

## Health and Wellbeing Award: Early Years setting

Name of Setting/Centre: XXXXXXXXXXXXXXXXXXXXXXXX

Name of contact: XXXXXXXXXXXXXXXXXXXXXXXX

Date: 00/00/0000

When completing this audit think about:

Examples of practice – what are you doing within your setting to support this?

Examples of impact – have you seen positive changes? How do you know this has happened? Do you have evidence to show this has happened?

Examples of future plans – what can you develop? Have you identified any gaps? What are the timescales for these plans?

*Date of Accreditation (Internal use only): 00/00/0000*



### Healthy Eating Criteria

#### 1. The setting has a healthy eating policy which includes the support of breastfeeding.

Date of completion

##### Minimum evidence:

The setting has a written policy that includes a statement promoting breastfeeding and is routinely communicated to all setting users.

- Example of practice:**
- We consulted with staff, parents and children in producing our policy.
  - Policy covers food, snacks and drinks over the whole day.
  - Policy covers allergies, positive eating environment, social aspects of eating, ethical and cultural considerations, promotion of breastfeeding and oral health.
  - The food policy is shared with our families and they understand our approach.
  - Staff feel confident to challenge unhealthy lunchboxes.

##### Examples of impact:

- A staff member continued to breastfeed on her return to work as they were able to express and store breast milk appropriately.
- Staff have observed that packed lunches have become healthier

##### Examples of future plans – with timings of implementation:

- Continue to review policy yearly.
- Continue to promote healthy lunchboxes
- Include a 'recipe of the week' in monthly newsletter to try at home

2. The setting provides positive healthy eating messages across the whole school day.				Date of completion
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• The environment welcomes, enables and actively promotes breastfeeding.</li> <li>• Healthy Start information available.</li> </ul>	<b>Example of practice:</b> <ul style="list-style-type: none"> <li>• Information on breastfeeding is provided to pregnant women and new parents including promotion of local peer support networks.</li> <li>• Healthy start info is displayed.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Mothers seen to feed in the setting.</li> <li>• Staff have confidence to promote oral health key messages around healthy &amp; tooth friendly foods and drinks.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Displays to be updated termly.</li> <li>• Further links with Health Visiting team to support Healthy Start</li> </ul>	
3. The setting has implemented oral health training throughout for staff to be part of the practices that take place in the setting				Date of completion
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• 70% of staff are trained, including the manager.</li> <li>• Healthy tooth friendly food policy in place, with tooth friendly snacks and drinks provided.</li> <li>• Promotes healthy eating and oral health.</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• Embedded Top Tips for Teeth campaign.</li> <li>• Water available throughout the day.</li> <li>• Drinks served in open cups.</li> <li>• Food policy actioned.</li> <li>• Promotes oral health through information, displays, and activities.</li> <li>• Parents are aware that juice is not allowed at the setting.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Staff have a good understanding of healthy eating and snacks.</li> <li>• Snacks provided by parents are now tooth friendly.</li> <li>• Dried fruit and fruit juices are kept to mealtimes.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Ensure all staff undertake selected training as part of their induction.</li> <li>• Review policy on packed lunches twice a year</li> </ul>	
4. Children are given opportunities to try a wide variety of healthy foods including fruit and vegetables through healthy food based activities and play.				Date of completion
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• Offer and encourage daily tasting of fruit and vegetables.</li> <li>• Include a food based activity once a term e.g. preparing,</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• Lesson plans.</li> <li>• Tasting / cooking / growing activities.</li> <li>• Promotion and delivery of HENRY online resource.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Parents report that more children are eating fruit and vegetables at home and at snack time in the setting</li> <li>• Parents have reported children</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Growing activity from September 2018</li> <li>• Where does our food come from activity planned for September 2018</li> </ul>	

cooking or growing food.		trying different foods at home.		
<b>5. Parents are informed, engaged and actively support the healthy eating element of the Health and Wellbeing Award.</b>				<b>Date of completion</b>
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• Offer and encourage daily tasting of fruit and vegetables.</li> <li>• Include a food based activity once a term e.g. preparing, cooking or growing food.</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• Healthy Eating displays.</li> <li>• Food policy as part of induction pack.</li> <li>• Menus sent home.</li> <li>• Sign post to HENRY online resource.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Parents have reported to reading and understanding food labels having read display.</li> <li>• Three families referred to HENRY.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Setting to regularly display up to date information about resources available to support parents to make healthier choices.</li> <li>• Committee members to take up on line HENRY training by March 2019</li> </ul>	

**Physical Activity Criteria**

<b>1. The setting encourage opportunities for play.</b>				<b>Date of completion</b>
<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• Plan and implement some physical play/activity within each session/day, including free flow where possible.</li> <li>• This should contribute to the recommended 180 minutes of physical activity a day (Start Active, Stay Active, DH).</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• Lesson plans for physical play /activity sessions.</li> <li>• Continuous opportunities for physical play / activities.</li> <li>• Curriculum plan shows physical activity evidence.</li> <li>• Staff update themselves on new ideas and training to support physical play.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Staff have observed increased numbers of children making physical activity choices.</li> <li>• We have minimized the amount of time spent being sedentary for extended periods – see curriculum plan (before and after).</li> </ul>	<b>Examples of future plans – with timing of implementation:</b> <ul style="list-style-type: none"> <li>• Widen choices of activity - ongoing.</li> <li>• Explore opportunities to work with external partners such as SANTANDER, who will upgrade and tidy outdoor areas – by October 2018.</li> </ul>	
<b>2. Parents are encouraged to engage with active travel.</b>				<b>Date of completion</b>

<p><b>Minimum evidence:</b> Raise profile of the benefits of active travel starting at the introduction process.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Information given at introduction meeting with parents.</li> <li>• Monthly newsletters include activity information &amp; ideas to get out and about during school holidays</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Increased number of children and families walking to setting identified via parent survey.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Engage in walking week (May 2018).</li> <li>• Explore options for a buggy/bike park (Jan 2019)</li> <li>• Supply parents with 'outing sheets' once a month to encourage outdoors.</li> </ul>	
<p><b>3. Parents are informed, engaged and actively support the physical activity element of the Health and Wellbeing Award.</b></p>				<p><b>Date of completion</b></p>
<p><b>Minimum evidence:</b> Provide key messages to parents on importance of physical activity for the whole family.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Parent notice board.</li> <li>• Monthly activity theme with key messages from guidelines.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Positive feedback from families about the new display at drop off time.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Open days to include physical activities for all (July 2018)</li> </ul>	
<p><b>4. Families are encouraged to be physically active outside of the Early Years setting.</b></p>				<p><b>Date of completion</b></p>
<p><b>Minimum evidence:</b> Encourage parents to take part in activities with their child.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Parents provided with activity sheets to do at home.</li> <li>• Promotion of local walks and activities (via newsletters, display boards etc.).</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Parents report they have undertaken a walk / activity promoted to them via the parent survey.</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• Develop family based , once a term, activity sessions (October 2018)</li> </ul>	
<p><b>5. A consistent understanding of physical activity is embedded within the setting.</b></p>				<p><b>Date of completion</b></p>
<p><b>Minimum evidence:</b> Staff have the knowledge, skills and confidence related to physical development.</p>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• Staff / Practitioner actively support families with physical activity information.</li> <li>• Planned activities that offer</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Staff have addressed physical development at parents evenings for 2 specific children.</li> <li>• Obesity rates for this ward are</li> </ul>	<p>Examples of future plans:</p> <ul style="list-style-type: none"> <li>• All staff to receive physical activity information at induction.</li> <li>• Considering Soc-Tots for a</li> </ul>	

	<p>physical challenges and plenty of opportunities for active play.</p> <ul style="list-style-type: none"> <li>• General play including - <ul style="list-style-type: none"> <li>- Physical activity action songs</li> <li>- Water play activities</li> <li>- Sports days.</li> </ul> </li> </ul>	decreasing – trend over 2 years.	monthly activity for parents & children.	
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### Lifestyle Influences Criteria

This section includes all the wider health issues that impact families. There are a number of key elements, including emotional health and wellbeing, healthy relationships, smoking, drugs and alcohol and safeguarding. Locally you may identify influences specific to your community such as housing, young carers, bereavement etc.

<b>1. The setting staff / practitioners have good knowledge about specialist services which impact on the emotional health and wellbeing of the child.</b>	<b>Date of completion</b>
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<p><b>Minimum evidence:</b></p> <ul style="list-style-type: none"> <li>• Practitioners are aware of the importance of issues relating to people in making healthier choices</li> <li>• Making Every Contact Count (MECC) training is available on line and is a recommendation</li> </ul>	<p>Examples in practice:</p> <ul style="list-style-type: none"> <li>• All Staff have undertaken MECC training.</li> <li>• The setting has a system for referral in place.</li> <li>• Signposting to relevant support agencies takes place when required.</li> <li>• Display boards contain information on a variety of themes including: Domestic abuse, depression, lone parenting, loss and bereavement etc.</li> </ul>	<p>Examples of impact:</p> <ul style="list-style-type: none"> <li>• Two parents have been provided with information on local weight management services.</li> <li>• We have referred 3 parents to our local Health Visitor regarding feeding issues.</li> </ul>	<p>Examples of future plans with timing of implementation:</p> <ul style="list-style-type: none"> <li>• MECC principles will be used to start appropriate conversations when necessary.</li> <li>• Termly meetings with Health visitor to discuss any families that may need extra support.</li> </ul>	
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<b>2. The setting has a no smoking policy.</b>	<b>Date of completion</b>
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<b>Minimum evidence:</b>	Examples in practice:	Examples of impact:	Examples of future plans:	
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<ul style="list-style-type: none"> <li>• The setting has a no smoking policy which ensures that no one smokes within 15 meters of the building, Buggy Park or garden – this includes the use of electronic (e) cigarettes.</li> <li>• Staff / Practitioner can signpost pregnant parents and families at the earliest opportunity to support offered by Stop Smoking Service.</li> </ul>	<ul style="list-style-type: none"> <li>• The setting supports the Smoke Free Homes Initiative.</li> <li>• Some staff are trained to level one in smoking cessation.</li> <li>• Robust referral system in place.</li> <li>• Display smoking cessation information.</li> </ul>	<ul style="list-style-type: none"> <li>• Three families and one staff member have self-referred to stop smoking service.</li> </ul>	<ul style="list-style-type: none"> <li>• New staff are provided with the smoking cessation service details at induction.</li> <li>• Consider level 2 smoking cessation training for a staff member to act as champion (September 2018)</li> </ul>
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<b>3. The setting has a positive approach to maintaining hygiene levels.</b>	<b>Date of completion</b>
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<b>Minimum evidence:</b> <ul style="list-style-type: none"> <li>• Staff have undertaken food handling training.</li> <li>• Clean toilet facilities should be freely available at all times, with adequate hand washing facilities.</li> <li>• Children and staff / Practitioner should be aware of the importance of hygiene, particularly hand washing.</li> </ul>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• Staff undertake level 2 Food handling / hygiene training</li> <li>• There is good access to hand washing facilities.</li> <li>• Staff role model hand washing.</li> <li>• There is signage prompting hand washing.</li> <li>• Children and adults wash hands before snack and lunch time.</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• When discussed at a staff meeting, staff reported children being more compliant with hand washing.</li> <li>• Staff have noticed less time off in children for tummy bugs and general malaise.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Setting to review information sent to parents regarding food hygiene and packed lunches for the summer (July 2018), e.g. freezing a bottle of water to keep contents cool.</li> </ul>
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<b>4. Safeguarding is embedded into the ethos of the setting.</b>	<b>Date of completion</b>
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<b>Minimum evidence:</b> <p>Staff support individuals in making positive changes to their physical and mental health and</p>	<b>Examples in practice:</b> <ul style="list-style-type: none"> <li>• There is a member of staff designated to take the lead responsibility for safeguarding</li> </ul>	<b>Examples of impact:</b> <ul style="list-style-type: none"> <li>• Parents and carers informally report to feeling safe at the setting and can report any issues.</li> </ul>	<b>Examples of future plans:</b> <ul style="list-style-type: none"> <li>• Will access level 2 or 3 training where appropriate (Sept 2018).</li> </ul>
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wellbeing by having the competence and confidence to deliver healthy lifestyle messages.

children within the setting. This person has also attended Forced marriage and FGM training.

- All staff working in the settings have completed basic awareness safeguarding training.
- The member of staff & committee members responsible for recruiting have attended the safer recruitment training.
- Safeguarding policy up to date and shared with staff & visitors – copy of policy on 3 walls in setting.
- Protocols are clear when an incident occurs – staff are aware of reporting procedures and contact numbers.

- Local Community Police officers drop in to setting on a regular basis – the outcome of this is that children are comfortable in the presence of police officers.

- Regular safeguarding information will be included in newsletters.
- Child Safeguarding course for parents & volunteers planned for the autumn term 2018