside and outside? (YES / NO)	Remember to think about <b>all</b> 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
	3b) Please provide a summary of how the setting ensures that staff’s physical activity behaviours and positive role modelling are monitored to ensure consistency. Please give some examples.	<i>e.g. Room leads, or managers regularly observe staff and use information during supervision for identifying strengths and weaknesses</i>

4. Environment – inside and outside		
Criteria	Self-assessment questions (please complete all)	
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. Some natural areas, such as grass, plants and trees are accessible.	4.1a) List examples of both fine and gross motor opportunities that are available <b>every day</b> both inside and outside.	Make sure you only list those available every day <i>E.g. Gross: -climbing / hanging / running / hopping / catching / throwing</i> <i>Fine: - cutting / poking / whisking / sewing /stringing beads</i>
	4.1b) Please give examples of opportunities and activities that promote positive <b>social interaction</b> and creativity and that occur in the indoor and outdoor environments.	This is asking about physical activity linked to social interaction <i>e.g. 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</i>
4.2 Environment Rating Scales ( <i>please speak to a member of the HEYA team if you are not familiar with these rating scales</i> )	4.2a) Please enter the dates of your recent observation	<i>e. g 12/1/2025</i>

(Please choose the appropriate audit/s) ITERS 11, 15, 16, 18. ECERS-R 7, 8, 14, 19, 21, 29. FCCERS-R 12, 16, 26. (Childminders only)	<p><b>4.2b)</b> Please provide new current scores for each subscale.</p> <p><b>4.2c)</b> Please state identified areas for development. Anything less than a 5 must be identified as an action point that you will use to develop practice. Add each development area to section 9 at the bottom of this form.</p>	<p><i>e.g. ECER –R – item: - 7 = 7 / 8 = 6 / 14 =4 /19=4 / 21=4 / 29=5</i></p> <p><i>Currently no stationary equipment is available Staff not observed supporting children with safety with bikes. Fine motor materials not well organised or rotated. More varied materials and props required for music. Need to work on staff interactions with play 7.1 7.2 and 7.3</i></p> <p>Add these action points to the list in section 9 at the end of the form.</p>
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<h2>5. Curriculum Links</h2>			
Criteria	Self-assessment questions (please complete all)		
The purpose of these questions are to baseline your curriculum planning around physical activity	<b>5.1</b> Do you include physical activity in your curriculum planning? YES / NO	Yes or No	
	<b>5.2</b> 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? <i>If no – this must be added to your action points to ensure physical activity is planned for.</i>	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.	
	<b>5.3</b> Do you plan both <b>inside and outside</b> opportunities for physical activity? YES/ NO <i>If no – this must be added to your action points to ensure physical activity is inside and outside.</i>	Yes or No If no, add to section 9.	
	<b>5.4</b> If YES, please provide some examples of physical activities <b>specifically planned for inside and outside.</b> <i>(these would be in addition to those already available daily as listed above in 4.1).</i>	<i>E.g. Inside –Action songs in music and movement – variations to sometimes use props such as ribbons etc.</i>	

## 6. Communicating Messages Home

Criteria	Self-assessment questions (please complete all)	
<p>The purpose of these questions are to baseline your current practice around communicating messages about physical activity to the children’s home environment</p>	<p><b>6.1</b> Do you send any information to the home environment? YES / NO <i>If no – this must be added to your action points to ensure key messages about physical activity are cascaded to parents/ carers.</i></p>	<p>Yes or No E.g. in newsletters, on website</p>
	<p><b>6.1a)</b> If YES, please provide a summary of how you do this – what methods are used? <b>6.1b)</b> How often to you communicate messages specifically about physical activity? <b>6.1c)</b> What kinds of information do you share with parents/carers about physical activity? <b>6.1d)</b> Please provide details of some recent examples of physical activity communication you have shared with parents /carers. <b>6.1e)</b> 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. 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) 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, January 25</p>
	<p><b>6.2</b> Have your questionnaire results from either staff or parents /carers identified that your communication about physical activity to the home environment could be improved? <b>Yes / No</b></p>	<p>Yes or No</p>



	<p><b>6.2 a)</b> If yes, please indicate how you or your parents/carers and staff feel it could be improved. Also add details to your action points below.</p>	<p><i>e.g. 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?</i></p> <p>Add any development points to section 9</p>
	<p><b>6.3</b> Do you currently have any physical activity displays, or information e.g. display board, information on website?</p> <p>If yes: -</p> <p>a) How long has this display / information been in place?</p> <p>b) What specific information about physical activity are you currently displaying?</p> <p>If no, please indicate that this is a target to be added to your action plan at silver level</p>	<p>YES / NO</p> <p><i>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.</i></p> <p>Add any development points to section 9 at end of form.</p>

<h2>7. Staff Training &amp; CPD</h2>		
<p>Criteria</p>	<p>Self-assessment questions (please complete all)</p>	
<p><b>7.1</b> The setting's physical activity approaches (including the physical activity policy and positive role modelling) are covered in induction for all new staff.</p>	<p><b>7.1 a)</b> Describe your setting's approach to physical activity and how this is covered in new staff inductions?</p>	<p>If your answer is no, you will need to address this to pass the award. Please identify your actions and put them in place before submitting for this award.</p>
<p>NA for childminders working alone</p>	<p><b>b)</b> Who carries this out?</p>	<p><i>e.g. the HEYA lead / the manager or lead practitioner, or room lead etc.</i></p>
	<p><b>7.1 c)</b> Have staff been consulted about any training needs around physical activity (via</p>	<p>Yes or no</p>

	surveys, team discussions, manager observations and supervisions etc)?	
	If YES, what are the training needs of your staff regarding physical activity?	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 / your health and wellbeing	<b>8.1 a)</b> Are there any opportunities for you / staff to improve their health & wellbeing?	Yes or no
	<b>8.1 b)</b> If YES, please provide a brief summary. If no, please add to the development points in section 9.	<i>e.g. – perhaps you have posters or information in the staff room or go to some physical activity classes together.</i> 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.

9. Next steps: Actions identified during the bronze award process:	Please provide a summary of how you feel this award has benefitted:
1. Follow up to ensure that all new parents/carers have read the policy we have shared with them	Your setting as a whole:
2. Provide more information for parents/carers on the UK physical activity guidelines	

3. Increase home learning information on the importance of physical activity and ideas for families to try at home.	<b>You / your team:</b>
4. Look at how we can install some fixed climbing equipment (where, finance etc)	
5. Ensure staff support children effectively when using equipment and develop interactions through team discussions, training and 1:1's	<b>Your children:</b>
6. Rotate equipment more to provide a greater variety of skills and include props for singing and music	
7. Update the display on physical activity and wellbeing	<b>Your parents/ carers</b>
8.	

**Submit the following to: - [Heya@southampton.gov.uk](mailto:Heya@southampton.gov.uk)**

1. *Physical activity policy*
  2. *Completed bronze self-assessment form (including Environment rating scales scores and identified areas for development)*
- Optional:*  
*Any supporting evidence you wish to send (max 5 items)*