

The Mayor's Award Programme

Healthy Early Years London:

Review Tool

The Mayor's award for Healthy Early Years London is available at 3 levels; Bronze, Silver and Gold. The review tool sets out the criteria that must be met at each award level and the criteria required to renew an award. Evidence is required to demonstrate how criteria have been met and examples have been provided. Guidance on how to use the Review Tool is set out in 'Guide to the awards'.

BRONZE AWARD

1. Leadership, ethos, culture, and environment

Creating a positive environment which enhances emotional and physical health and wellbeing in settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	1.1. There is signed commitment and full support of the owner/management committee/leader of the setting and a named person with overall responsibility for leading the Healthy Early Years approach within the setting. <i>(This may be the same person)</i>	n/a	<ul style="list-style-type: none"> Please tick to confirm this is in place 	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. Information and knowledge of HEYL and adoption of the approach has been shared with all staff in the setting and with families.	1.1 1.12 3.1 3.2 3.6 3.74	<ul style="list-style-type: none"> Evidence of how information about HEYL has been shared in a variety of ways with consideration of accessibility for <ul style="list-style-type: none"> staff families For example: newsletter, event, parent discussions 	<input type="checkbox"/>	<input type="checkbox"/>
	1.3. The setting recognises and acts on 'cultural capital', building on knowledge of individual children to ensure that each child is supported to have the best start in life and to fulfil their potential.	1.11 1.13 1.16 3.27	<ul style="list-style-type: none"> An example of how the cultures, languages and traditions that children and their families bring has been built on and celebrated 	<input type="checkbox"/>	<input type="checkbox"/>

	1.4. There is a culture of listening which respects the views of children and adults.	1.6 1.11 1.14 1.15	<ul style="list-style-type: none"> • An example of how children’s opinions and preferences positively influence changes to everyday practices and the environment including intimate care routines • An example of how parent/carer/staff views have been sought and responded to 	<input type="checkbox"/>	<input type="checkbox"/>
	1.5. The setting demonstrates commitment to equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported, and supporting protective factors for those experiencing discrimination or prejudice.	3.1 3.20 3.80	<ul style="list-style-type: none"> • Equality, diversity and inclusion policy and example of practice 	<input type="checkbox"/>	<input type="checkbox"/>
	1.6. The setting is committed to supporting positive mental health and wellbeing, for children, parents and carers and staff	1.6 1.11 1.12 1.15 1.16 3.1 3.45 3.53 3.62	<ul style="list-style-type: none"> •An example of accessible, validated information/ promotional material re mental health and wellbeing •Example of space/arrangement made available for parents to talk to staff in confidence •Example of supporting the wellbeing of staff 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>1.7. The setting has the following policies in place, which are available to parents, and staff are aware of policies and able to talk about them:</p> <ul style="list-style-type: none"> • Safeguarding • Health and Safety • Risk assessment • Administering medicine policy • Accident and emergency procedure • Food policy • Immunisation and infection control • Supporting children’s emotional needs and behaviour management • Physical activity statement • Equality, diversity and inclusion 	<p>3.2 3.4 3.6 3.21 3.25 3.46 3.49 3.56 3.65 3.74</p>	<ul style="list-style-type: none"> • Policy documents • An example of how a policy is shared with parents • An example of staff awareness and ability to talk about a policy, e.g. talking to parents, team meeting discussion, supporting an induction 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>1.8. The environment provides a welcoming, safe, comfortable and appropriate environment for children, parents and carers and staff.</p>	<p>1.11 1.14 1.16 3.1 3.27 3.49 3.55 3.62 3.74</p>	<ul style="list-style-type: none"> • Example of how parents enabled to feel welcomed and comfortable, including support and opportunities for breastfeeding; access; signage • Example of how the environment supports staff to take a break away from children • Examples of safe practice re food including how children are fed in view of staff • Example of how the environment is set up to be an enabling environment for children • Risk assessment of the environment (regularly reviewed) 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>1.9. The physical environment supports and promotes healthy outcomes, including:</p> <ul style="list-style-type: none"> • availability of fresh drinking water • an adequately equipped area for providing healthy meals, snacks and drinks as necessary. 	<p>1.16 3.1 3.45 3.48 3.49 3.58</p>	<ul style="list-style-type: none"> • Example of information in accessible formats on display to support health outcomes including healthy eating, oral health • A food policy, including drinking water statement 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

	<ul style="list-style-type: none"> • suitable facilities for the hygienic preparation of food for children, if necessary, including suitable sterilization equipment for babies' food • free-flow access to an outdoor play area / identified place for outdoor activities that can be taken on a daily basis. 	<p>3.59 3.74</p>	<ul style="list-style-type: none"> • Evidence fresh drinking water is always available and accessible to children • Example of menu used in setting • Evidence of an adequately equipped area for healthy meals snacks and drinks as necessary, including hygienic preparation • Physical activity statement • The setting signed up for air quality alerts where appropriate • An example of outdoor play area / outdoor environments used for daily activities 		
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2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	2.1. There is recognition of the importance of the three prime areas for building a foundation for children to thrive and to underpin positive health and wellbeing	1.4 1.6 3.69	<ul style="list-style-type: none"> • Example of setting reviews, planning, training, supporting prime areas of learning • Example of communication with parents regarding the prime areas of learning 	<input type="checkbox"/>	<input type="checkbox"/>
	2.2. The setting provides a language rich environment and is committed to developing children's language skills as part of children's overall development Practitioners are aware of their role as partners in developing children's communication and language	1.4 1.6 1.13 1.14 3.69	<ul style="list-style-type: none"> • Example of how a rich language environment is provided, full of stories, songs, rhymes, signs, talk and imaginative play, such as records/photos of activities with link to planned support of communication and language • Evidence of knowledge of how communication and language underpins other areas of learning and children's positive mental health and well-being, e.g. supervision reflection, training plan, session notes 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>2.3. The setting encourages and enables physical activity through resources and planned activities, both inside and outside, that</p> <ul style="list-style-type: none"> • enables children to be physically active • supports children to take appropriate risks in their play • minimises the amount of time children spend being sedentary for extended periods (except time spent sleeping and eating) 	<p>1.4 1.6 3.59 3.69</p>	<ul style="list-style-type: none"> • An example of resource/planned activity supporting physical activity • Example setting reviews / planning /training showing how physical activity is supported and encouraged • Example of effective practice relating to supporting young children’s physical development including fine and gross motor skills • An example of resource / planned activity supporting physical activity • Example of setting reviews / planning /training showing how physical activity is supported and encouraged 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>2.4. Active travel is supported, both for journeys to and from settings and for trips e.g. walking, scooting</p>	<p>1.6 3.59</p>	<ul style="list-style-type: none"> • Example of measure to encourage active travel e.g. accessible bike/buggy park, promotional materials 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>
	<p>2.5. The setting supports children’s Personal Social and Emotional Development through building a positive sense of themselves, respect for others, social skills,</p>	<p>1.4 1.6 1.11 1.14 1.15</p>	<ul style="list-style-type: none"> • Example of how the setting enables babies and young children to understand and 	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

	emotional well-being and a positive disposition to learning	1.16 3.27 3.69	<p>manage emotions, explore, play and learn</p> <ul style="list-style-type: none"> • Example of practice to help a child experience nurturing meaningful relationship e.g. transition / key person practice 		
	2.6. Children are supported to develop independence in their self-care and hygiene	1.4 1.6 1.11 1.12 1.16 2.3 3.69	<ul style="list-style-type: none"> • Evidence of effective practice to support independence in self-care and hygiene including toilet training and infection control, such as session plan, resources, practitioner reflection • Example of resource for, discussion or activity with, parents and carers to support them to develop their children's independence in self-care and hygiene including toilet training and infection control 	<input type="checkbox"/>	<input type="checkbox"/>
	2.7. There is support for healthy eating through modelling and activities and all staff act as positive role models	1.16 3.21 3.27 3.48 3.49	<ul style="list-style-type: none"> • Example of menus • Example of activities/ conversations with children regarding healthy eating, <i>sharing of activities</i> at meal /snack times 	<input type="checkbox"/>	<input type="checkbox"/>

			<ul style="list-style-type: none"> Information shared with parents such as Healthy Start scheme 		
	2.8. The setting offers high quality learning opportunities to support healthy outcomes around oral health	1.6 3.45	<ul style="list-style-type: none"> Example of activities/ conversations with children about teeth cleaning and the importance of going to the dentist and the effects of eating too many sweet things 	<input type="checkbox"/>	<input type="checkbox"/>
	2.9. There is support for breast feeding and weaning	3.61 3.62	<ul style="list-style-type: none"> Evidence of a supportive breastfeeding environment including comfortable space for breastfeeding mothers, appropriate refrigeration and storage for expressed milk, accessible information on weaning 	<input type="checkbox"/>	<input type="checkbox"/>
	2.10. There are shared strategies for transitions including between home and setting, between areas/groups within the setting, with recognition that all children are individuals and families are unique	1.1 1.11 1.12 1.16 2.1 2.3 2.6 3.27	<ul style="list-style-type: none"> Example of how a successful transition has been jointly developed and put in place for a child Example of how an individual transition plan has been put in place to support a child/family when they join the setting 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>2.11. Parents are engaged as partners in their children's learning including:</p> <ul style="list-style-type: none"> • Parents/carers are engaged in reviewing their children's progress and planning for support e.g. two-year-old check • Children's progress is measured and celebrated, and parents are regularly kept up to date 	<p>1.1 1.11 1.12 1.16 2.1 2.3 2.4 2.5 2.6 3.27 3.69 3.74</p>	<ul style="list-style-type: none"> • Example of parental involvement in reviewing and planning, recording progress and celebration of their child's achievements, 	<input type="checkbox"/>	<input type="checkbox"/>
	<p>2.12. Setting is committed to developing the ability to differentiate activities for all children, including those with special educational needs and disabilities (SEND)</p>	<p>1.1 1.11 1.12 1.13 1.16 2.6 3.27 3.68</p>	<ul style="list-style-type: none"> • Setting documents/ resources/ activity examples that demonstrate ordinarily available provision is available to all children, including those with SEND and describes the support that is typically provided to support the needs of a variety of diverse needs within the setting 	<input type="checkbox"/>	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	3.1. The setting ensures support is in place to enable all children in their care to access the provision and any cause for concern is shared with child's parents /carers and support agreed.	1.1 1.11 1.12 2.3 2.4 2.5 3.68 3.69 3.70	<ul style="list-style-type: none"> An example of arrangements in place to support a child/ren with SEND Member of staff identified to act as Special Educational Needs coordinator (SENDCO) 	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. There are systems in place for parents/carers to be engaged in reviewing their children's progress and planning for support, including <ul style="list-style-type: none"> two-year-old check regular sharing and recording of information on how children are progressing signposting to additional external services as necessary 	1.12 2.3 2.4 2.5 2.6 3.68 3.69 3.70	<ul style="list-style-type: none"> An example of when a member of staff identified a child with developmental or learning needs and what they did or a description of how practitioners have been trained/ supported to make appropriate judgements on children's developments 	<input type="checkbox"/>	<input type="checkbox"/>

	<p>3.3. Practitioners are able to recognise when a child's speech, language and communication is not following a typical pattern of development and to support families and work effectively with appropriate professional partners</p>	<p>1.1 1.6 1.12 1.13 2.3 2.4 2.6</p>	<ul style="list-style-type: none"> An example of how parents are supported when identifying any areas of concern or where progress is not as expected so that parents, practitioners and other professionals can access further support such as speech and language therapists 	<input type="checkbox"/>	<input type="checkbox"/>
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4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	<p>4.1. The setting works in partnership with parents and carers to support the early home learning environment and to promote the learning and development of all children across all areas, including:</p> <ul style="list-style-type: none"> • Personal, social and emotional development • Communication & Language • Physical development • Healthy eating • Oral health • Mental health and wellbeing • Daily care, such as toilet training where appropriate, sleep routines • Children’s safety and accident prevention 	<p>1.1 1.3 1.5 1.6 1.11 1.12 1.16 2.3 3.27 3.45 3.48 3.53 3.62 3.69 3.74</p>	<ul style="list-style-type: none"> • An example of how parents are helped to understand their child’s needs and enhance their child’s development at home • Example of how Information about any special dietary requirements, preferences, food allergies and any special health requirements is obtained before children start at the setting and the setting records and acts on this information • An example, such as conversation, other communication with parent or meeting notes, of how the setting recognises parents as partners, building on a parent’s knowledge of their own child and ensuring a two-way flow of information across all areas of learning and development 	<input type="checkbox"/>	<input type="checkbox"/>

			<ul style="list-style-type: none"> An example of planned activities / information/guidance to support parents in their children's social development. 		
	4.2. There is information about local support services, including support for isolated parents, mental health, parenting , breast feeding support, prenatal and perinatal mental health	2.3 2.6	<ul style="list-style-type: none"> Evidence of knowledge of local services as listed Example of information shared in accessible way with parents 	<input type="checkbox"/>	<input type="checkbox"/>

5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting). Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Registration Audit	Achieved
BRONZE <i>Emerging Healthy Setting</i>	5.1. Setting promotes the health and wellbeing of staff, including providing information for all staff on key aspects of health and wellbeing	3.20 3.21 3.22 3.62	<ul style="list-style-type: none"> An example of accessible information regarding staff advice and support within and outside of the setting Example of how the environment supports staff to take a break away from children 	<input type="checkbox"/>	<input type="checkbox"/>
	5.2. All staff have regular, supportive supervision to encourage reflective practice, and ability to raise and discuss their own health concerns.	3.22 3.23 3.62	<ul style="list-style-type: none"> An example of supervision process/guidance 	<input type="checkbox"/>	<input type="checkbox"/>
	5.3. Staff have appropriate skills, knowledge and understanding to support children to be happy, healthy and secure, including : <ul style="list-style-type: none"> knowledge of child development from pregnancy to age 5, including expected developmental milestones understanding of attachment and the importance of parent-child relationships appropriate skills to fulfil their roles and responsibilities e.g. Paediatric First Aid (PFA), Food hygiene 	1.17 3.20 3.21 3.22 3.23 3.25 3.26 3.48 3.49 3.53 3.6 Annex A	<ul style="list-style-type: none"> Examples of recent training related to health and education priorities listed, provided at times and on days to enable all practitioners to access training An example of training related to “tuning in” and responding to the cues and communications of babies and toddlers Example of supportive induction process in place for all new staff to help them understand their roles and responsibilities e.g. induction plan, meeting notes 	<input type="checkbox"/>	<input type="checkbox"/>

BRONZE Whole setting initiative

	<p>Action planning: whole setting</p> <p>The setting can confirm it has developed an action plan focused on one health and wellbeing priority that benefits ALL children within the setting and improves outcomes in an area of</p> <ul style="list-style-type: none"> • Physical Health <li style="text-align: center;">OR • Emotional Health and Wellbeing 	<p>1.6 1.11 3.45 3.48</p>	<ul style="list-style-type: none"> • Please attach an action plan (template Appendix 1) 	<p style="text-align: right;"><input type="checkbox"/></p>
<p><i>For bronze renewal, the plan created as part of gaining bronze award must be implemented, delivered and monitored for minimum of 6 months.</i></p>				
BRONZE RENEWAL	<p>The setting confirms it continues to meet <u>all</u> bronze criteria</p>	<p>n/a</p>	<p><i>None needed – previously submitted</i></p>	<p style="text-align: right;"><input type="checkbox"/></p>
	<p>The setting can confirm it has:</p> <p>Implemented, monitored, evaluated, and reflected on whole setting initiative action plan</p>	<p>1.6 1.11 3.45 3.48</p>	<p>Please attach the following items:</p> <ul style="list-style-type: none"> A) A completed evaluation tool including outcomes data and reflections (Appendix 3) B) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes. 	<p style="text-align: right;"><input type="checkbox"/></p>

SILVER AWARD

1. Leadership, ethos, culture, and environment

Creating a positive environment which enhances emotional and physical health and wellbeing in settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER <i>Healthy Setting</i>	The setting confirms bronze award and renewal criteria are in place.	n/a	<ul style="list-style-type: none"> • <i>None needed – previously provided</i> 	<input type="checkbox"/>
	1.1. The setting has conducted a strengths/needs analysis based on feedback from staff, children, and families, used to <ul style="list-style-type: none"> • identify areas of strength and areas for improvement around physical, social and emotional health • inform planning of initiatives to support the award 	1.1 1.11 3.27 3.74	<ul style="list-style-type: none"> • Strengths/needs analysis attached • Example of plan elements based on needs analysis 	<input type="checkbox"/>
	1.2. The setting provides opportunities for a wide representation of children, parents and staff to express their views and be involved in developing health and wellbeing priorities.	1.1 1.11 3.27 3.74	<ul style="list-style-type: none"> • Examples of views sought /expressed on health and wellbeing work from members of all groups listed e.g. notes of meetings, discussions, photo of event/activity with explanation • An example of a health /wellbeing plan showing how views have been acknowledged, considered and acted upon 	<input type="checkbox"/>
	1.3. The culture and ethos of the setting promotes inclusivity and diversity accepting that all individuals are different and the setting is ready to accept, understand and adapt to the needs of each individual, including recognition of and affirmative approach to neurodiversity	1.11 1.16 2.3 3.1 3.20 3.27	<ul style="list-style-type: none"> • Example of how the setting has reflected the needs of an individual with specific needs, for example the need for sensory/auditory/routines /communications adjustments 	<input type="checkbox"/>

		3.68		
	1.4. There is a developing model of positive mental health for children that recognizes and includes the importance of positive practice in the here and now to reduce stress and distress for babies and young children as well as promoting positive mental health development	1.6 3.22 3.23 3.53	<ul style="list-style-type: none"> • Example of practice, team discussion, mentoring showing awareness of relevance of a young child's daily lived experiences and links to mental health and steps taken to alleviate stress/distress 	<input type="checkbox"/>
	1.5. There is a developing understanding of and commitment to sustainability across the setting.	1.6	<ul style="list-style-type: none"> • An example of how sustainability has been built into everyday practice in setting e.g. active travel, looking after the environment 	<input type="checkbox"/>
	1.6. The setting is aware of air quality and the impact on children's health, putting in place mitigations for impact on outside space where necessary.	3.59	<ul style="list-style-type: none"> • Example of mitigation put in place for outdoor spaces used 	<input type="checkbox"/>
	1.7. There is commitment to and demonstration of providing a healthy eating environment, with appropriate space, practices and provision	3.48 3.49	<ul style="list-style-type: none"> • Evidence of use of voluntary food guidelines • Example menus • Example of any changes made to improve eating environment 	<input type="checkbox"/>

2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	2.1. The setting supports children from more disadvantaged backgrounds to develop their vocabulary, narrowing the word gap and supporting all children to make good progress	1.6 1.11 1.12	<ul style="list-style-type: none"> Evidence of an initiative to support narrowing the word gap, such as project plan/ photos and outline of an activity 	<input type="checkbox"/>
	2.2. The setting has strategies to meet all children's communication needs including non-verbal learners, and has an understanding of the link between being able to communicate needs and positive social and emotional health at all ages and stages of development, including for babies	1.6 1.11 1.12	<ul style="list-style-type: none"> An example of when the needs of a young non-verbal child, and where appropriate a baby, has expressed their needs and had them met with regard to their language development and communication needs. 	<input type="checkbox"/>
	2.3. The setting regularly reflects on and reviews the opportunities available to support physical development for all children and makes changes as necessary	1.6 3.59	<ul style="list-style-type: none"> Example of team meeting, review meeting assessment of and planning for physical activities including opportunities for appropriate risks 	<input type="checkbox"/>
	2.4. Setting offers information about local groups/clubs/initiatives that support physical activity for children and their families	1.6 1.16	<ul style="list-style-type: none"> Example list of local opportunities and how shared with parents 	<input type="checkbox"/>
	2.5. The setting understands how the social and emotional needs of parents /carers impact on the relationship with the child and has strategies to support parents as confident parents	1.6 1.11 1.16 3.1	<ul style="list-style-type: none"> Example of support offered to parents/carers e.g. workshops, home visiting initiatives, outings or group activities 	<input type="checkbox"/>

		3.27		
	2.6. The setting understands that children who are encouraged to express their feelings can develop strategies to cope with new, challenging or stressful situations and has strategies in place for reducing anxiety	1.6 1.11 1.16 3.53	<ul style="list-style-type: none"> • Example of planned opportunity for children to identify, understand and manage their feelings and behaviour with explanation of relationship with behaviour management policy and strategies 	<input type="checkbox"/>
	2.7. Children have regular opportunities to prepare and eat healthy food together, including different cultural foods and practices.	1.6 3.48 3.49	<ul style="list-style-type: none"> • Example of food activity 	<input type="checkbox"/>
	2.8. There are regular opportunities for children to learn and experience food growing and where food comes from	1.6 3.48 3.49	<ul style="list-style-type: none"> • Example of activity supporting knowledge and experience of food growing 	<input type="checkbox"/>
	2.9. There are effective strategies for supporting transitions between feeder and destination settings that recognise that all children are individuals and families are unique	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Example of how a successful transition has been jointly developed and put in place for a child • Example of contact and relationship with local destination or feeder setting • Example of how an individual transition plan has been put in place to support a child/family when they join the setting 	<input type="checkbox"/>
	2.10. Practitioners have high aspirations for all children, with the appropriate level of support and adjustments in place for all children to achieve success.	1.3 1.11 1.12 1.14	<ul style="list-style-type: none"> • Example of adjustment /support put in place for a child and how this contributed to positive learning experience 	<input type="checkbox"/>

		1.16 3.27 3.68		
	2.11. There is a shared understanding of how children’s early educational outcomes impact on children’s health and life chances and there is a commitment to narrow the gap in attainment for disadvantaged children	1.1 1.3 1.6 1.11	<ul style="list-style-type: none"> • Example of local data informing an area of practice 	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	3.1. Settings have systems in place to offer appropriate support to children, including access to specialist services where required, including <ul style="list-style-type: none"> children with social, emotional health and well-being difficulties physical development concerns health related concerns those with complex needs including special educational needs and disabilities (SEND) long-term health conditions (for example asthma, sickle cell anaemia, diabetes) 	1.11 1.12 1.16 2.1 2.2 2.3 3.27 3.68	<ul style="list-style-type: none"> Evidence of knowledge of local services to support listed concerns, e.g. information leaflets, services/organisation booklet or list Example of how support has been sought in relation to child with particular needs 	<input type="checkbox"/>

4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> • None needed – previously provided 	<input type="checkbox"/>
	4.1. The setting has knowledge of and is developing links with the local and wider services and supports parents to access them	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Example of engagement with external agency to support health needs of families such as referral protocol, information leaflet/flyer and example of contact made 	<input type="checkbox"/>
	4.2. Settings engage with the local community and a range of external agencies to support the information and health needs of families	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Example of meeting/joint training/event/discussion with local /wider services such as Children centre Speech and Language CAMHS Nutrition and dietetics Oral Health Family support 	<input type="checkbox"/>
	4.3. Practitioners are able to direct parents and carers to sources of support and information in the local area	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> • Information held on the following sources of information and support: <ul style="list-style-type: none"> ○ Immunisations ○ Sustainability including active travel, recycling or energy saving ○ Mental health and well-being ○ Housing need ○ Economic and financial difficulties ○ Food banks and hygiene banks 	<input type="checkbox"/>

			<ul style="list-style-type: none">○ Domestic violence○ Smoking cessation and smoke free homes○ Alcohol and substance use○ Support related to worklessness○ Maternity services○ Breast feeding support○ Parenting programmes and support○ Long term health conditions	
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5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting).

Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
SILVER Healthy Setting	The setting confirms bronze award and renewal criteria in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	5.1. The setting has taken a proactive approach to preventing and maintaining staff wellbeing	3.2 3.21 3.22 3.23 3.24	<ul style="list-style-type: none"> Examples of accessible signposting wellbeing information and guidance available for staff Evidence of provision of safe and comfortable spaces/ opportunities to build positive relationships with peers and share practice 	<input type="checkbox"/>
	5.2. Practitioners have individual CPD plans and are supported to develop knowledge and keep up to date with and act on current health-related issues that are relevant, especially within the local community.	3.2 3.21 3.22 3.23 3.24	<ul style="list-style-type: none"> Example of CPD plan and support for self- development and reflection 	<input type="checkbox"/>
	5.3. Have the knowledge and ability to implement strategies or practices, based in evidence, to promote babies’ and young children’s mental health in ways that are appropriate to their role	1.3 1.6 1.11 3.1 3.21 3.22 3.23 3.27 3.53	<ul style="list-style-type: none"> Example of training provided to staff to ensure they have awareness and understanding of infant mental health, and can support the quality of the parent-infant relationship and parents’ own mental health and wellbeing An example of how increased staff knowledge and skills in listed areas have supported/changed practice 	<input type="checkbox"/>

			<ul style="list-style-type: none">• Example of practitioner reflection on promoting and supporting positive social and emotional health and well being	
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SILVER Targeted initiatives				
SILVER Healthy Setting	The setting confirms the whole setting initiative developed as part of the bronze award is continuing.	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	Silver Action Planning: targeted approach The setting has developed an action plan addressing 1 health wellbeing priority for a group or groups of children, identified through local needs analysis and meeting local context	1.6 1.11 3.45 3.48	<ul style="list-style-type: none"> Please attach an action plan (template provided in Appendix 2) 	<input type="checkbox"/>
	The setting has developed an action plan to address a wellbeing priority for staff, in partnership with them. Should be informed by feedback from staff views.	3.21	<ul style="list-style-type: none"> Please attach an action plan (template provided in Appendix x or setting can use own) 	<input type="checkbox"/>
	For silver renewal, the plans created as part of gaining silver award must be implemented, delivered and monitored for minimum of 6 months			
SILVER RENEWAL	The setting confirms it continues to meet <u>all</u> bronze and silver criteria	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting can confirm it has: <ol style="list-style-type: none"> Implemented, monitored, evaluated, and reflected on a targeted initiative action plan for children Implemented, monitored, evaluated, and reflected on a wellbeing plan for staff 	1.6 1.11 3.45 3.21 3.48	Please attach for each initiative: <ul style="list-style-type: none"> A completed evaluation tool including outcomes data and reflections. (Appendix 3) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes. 	<input type="checkbox"/>

GOLD AWARD

1. Leadership, ethos, culture and environment				
<i>Creating a positive environment which enhances emotional and physical health and wellbeing in settings</i>				
Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD <i>Enhanced Healthy Setting</i>	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for minimum 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	1.1. The setting is committed to working together to promote physical and mental health in the early years	1.1 1.3 1.6 1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of joint work/ approaches to physical and mental health within setting and across sites/external agencies 	<input type="checkbox"/>
	1.2. Children are consulted, using appropriate consultation methodology, on a range of aspects of the setting and their views are taken into account, acted upon where possible, with feedback on the results.	1.11 1.16 3.1 3.27	<ul style="list-style-type: none"> Example of how children have been consulted on aspects of the setting, for example changes to the environment, resources Example of training for staff in consultation with young children 	<input type="checkbox"/>
	1.3. The setting demonstrates commitment to sharing learning to improve child health outcomes and is engaged in sharing best practice to support others locally	1.3 1.6	<ul style="list-style-type: none"> An example of how learning has been shared e.g. presenting at a local network meeting, writing a blog/newsletter article, filming short 	<input type="checkbox"/>

	<p>1.4. Leadership ensures policies are:</p> <ul style="list-style-type: none"> • understood by all staff, including new staff • implemented effectively • ensure inclusion and accessibility • are underpinned by up-to-date evidence • informed by parents and staff 	<p>3.2 3.4 3.6 3.21 3.25 3.46 3.49 3.56 3.65 3.74</p>	<p>video case study, parents' workshops/events</p> <ul style="list-style-type: none"> • Example of policy review addressing inclusion and accessibility • Example of policy amended by evidence of need • An induction plan, refresher session plan 	<input type="checkbox"/>
	<p>1.5. There is a commitment to promoting and embedding sustainability practices throughout everyday practice and children, parents and carers and staff are involved in supporting sustainable practices.</p>	<p>1.6</p>	<ul style="list-style-type: none"> • Example of joint plan for promoting and implementing sustainability practices, e.g. recycling project, food growing/food waste project 	<input type="checkbox"/>

2. Learning, teaching and curriculum

Clear strategy for assessing, planning and meeting the health and wellbeing needs of all children, ensuring quality of teaching and learning in specific areas, and children's progress and achievements are measured and celebrated

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed -previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum 6 months	n/a	<ul style="list-style-type: none"> None needed -previously provided 	<input type="checkbox"/>
	2.1. There are interventions to support children identified as being in particular need of support in relation to <ul style="list-style-type: none"> Communication and language development Physical development Personal, social and emotional development Healthy eating Oral health 	1.3 1.6 1.11 1.12 1.16 2.3 3.45 3.48	<ul style="list-style-type: none"> Example of an intervention undertaken An example of discussion/information collected/ideas discussed re each area 	<input type="checkbox"/>
	2.2. The setting develops shareable examples of innovative practice to meet the needs of all children and engages with sharing this locally, to support <ul style="list-style-type: none"> Communication and language development Physical development Personal, social and emotional development Healthy eating Oral health 	1.3 1.6 1.11 1.12 1.16 2.3 3.45 3.48	<ul style="list-style-type: none"> Example of innovative practice for each area An example of how practice has been shared locally 	<input type="checkbox"/>
	2.3. The setting knows of and is involved in local / national healthy eating initiatives to support families, both for within the setting and within the wider community	3.48	<ul style="list-style-type: none"> Example of healthy eating initiative followed 	<input type="checkbox"/>

	2.4. The setting has established strong collaborative relationships with feeder and destination settings and actively seeks opportunities to work together	1.11 1.16 2.3 3.1 3.27	<ul style="list-style-type: none"> • Example of co- produced approach to transitions and regular reviewed practice 	<input type="checkbox"/>
	2.5. There are interventions to support children identified as being in particular need of support		<ul style="list-style-type: none"> • Example of intervention e.g. home learning projects, workshops/events to support identified needs 	<input type="checkbox"/>

3. Identification of need and provision of support

Systems are in place to identify and meet the needs of all children and young people and there are arrangements to provide relevant support. Ensures all children and young people and parents/carers can confidentially access advice, support and services within and outside of settings

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	3.1. The setting demonstrates inclusive practice and staff are supported to anticipate, plan and implement effective reasonable adjustments and interventions to ensure children with SEND are able to participate in activities offered	1.11 1.16 3.20 3.68	<ul style="list-style-type: none"> Example of reasonable adjustment plan and how need for this was identified, communicated to all, and how adjustment implemented 	<input type="checkbox"/>
	3.2. The setting develops shareable examples of innovative practice to support children with SEND and engages with sharing this locally	3.68	<ul style="list-style-type: none"> Example of practice and how it is shared 	<input type="checkbox"/>

4. Partnerships and integrated working

Recognition that a holistic and integrated approach is needed to support the health and wellbeing outcomes of children and young people, and partnerships with parents, local community and external agencies are integral to this

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD <i>Enhanced Healthy Setting</i>	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	4.1. The setting provides opportunities for and enables parents to support other parents by sharing their experience and knowledge, through developed programmes and projects	1.1 1.16	<ul style="list-style-type: none"> Evidence of parents trained and engaged as volunteers /champions to offer peer to peer support, such as parent training plan, example of celebration event or volunteer activity 	<input type="checkbox"/>
	4.2. The setting links with local agencies to develop a deeper, shared understanding of mental health in infancy and early childhood.	1.3 1.6	<ul style="list-style-type: none"> Example of joint training/ meetings/ discussions re mental health 	<input type="checkbox"/>

5. Staff wellbeing and CPD

Staff are supported in maintaining their health and wellbeing and a healthy lifestyle, ensuring all staff can confidently access advice, support and services (within and beyond setting).

Health and wellbeing training and development opportunities offered for staff

Level	Criteria	EYFS reference	Evidence required to meet criteria	Achieved
GOLD Enhanced Healthy Setting	The setting confirms silver award and renewal criteria are in place	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms silver award has been held for a minimum of 6 months	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	5.1. The setting develops shareable examples of innovative practice relating to supporting the health and wellbeing of staff and engages with sharing this locally	3.21 3.22 3.23	<ul style="list-style-type: none"> Example of practice and how shared 	<input type="checkbox"/>
	5.2. Have the ability to practise in a relationships-informed and trauma-informed way with both parents/carers and young children	1.1 1.6 3.21 3.22 3.23 3.27 3.53	<ul style="list-style-type: none"> Example of training undertaken by staff 	<input type="checkbox"/>
	5.3. The setting utilises experienced practitioners to provide shadowing and modelling opportunities for CPD	3.21 3.22 3.23	<ul style="list-style-type: none"> Example of shadowing within own setting, or opportunities sought and undertaken within neighbouring settings/borough wide networks 	<input type="checkbox"/>

GOLD Targeted and universal initiatives

GOLD Enhanced Healthy Setting	The setting confirms the whole setting and targeted initiatives developed in bronze and silver renewals are continuing	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	Action planning: further targeted initiative or universal approach <ol style="list-style-type: none"> Developed an action plan for an aspect of work on one further health, wellbeing or education priority that aims to meet the needs of a targeted group of children, an individual child, or all children. Should be based on an up-to-date needs summary, views of children, families and staff, setting and local data and individual needs. Developed an action plan for an aspect of work that builds links and provides access to wider community support, including expertise and specialism from specialist agencies, community-based partners or other settings to enhance the work and benefit to children 	1.6 1.11 3.45 3.21 3.48	<ul style="list-style-type: none"> Please attach an action plan for each of the listed (use template in Appendix 2) 	<input type="checkbox"/>
<i>For gold renewal, the plans created as part of gaining gold award must be implemented, delivered and monitored for minimum of 6 months.</i>				
GOLD RENEWAL	The setting confirms it continues to meet all bronze, silver and gold criteria	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting confirms the whole setting and targeted initiatives developed in bronze and silver renewals are continuing	n/a	<ul style="list-style-type: none"> None needed – previously provided 	<input type="checkbox"/>
	The setting can confirm it has:	1.6 1.11		<input type="checkbox"/>

	<ol style="list-style-type: none"> 1. Implemented, monitored, evaluated, and reflected on a universal, targeted or individual initiative action plan for children 2. Engaged wider expertise and specialism from external agencies, community partners or other schools to enhance the work and benefit to children 	<p>3.45 3.21 3.48</p>	<p>Please attach the following items for each initiative:</p> <ul style="list-style-type: none"> A) A completed evaluation tool including outcomes data and reflections (template in Appendix 3) B) An action plan which includes either a plan to sustain/improve/extend the initiative, an adapted plan or a new action plan based on previous outcomes. 	
<p>Subsequent gold stage renewals will require all criteria across stages to be maintained and action plan implementation and evaluations to be ongoing.</p>				

Appendix 1 – Whole setting initiative for bronze award

Name of setting		Date of action plan	
Health and wellbeing priority focussing on	<input type="checkbox"/> Physical Health <u>OR</u> <input type="checkbox"/> Emotional Health and Wellbeing	Who has been involved in developing the action plan	
What are you aiming to achieve/improve through this initiative?			
Outline of the initiative and how you plan to develop it			
Who will benefit from the initiative?			
Outline of how you plan to monitor and evaluate the impact of the initiative			

Appendix 2 – Targeted initiatives for silver and gold awards

Name of setting		Date of action plan	
Health and wellbeing priority focussing on		Who has been involved in developing the action plan	
What are you aiming to achieve/improve through this initiative?			
Outline of the initiative and how you plan to develop it			
Who will benefit from the initiative and why were they chosen?			
Outline of how you plan to monitor and evaluate the impact of the initiative			

Appendix 3 – Evaluation tool (whole setting and targeted)

Name of setting		Date of completing evaluation tool	
Length of time initiative has been in place		Initiative <i>(tick)</i>	
		Whole setting <input type="checkbox"/>	Targeted <input type="checkbox"/>
Health and wellbeing priority focussing on			
What did you aim to achieve/improve through this initiative?			
Outline of the initiative and how you implemented it			
How did you monitor and evaluate the initiative?			

Please share outcome data on how the initiative has improved health and wellbeing of children/staff *(delete as appropriate)*

Reflections

- *What went well? What didn't go as well as expected? What learning will you take forward?*

Do you plan to continue this initiative or develop a new one? (tick)

Continue

Develop new one

Please develop a new action plan

If continuing, please outline your plans to sustain/improve/extend positive outcomes or provide an adapted plan which may include an adapted method to achieve existing outcomes.