

Southampton Healthy Early Years Award (HEYA)



Silver Self-Assessment Form: EXAMPLE

We have put this sample together to guide you through the completion of this self-assessment form and show you the sort of things you need to record, questions you need to consider and ideas for responses. Remember that you need to complete All parts (leaving no gaps – if something doesn't apply to you, please state this).

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 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 2.4 Weaning stages are catered for according to the age of the infant and parental preferences. If parents use the 'baby-led weaning' (BLW) approach, measures should be implemented to facilitate self-feeding (e.g. offering finger foods) 2.5 Breastfeeding is encouraged, with a private area being available should the mother need to use this	2.1.1 <i>Has your food or drink provision changed since you completed the Bronze award? (YES / NO)</i> <i>If YES, please explain how this has changed</i>	Simply answer yes or no here If Yes, explain how / what has changed, e.g. you now provide breakfast in addition to snacks; you now use an outside company to provide meals instead of cooking on-site
	2.1.2 <i>Has your menu changed since you completed the Bronze award? (YES / NO)</i> <i>If YES, please explain what has changed</i>	Simply answer yes or no here If Yes, explain how / what has changed, e.g. you've introduced healthier pudding options, fruit is now served after every meal
	2.2.1. <i>What guidance around portion sizes do you follow? (please state which website / leaflet)</i>	State the website / information source, e.g. First Steps Nutrition Trust. What made you choose the guidance you're using?
	2.3.1 <i>Do children bring in their own packed lunch? (YES / NO)</i>	Simply answer yes or no here; if, yes answer the question below
	2.3.2 <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) Please summarise your approach</i>	Answer this question if children bring in their own packed lunches. If they don't, just write 'not applicable' Write down any guidance you provide to parents to support them to provide healthier packed lunches – perhaps you've updated your policy to reflect items you won't accept, or have provided social media posts, leaflets or displays about this.
	2.4.1 <i>Does your setting cater for complementary feeding (weaning) in babies? (YES / NO)</i> <i>If YES, what is your approach?</i> <i>If NO, why not? (e.g. you are a preschool)</i>	Simply answer yes or no here and then elaborate below. If Yes, highlight your approach – some questions to consider:

		<ul style="list-style-type: none"> • Do you provide pureed versions of meals? • Do you provide finger foods (if so, what types and at which meals / snacks)? • What do you do if a parent requests a certain weaning approach – are you able to cater to this? – perhaps give an example of when you’ve done this • How do you communicate your approach with parents? • Is there anything you’ve changed around your approach in response to working towards Silver level? <p>If No, specify why, e.g. you don’t have children under 2 in your setting as you are a preschool</p>
	<p>2.5.1 <i>How do you encourage breastfeeding in your setting, and what facilities are available for this?</i></p>	<p>Perhaps you have a poster or are already a certified Breastfeeding Friendly setting.</p> <p>Specify the facilities to support breastfeeding, e.g. is there a particular comfortable location within the setting that mothers can breastfeed?</p> <p>Even if you do not currently have infants under your care, do you share information about breastfeeding with your families?</p>

3. Leadership and Managing Change

Criteria	Self-assessment questions (please complete all)	
<p>The setting has:</p> <p>3.1 A member staff responsible for overseeing all aspects of healthy eating & nutrition in the setting and ensuring that food-based standards are met</p> <p>3.2 A system that ensures that staff and parents/carers are able to identify this named person</p> <p>3.3 Evidence of consultation with staff and parents/carers about embarking on the HEYA</p> <p>3.4 Carried out an action plan prior to embarking on the Silver award, in order to determine which particular aspects need particular focus</p> <p>*Ideas on how to consult with staff include:</p> <ul style="list-style-type: none"> Staff meeting discussions Staff bulletins Emails to staff Appraisals & new staff inductions <p>Ideas on how to consult with parents / carers include:</p> <ul style="list-style-type: none"> Communications, e.g. email, newsletters, Tapestry, website Displays / notice boards Parent committees 	3.1.1 Name of current Healthy Eating Lead	State the person's name
	3.1.2 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	If your Healthy Eating Lead is the same as at Bronze level, please state this. If the person has changed, outline the processes you've put in place for handover of the Healthy Eating theme, e.g. does the new Lead know about the journey so far? Does the new Lead understand the standards around good healthy eating practice? Is the new Lead aware of the challenges particular to your setting?
	3.2.1 What system do you have in place to ensure everyone is able to identify this named Lead?	State how people would find this out, e.g. documented on the healthy eating policy, clearly specified on notice board, staff memos, newsletters etc...
	3.3.1 How did your setting consult with staff, childminding assistants and/or the committee about starting to work towards the Silver award? (Please summarise the process of your decision making)	There could be a variety of ways your setting consulted with staff / assistants, and committee (where relevant). This may be through staff meetings, emails to staff, meeting with committee etc.
	3.3.2 How did your setting consult with parents / carers about starting to work towards the Silver award? (Please summarise the content and outcomes of discussions)	There could be a variety of ways your setting consulted with parents/carers, for example emails, newsletters, website, meetings, display boards

	<p>3.3.3 <i>What were the major barriers you had to overcome to get HEYA (Silver) on the setting's agenda? Please share your experiences openly, as reflecting on these barriers can help foster improved engagement with HEYA in your setting</i></p>	<p>Summarise main barriers and how you overcame them, for example, "we received resistance from parents about changes around our approach to birthdays, but we overcome this through sending communication about the importance of healthy eating and updating our policy" ... "we received resistance from parents around not accepting certain items in packed lunches. We overcome this by producing a guidance sheet and running a drop-in session so parents could voice their concerns and have any questions answered"</p>
	<p>3.3.4 <i>What feedback have you received from staff, committee and parents/carers since starting the Silver award? Both 'positive' and 'negative' comments are equally valuable</i></p>	<p>Highlight some examples or quotes from staff, parents etc If you didn't receive any feedback, please state this.</p>
	<p>3.3.5 <i>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)</i></p>	<p>Please provide a short summary of your ethos having got this far in the award process. It might help to consider the following questions in creating your ethos statement in relation to nutrition / healthy eating:</p> <ul style="list-style-type: none"> • 'What is important to your setting?' • 'What is your setting known for?' • 'What do you aspire your setting to be known for?'
	<p>3.4.1 <i>Have you completed your Healthy Eating Action Plan Template and submitted this as part of your evidence of the award? (YES / NO)</i></p>	<p>This question is a prompt / reminder to ensure you to submit your Action Plan as part of your evidence. Your Action Plan should have been completed at the start of your journey towards the Silver level – it's a chance for you to document the main issues you identified as a result of attending training, and to log the key things you plan to work on during Silver.</p>

4. Healthy Eating Policy

Criteria	Self-assessment questions (please complete all)	
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: <ul style="list-style-type: none"> • Packed lunch policy • Approach to complementary feeding (weaning) • Breastfeeding • Curriculum planning • Approach to rewards / treats • Approach to birthdays • How you celebrate special occasions with / without food, e.g. end of term parties 	4.1.1 <i>What are the key changes you have made to your healthy eating policy whilst working towards the silver award?</i>	<p>Most settings will need to update their policy to add in additional things, e.g. packed lunch policy, curriculum planning, approach to birthdays and celebrating special occasions. Highlight the key changes (or additions) you've made to your policy as a result of working towards Silver.</p>
	4.1.2 <i>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?</i>	<p>Please provide a detailed description of all the methods you have used to consult with staff, committee (if applicable) and parents / carers, e.g. parent focus groups, newsletters, Facebook page discussions, parent baselining questionnaires, discussions with individual parents etc... Some of these might be the same methods that you used for the overall consultation around the Silver award (which you summarised in section 3.3.1 and 3.3.2 above)</p>
	4.1.3 <i>What barriers (if any) did you come across to implementing your updated policy?</i> <i>How did you overcome these barriers?</i>	<p>State any barriers / difficulties / challenges you had in putting your healthy eating policy in place. How did you overcome these? E.g. staff were concerned about not using traditional party food to celebrate special events – we overcame this by providing training to our staff about the importance of role modelling</p>

	4.1.4 <i>How do you plan to keep parents/carers and staff updated on further changes to your healthy eating policy?</i>	Please provide a description of all methods you plan to use, e.g. staff meetings, Facebook page, newsletters, healthy eating displays, daily diaries etc...
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5. Positive Role Modelling

Criteria	Self-assessment questions (please complete all)	
5.1 Staff act as positive role models by eating with the children 5.2 Staff actively encourage children to try new foods 5.3 Drinking water encouraged and promoted throughout the day	5.1.1 <i>Do your staff continue to eat with the children? (YES / NO)</i>	Simply answer yes or no here
	5.1.2 <i>Please provide a summary of how this is managed / arranged (if this has changed since receiving the Bronze award)</i>	If this has not changed since Bronze level, simply state this. If things have changed, provide a description of how you ensure staff eat with children, e.g. staff rotate their breaks, rotating who eats with children, specify what the staff eat (i.e. do they eat the same foods as the children, or do they eat their own food? If eating own food, is this role modelling / do the foods eaten fit with Healthy Eating Standards?) Do staff sit with children at every occasion or just some meal / snack times?
	5.2.1 <i>Do your staff continue to actively encourage children to try new foods? (YES / NO)</i>	Simply answer yes or no here
	5.3.1 <i>Do your staff continue to actively encourage children to drink water throughout the day? (YES / NO)</i>	Simply answer yes or no here

6. Rewards

Criteria	Self-assessment questions (please complete all)
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6.1 Food is not used as a reward, e.g. for good behaviour. Rewards used are non-food based, e.g. praise, stickers	6.1.1 <i>Please summarise how you reward children in your setting, e.g. for good behaviour</i>	E.g. stickers or praise are given for good behaviour / achievements. Consider how you manage rewards given at home which the parents want continued in the setting, and how you manage this
	6.1.2 <i>Please outline how you manage staff and colleagues to ensure that food is not unconsciously offered as a reward e.g. 'If children are offered a pudding, adults expect children to finish their main course before they can have their pudding? This is, in effect, using the food as a reward.</i>	Do children need to finish their main course before having pudding, or is pudding served regardless? How do you approach the order of food consumption for children with lunchboxes? Are children guided to eat their main course first, without withholding lunchbox extras or using them as a reward for finishing their main?

7. Birthdays

Criteria	Self-assessment questions (please complete all)	
7.1 Birthday cake is not provided by the setting at birthdays 7.2 Settings model how birthdays can be celebrated without using food, by not using cake as the only celebration 7.3 Parents are discouraged from bringing in birthday cakes or other sweet foods for birthdays. If a cake is brought in, it should not be served within the setting. Instead, parents can have the option to take a piece home with their child 7.4 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	7.1.1 <i>Does your setting provide birthday cake to celebrate a child's birthday? YES / NO</i>	Simply answer yes or no here
	7.2.1 <i>Outline how your setting models that birthdays can be celebrated without using food</i>	How does your setting model that childrens' birthdays can be celebrated without using food, and how could your approach influence others, including parents / carers?
	7.3.1 <i>How does your setting discourage parents from bringing in birthday cake or other sweet foods for birthdays?</i>	Is this information included in your policy? How have you communicated your approach to parents?
	7.3.2 <i>Please provide information on how your setting celebrates a child's birthday</i>	E.g. birthday candles, hat, special activities

7.5 Your approach to celebrating birthday is laid out in your Healthy Eating policy	7.4.1 <i>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?</i>	The size of your setting (and therefore regularity of birthdays) may determine your policy around celebrating birthdays. E.g. a childminder with 5 children will have far fewer birthdays than a large nursery (and it may be more appropriate therefore for the childminder to accept cakes brought in from home as long as they're distributed and sent home)
	7.5.1 <i>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?</i>	Summarise the main barriers and how you overcame them e.g. "we received resistance from parents about changes around our approach to birthdays, but we overcome this through sending communication about the importance of healthy eating and updating our policy"... (your response may be similar to those mentioned in section 3.3.3 or 4.1.3)

8. Celebrations & Special Occasions

Criteria	Self-assessment questions (please complete all)	
8.1 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 8.2 At least one special occasion a year models how special occasions can be celebrated without using food	8.1.1. <i>How do you ensure that 'treats' or traditional party foods are offered for no more than one in four special occasions?</i>	Outline the special occasions celebrated at the setting, explaining which events involve 'treats' or traditional party foods
	8.2.1 <i>Please describe how you have celebrated a recent special occasions without the use of any food</i>	E.g. at Easter we decorated hard boiled eggs instead of doing a chocolate egg hunt

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 8.4 Your approach to celebrations / special occasions is laid out in your Healthy Eating policy	8.3.1 <i>If parents / carers are asked to send in food for special occasions, what guidance do you give them?</i>	E.g. we provide a list of healthy choices and parents sign up to bring in an item from the list; we specify foods that should NOT be brought in
	8.4.1 <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>	Explain any issues / barriers you have come across (e.g. upset at lack of chocolate Easter egg hunt) and how you managed this / what information did you provide to parents to support this decision?

9. Dining Environment

Criteria	Self-assessment questions (please complete all)	
9.1 Dining environment is welcoming, clean, promotes healthy eating and positive social interaction 9.2 Children have adequate time to eat food	9.1.1 <i>Please provide a summary of your dining environment, e.g. staffing arrangements and supporting children's independence and safety</i>	E.g. We set up tables in the main playroom, we use fruit themed wipe clean tablecloths, colourful plastic cups and plates, children are encouraged to be independent e.g. lay the table, serve themselves, etc... Staff sit facing the children to ensure their safety, engage in conversation, and role model healthy eating behaviours Is this the same for snack, lunch and dinner or are there differences?
	9.1.2 <i>What changes have you made to your dining environment or dining area set-up since starting (or working towards) the Silver award?</i>	There is always something you could improve on – e.g. changing the way food is served, ensuring babies and older children are

		seated at the same height, promoting social interaction and conversation, and fostering independence
	9.2.1 <i>How do you assess whether children are finishing their meals within a comfortable time frame? Are there signs that children are rushed, such as food being left unfinished or complaints about mealtime duration?</i>	Specify how this is managed, e.g. who manages it, and how you ensure the whole staff team are on board

10. Curriculum Links & Foods used in Activities

Criteria	Self-assessment questions (please complete all)	
10.1 Recipes used promote the key healthy eating messages (e.g. lower sugar, reduced salt, reduced saturated fat) 10.2 Foods used in all food-related activities meet the Healthy Eating Standards 10.3 If cooking is done in the setting, a variety of dishes are cooked, including healthy breakfasts, main meals, snacks and desserts 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)	10.1.1 <i>Please summarise how healthy eating is incorporated into your curriculum, including related activities</i>	<p>Specify the food-based activities you offer including food based courses, virtual courses, cooking, videos and foods used in curriculum activities (e.g. books, role playing). Ensure that what you are offering meets the following relevant criteria:</p> <ul style="list-style-type: none"> • Healthy Eating Theme Criteria • Healthy Eating Standards (the ‘main meals’ version will be more relevant for this part, as it includes things like baked desserts that you may use in cooking activities for example) <p>Remember - ALL activities, whether face to face, virtual etc need to comply with these HE standards.</p>

10.5 No crisps, sweets or chocolate are used (<i>cocoa powder or chocolate chips may be used as an ingredient</i>) 10.6 Omit salt unless necessary for baking (<i>e.g. omit salt from main meals where recipes include salt, but a small amount can be used when baking bread</i>)	10.2.1 <i>What changes have you made (since starting the Silver award) to include more aspects of healthy eating / nutrition in your curriculum planning?</i>	Specify the changes you've made, and any areas of your curriculum planning that you've improved
	10.3.1 <i>How do you ensure that a variety of dishes are cooked (if cooking is done in the setting)?</i>	Specify how this is managed, e.g. who manages it, and how you ensure the whole staff team are on board
	10.4.1 <i>How do you ensure that no more than one in four cooking opportunities involves sweet baking?</i>	Specify how this is managed, e.g. who manages it, and how you ensure the whole staff team are on board
	10.5.1 <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>	Specify how this is managed, e.g. who manages it, and how you ensure the whole staff team are on board
	10.6.1 <i>How do you ensure that salt is omitted from recipes you may use in the setting, where necessary?</i>	Specify how this is managed, e.g. who manages it, and how you ensure the whole staff team are on board

11. Communicating Messages Home

Criteria	Self-assessment questions (please complete all)	
11.1 Opportunities for healthy eating messages to be communicated to the children's 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	11.1.1 <i>What changes have you made (since starting the award) in terms of how you communicate healthy eating / nutrition to the home environment?</i>	Provide a summary of the changes you have made – for example, “we post monthly healthy recipes of cooking activities we’ve done with children on our Facebook page”; “we printed some of the HEYA factsheets to include on our Facebook page and display board”

<p>promote key messages, d) inviting parents in to try food, e) healthy cooking opportunities for parents & children</p> <p>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</p>	<p>11.1.2 <i>What impact do you feel these changes have had, if any?</i></p>	<p>E.g. You could include comments received from staff and parents/carers on things they have noticed or changed</p>
	<p>11.1.3 <i>Have you come across any barriers to improving communications with parents/carers, and if so, how did you overcome these? Please share your experiences openly, as reflecting on these barriers can help foster improved engagement with HEYA in your setting'</i></p>	<p>Give any relevant examples of barriers and how you overcame these, e.g. we created a new Facebook page to encourage parent / carer communication and interaction</p>
	<p>11.2.1 <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></p>	<p>E.g. Do you ensure any information is from reputable sources (e.g. Department for Education, NHS, Start for Life, First Steps Nutrition Trust)? How do you ensure that your staff team is giving correct, consistent advice (for example, not just what they've seen on social media)?</p>
	<p>11.2.2 <i>What guidance and resources do you refer to when planning your curriculum / carrying out activities around food and nutrition?</i></p>	<p>E.g. Do you ensure any resources used in curriculum planning (or any messages given to children and/or parents / carers) are from reputable sources (e.g. NHS, Start for Life, First Steps Nutrition Trust)? How do you ensure that your staff team is giving correct, consistent advice during curriculum activities (for example, not just what they've seen on social media)?</p>
	<p>11.2.3 <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></p>	<p>State the titles of these and where they are from (e.g. organisation / website)</p>

12. Staff Training & CPD

Criteria	Self-assessment questions (please complete all)	
12.1 Staff are consulted to determine training needs 12.2 Evidence to demonstrate that staff have undertaken HEYA healthy eating training	12.1.1. <i>What additional training needs do your staff have around nutrition / healthy eating?</i>	Specify any additional training needs by considering areas where staff knowledge could be enhanced, such as age-appropriate portion sizes, supporting children with allergies/intolerances, or strategies to support selective eaters
	12.1.2 <i>How did you address these additional training needs?</i>	If staff have additional training needs, how were these addressed, or how do you plan to address these?
	12.2.1 <i>Have you cascaded the information obtained at the Silver Healthy Eating training session to the rest of your staff?</i>	Simply answer yes or no here
	12.2.2 <i>Who was responsible for cascading this information, and when and how did it occur?</i>	<p>State the name of the person (usually the Healthy Eating Lead, and/or the staff member who attended the HEYA training sessions). How was this information cascaded? (e.g. team meeting, online session) What feedback was received from staff about the training? Did your wider staff team have any ideas of things needing to be actioned as a result of this cascaded training (or which were actioned as part of the HEYA Silver journey)?</p> <p>Note: You will also be required to provide evidence of this</p>

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 13.2 Staff have been involved in informing and developing opportunities for them to maintain/improve their health and wellbeing	13.1.1 <i>What opportunities are there within your setting for staff to improve their health & wellbeing?</i>	Please provide a summary of these opportunities, e.g. “we are currently doing the Couch to 5k together as a staff team”; “we have set a forum to exchange healthy recipes”
	13.2.1 <i>Have you put into place any new initiatives to support staff since starting on the award? (YES / NO)</i> <i>If YES, what impact do you think this has had?</i> <i>If NO, why not?</i>	Simply answer Yes or No here If Yes, explain what you put in place (e.g. new forum to exchange healthy recipes / steps challenge) and the impact you think it’s had. Ask other staff members what impact it’s had on them, and include some quotes, as appropriate If No, highlight why new initiatives have not been put into place, e.g. “staff are currently resistant to improving their health and wellbeing, but we are planning some events to help engage staff”
	13.2.2 <i>How have staff been involved in developing these opportunities?</i>	Briefly explain how you consulted with staff about any new initiatives you’ve put into place, e.g. staff meetings, staff survey, one-to-one discussions

14. Next steps: Actions identified during the silver award process:	Please provide a summary of how you feel this award has benefitted:
Summary of any area(s) identified to be developed further when undertaking the Gold Award	Your setting as a whole:
1. Identify 1-2 areas that you feel you could develop further into a small project to act as evidence for your Gold submission. This need to specifically be something that supports parent/carer engagement towards a healthier lifestyle (e.g. developing communication with parents, auditing the healthiness of packed lunches). Please email HEYA@southampton.gov.uk to discuss your ideas before starting.	You / your team:
2.	Your children:
3.	Your parents / carers:

15. Submission

Please Include ALL the following documents in your submission and submit **by email to:** 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