



# Southampton Healthy Early Years Award (HEYA)

## Physical Activity

### 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](mailto: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/424222/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: <b>1.1</b> A named staff member who oversees all aspects of active play in the setting, ensures physical activity standards are met and are regularly reviewed.	<b>1.1 a)</b> Physical Activity Lead name	
	<b>1.1b)</b> Is this the same person named in the Bronze award? YES/ NO.  If NO, please outline how the handover of roles and responsibilities was organised.	
<b>1.2</b> System that ensures that staff and parents/ carers can identify this named person	<b>1.2</b> Explain how parents are made aware of the Physical Activity lead	

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<p><b>1.3</b> Evidence of consultation with staff and parents/carers about embarking on the HEYA</p>	<p><b>1.3</b> How are parents consulted about changes you make to your physical activity policy or provision</p>	
<p><b>1.4</b> Action any areas identified in the parent questionnaires undertaken in bronze, then <b>review them again</b> to identify progress made.</p> <p><b>1.5</b> Action any areas identified in staff questionnaires undertaken in bronze, <b>then review them again</b> to identify progress made (all groups and childminders with assistants)</p>	<p><b>1.4 – 1.5</b> 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. <b>You will need to submit a completed action plan with your self-assessment form.</b> 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>	

## 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><b>2.1</b> 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><b>2.2</b> Children, parents and staff actively involved in shaping the physical activity provision/choices within the setting</p> <p><b>2.3</b> Feedback received from parents/carers and children (through observation of their choices) are actioned</p> <p><b>2.4</b> 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><b>2.1a)</b> The policy should ensure that it clarifies the expectations regarding physical activity assessment and modelling good practice.</p> <p><b>2.1b)</b> The policy should <b>explain terminology</b> such as active travel and sedentary behaviour so that it is clear to all staff and parents.</p> <p><b>2.2</b> How has the setting consulted with staff and parents/carers on the updated parts of your policy?</p> <p><b>2.3</b> How are parents' views and contributions about the physical activity policy managed?</p> <p><b>2.4</b> 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>What barriers have you come across to implementing your updated policy?</p> <p>How did you overcome these?</p>	
	<p>How do you plan to keep parents / carers and staff updated on further changes to your 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><b>3.1.</b> 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><b>3.1</b> Appropriate clothing is always available</p> <p><b>3.2</b> Staff actively encourage and support children to try new play experiences</p>	<p><b>3.2</b> How do you discourage children from being sedentary? ~ Non walkers ~ Walkers</p>	
<p><b>3.3</b> 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><b>3.4</b> 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><b>3.5</b> Children’s physical activity levels are promoted and monitored through personal development plans (Learning Stories/ update of progress)</p>	<p><b>3.2 – 3.8</b> Please describe how your daily routine and daily/ weekly plans ensure that criteria points are addressed</p> <p><b>3.7</b> Please indicate you approaches to screen time – tablets, computers etc.</p>	

<p><b>3.6</b> Children spend no more than one hour at a time being sedentary, restrained or inactive except for time spent sleeping.</p> <p><b>3.7</b> 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><b>3.8</b> The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them.</p> <p><b>3.9</b> Visitors are used to enhance active play opportunities for the children.</p> <p><b>3.10</b> Active travel is encouraged and promoted in the setting.</p>	<p><b>3.9</b> What alternative opportunities do children have to experience active play?</p> <p><b>3.10</b> 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><b>3.11</b> Review Environment Rating Scale audits (previously completed as part of Bronze award)</p> <p>~ Action any areas of development identified at bronze level (details should be incorporated into your completed action plan)</p> <p>~ Review the scores</p>	<p><b>3.11a)</b> Please identify the scales you have audited Ecers / ITERS or FCCERS / Movers</p> <p><b>3.11b)</b> Provide a summary of development areas previously identified</p> <p><b>3.11c)</b> Provide new scores</p> <p><b>3.11d)</b> What changes have you made to your environment since completing the Environment Rating Scale audits? Please give details.</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><b>4.1</b> Links made about importance of healthy eating to physical activity demonstrated through planning mechanisms.</p> <p><b>4.2</b> Ensures opportunities to experience different forms of physical activity in safety</p>	<p><b>4.1a)</b> Please outline how often you plan for specific physical activities.</p> <p><b>4.1b)</b> Please provide some examples of planning for health and self-care.</p> <p><b>4.2</b> Please outline your risk assessment process for physical activity both indoors and out.</p>	
<p><b>4.3</b> 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><b>4.4</b> Provide a copy of setting’s whole week curriculum and provision for physical activity</p>	<p><b>4.3</b> Please provide a summary of how you include <b>a wide range</b> of physical activity in your curriculum planning, and some examples of the kinds of specific activities are carried out</p> <p>What changes have you made (since starting the award) to include more aspects of physical activity in your curriculum planning?</p> <p><b>4.4</b> Include your curriculum planning with your submission</p>	
<p>Children’s physical activity opportunities and facilities are monitored to inform policy development and provision</p> <p><b>4.5</b> 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><b>4.5a)</b> Staff modelling physical activity</p> <p><b>4.5b)</b> A wide variety of skills and opportunities available to the children</p> <p><b>4.5c)</b> Opportunities for energetic play (huff and puff)</p>	

## 5. Communicating Messages Home

Criteria	Self-assessment questions (please complete all)	
<p><b>5.1</b> 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 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><b>5.1a)</b> 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><b>5.1b)</b> Please give some examples of information and ideas shared with parents and carers to support them to be physically active with their children at home</p>	
	<p>What impact do you feel this has had?</p> <p><b>5.1c)</b> How do you know if parents take on board tips, activities and guidance offered to them?</p>	
	<p><b>5.1d)</b> Have you come across any barriers to improving communications with parents / carers, and if so, how did you overcome these?</p>	
<p><b>5.2</b> 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><b>5.2</b> What guidance and resources do you refer to when planning your curriculum / carrying out activities around physical activity?</p>	



<b>6. Staff Training &amp; CPD</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<b>6.1</b> The Physical Activity lead has attended physical activity training	<b>6.1</b> Please indicate the date of attendance to HEYA silver Physical Activity training.	
<b>6.2</b> Staff are consulted to determine training needs	<b>6.2</b> What additional training needs do your staff have around physical activity?	
<b>6.3</b> Evidence to demonstrate that all staff have undertaken physical activity training	<b>6.3 a)</b> Who is responsible for cascading training to the rest of the staff team? <b>6.3 b)</b> 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)	

<b>7. Staff Health &amp; Wellbeing</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<b>7.1</b> Staff are aware of the opportunities they have, to maintain/improve their health and wellbeing	<b>7.1</b> What opportunities are there within your setting for staff to improve their own health & wellbeing?	
<b>7.2</b> Staff have been involved in informing and developing opportunities to maintain/improve their health and wellbeing	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? <b>7.2</b> How have staff been involved in developing these opportunities?	

Projects identified which could be focus for the Gold HEYA.	Submit to: - <a href="mailto:Heya@southampton.gov.uk">Heya@southampton.gov.uk</a>
<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><b>This section must be completed</b></p>	<ol style="list-style-type: none"> <li>1. Your setting policy / updated policy</li> <li>2. Completed Silver self-assessment form</li> <li>3. Completed action plans</li> <li>4. Physical activity planning information</li> <li>5. (Within self-assessment form): Evidence of cascading training, environment rating scale scores with completed actions.</li> </ol>