

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:

(setting refers to childminder or group throughout)

Name of person completing form:

Number of children on roll:

Date form completed:

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| * Please ensure that you have contacted the HEYA team to inform them that you are working towards this award by completing the [registration form](https://www.southampton.gov.uk/children-families/early-years-and-childcare/childcare-providers/improving-early-years-practice/heya/heya-sign-up-form/) on the website. * As with bronze, you will need to use the ***UK Chief Medical Officers' Physical Activity Guidelines (2019)*** * **Your setting will be required to attend physical activity training delivered by the HEYA team before you can submit your self-assessment form.** Training is funded for Southampton providers. Please contact the HEYA team for the dates of the next training: [HEYA@southampton.gov.uk](mailto:HEYA@southampton.gov.uk). * 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 (section 9 from your bronze submission).  ~ The areas of development identified from the silver criteria and the HEYA silver Physical Activity Training.  ~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 and increase communication about physical activity to parents and carers. |

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| **1. Leadership and Managing Change** | | |
| **Criteria (as stated on the HEYA PA theme standards). Please address every action point in your responses unless indicated otherwise.** | **Self-assessment questions (please complete every point, e. 1.1, 1.2 etc. Failure to do so will result in a return and you will have to re-submit)** | |
| The setting has:  **1.1** A named staff member who oversees all aspects of active play in the setting and ensures physical activity standards are met and are regularly reviewed.  **1.2** System that ensures that staff and parents/  carers can identify this named person.    **1.3** Evidence of consultation with staff and  parents/carers about embarking on the HEYA.    **1.4** Action any areas identified in the parent/carer  surveys undertaken in bronze, then  **review them again** to identify progress made.  (You need to submit your evaluated action plan to meet this criteria)  **1.5** Action any areas identified in staff surveys undertaken in bronze, **then review them again t**o identify progress made (all groups and childminders with assistants. N/A for childminders working alone.  (You need to submit your evaluated action plan to meet this criteria) | **1.1** **a)** Physical Activity Lead’s name. State how they ensure the silver criteria are met and how they ensure that all children benefit from a variety of daily physical activities. |  |
| **1.1b)** 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. |  |
| **1.2** Explain how parents/ carers are made aware of the Physical Activity lead |  |
| **1.3** How are parents/ carers consulted about changes you make to your physical activity policy or provision.  (by consultation, we mean that they are made aware of any changes to your policies and procedures and have an opportunity to comment and offer suggestions) |  |
| **1.4 – 1.5** During your bronze award, you undertook surveys with both staff and parents and carers.   * Summarise the findings in this self-assessment form *and* * Identify the development areas in your action plan and take the steps to develop practice. * Once you have completed your actions, undertake the same surveys a second time. * Analyse the results. * Tell us in this form what impact your actions have had – what difference has it made to staff / children / parents and carers? |  |
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| **2. Physical Activity Policy** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| 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 Bronze level.   * 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.   2. Children, parents, carers and staff are actively involved in shaping the physical activity provision/choices within the setting.   3. Feedback received from parents/carers and children (through observation of their choices) are actioned.   4. Setting is removing barriers to participation identified through feedback or observation. | What are the key changes you have made to your **policy** whilst working towards the Silver award?  In your revised policy, please make it clear (by highlighting) what has changed. |  |
| **2.1a)** The policy should clarify the expectations regarding physical activity assessment and modelling good practice.  **2.1b**) The policy should **explain terminology** such as active travel and sedentary behaviour, so it is clear to all staff and parents.  **2.2** How has the setting consulted with staff and parents/carers on the updated parts of your policy?  **2.3** How are parents’ views and contributions about the physical activity policy managed?  **2.4** Please give an example of parental input into the policy.  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) |  |
| What barriers have you come across to implementing your updated policy?  How did you overcome these? |  |
| How do you plan to keep parents / carers and staff updated on further changes to your policy? |  |

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| **3. Environment – Inside and Outside – please give a response to address *every* point in your submission** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| Daily indoor and outdoor play environments and opportunities are welcoming, clean, safe, inspirational and promote positive social interaction and creativity.   * 1. Appropriate clothing is always available.   2. Staff actively encourage and support children to try new play experiences.   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.   4. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.   5. Children’s physical activity levels are promoted and monitored through personal development plans / next steps.   6. Children spend no more than one hour at a time being sedentary, restrained or inactive except for time spent sleeping.   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.   8. The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them.   9. Visitors are used to enhance active play opportunities for the children.   10. Active travel is encouraged and promoted in the setting. | **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? |  |
| **3.2** How do you discourage children from being sedentary? (limited movement for long periods of time)  ~ Non walkers  ~ Walkers  (remember that ‘non walking children’ is not only age related, but it may also include children with SEND, so all settings need to address this) |  |
| **3.2 – 3.8** Please describe how your daily routine and daily/ weekly plans ensure that criteria points are addressed  **3.7** Please indicate your approaches to screen time – tablets, computers etc. |  |
| **3.9** What alternative opportunities do children have to experience active play?  **3.10** Please describe how you have promoted active travel for parents/ carers 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. |
| **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 | **3.11a)** Please identify the rating scales you have audited Ecers / Iters or Fccers / Movers  **3.11b)** Provide a summary of development areas previously identified  **3.11c)** Provide new scores  **3.11d)** What changes have you made to your environment since completing the Environmental Rating Scale audits? Please give details. |  |

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| **4. Curriculum Links, Monitoring and Development** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| Children have opportunities to learn and understand about importance of physical activity to their wellbeing, health and self-care.   * 1. Links made about importance of healthy eating to physical activity demonstrated through planning mechanisms.   2. Ensures opportunities to experience different forms of physical activity in safety | **4.1a)** Please outline how often you plan for specific physical activities.  **4.1b)** Please provide some examples of planning for health and self-care, including healthy eating.  **4.2** Please outline your risk assessment process for physical activity indoors and out. How do you incorporate more risky play? |  |
| **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.  Southampton’s Early Years Physical Activity Checklist used consistently by setting.   * 1. Provide a recent copy of setting’s whole week’s physical activity planning and provision. | **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. (This must include opportunities for moderate to vigorous activity) |  |
| What changes have you made (since starting the award) to include more aspects of physical activity in your curriculum planning?  **4.4** Include your curriculum planning with your submission (or a clear description in the text box of how you include all the above if you don’t have written plans) |  |
| Children’s physical activity opportunities and facilities are monitored to inform policy development and provision.  **4.5** The Physical Activity Lead can demonstrate how this information is used to inform development of training, facilities and programmes in the setting | Please outline how you/your HEYA lead or senior staff monitor: -  **4.5**a) Staff role modelling physical activity  **4.5b)** A wide variety of skills and opportunities available to the children  **4.5c)** Opportunities for energetic play (huff and puff) |  |

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| **5. Communicating Messages Home** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| * 1. Opportunities for physical activity messages to be communicated to the children’s homes.   Examples include:  a) displays  a) 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 parent/ carers 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.   * 1. 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/carers contain current, relevant guidance. | **5.1a)** What changes have you made (since starting the award) regarding how and what you communicate to parents/ carers about physical activity to the home environment?  **5.1b)** Please give some examples of information and ideas shared with parents/carers to support them to be physically active with their children at home |  |
| What impact do you feel this has had?  **5.1c)** How do you know if parents/carers take on board tips, activities and guidance offered to them? |  |
| **5.1d)** Have you come across any barriers to improving communications with parents / carers, and if so, how did you overcome these? |  |
| **5.2** What guidance and resources do you refer to when planning your curriculum / carrying out activities around physical activity? |  |

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| **6. Staff Training & CPD** | | |
| **Criteria** | **Self-assessment questions (please complete all)** | |
| * 1. The Physical Activity lead has attended HEYA led physical activity training.   2. Staff are consulted to determine training needs.   3. Evidence to demonstrate that all staff have undertaken physical activity training | **6.1** Please state the date of attendance to HEYA Silver Physical Activity training and the names of staff who attended.  **6.2** What additional training needs do your staff have around physical activity? |  |
| **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 and include all names. Bullet point key messages given.  (N/A for childminders working alone) |  |

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| 7**. Staff Health & Wellbeing** | | |
| Criteria | **Self-assessment questions (please complete all)** | |
| * 1. Staff (or you) are aware of the opportunities they have, to maintain/improve their health and wellbeing.   2. Staff (you) have been involved in developing opportunities to maintain/improve their health and wellbeing. | **7.1** What opportunities are there within your setting for staff (you) to improve their/ your own health & wellbeing? |  |
| Have you put into place any new initiatives to support staff (or yourself) 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? (N/A for childminders) |  |

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| **8. Next steps: Further actions identified during the silver award process:** | **Please provide a summary of how you feel this award has benefitted:** |
|  | Your setting as a whole: |
|  | You / your team: |
|  | Your children: |
|  | Your parents and carers: |

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| **9. Possible projects identified which could be focus for the Gold HEYA.** | |
| (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) **This section must be completed if you plan to move on to a gold award** |  |
| **Submit the following to: - Heya@southampton.gov.uk** | |
| 1. *Physical activity policy (ensure that it has been dated with the most recent review and is dated with the next renewal)* 2. Completed Silver self-assessment form. 3. Your action plan of the steps you have taken between completing your bronze award and submitting this silver award. This must be evaluated to demonstrate improvement of practice. 4. Physical activity planning information (as an attachment, or within the body of the self-assessment form.   *Optional:*  *Any supporting evidence you wish to send (max 5 additional items)* | |
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