



Healthy Early Years  
North Yorkshire

**Active Lives**

**North Yorkshire Healthy Early Years award**

**Kirkgate Childcare  
Behind the Old Girls School  
Sherburn-in-Elmet  
Leeds  
LS25 6BL**

This criteria is for all Early Years settings including: day nurseries, playgroups, pre-schools, childminders who work on their own, childminders with assistants or childcare on domestic premises.

We are strongly recommending that school reception classes are included in a schools application for a [Healthy Schools award](#). If your setting is based on a school site and would like to jointly submit with the school, then please get in touch with the Healthy Schools team to discuss the most appropriate application process at [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

This action plan is to record progress and evidence towards achieving the Active Lives theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold type when extra information is needed either written into the action plan or documents uploaded online as evidence; when you apply for a Healthy Early Years award.

Once all criteria have been achieved, please work through the Active Lives 'Theme content' section online by logging into the website, adding evidence where required. Finally upload your completed action plan. Then complete a short online survey, essential feedback for our funders. Your evidence will be submitted for assessment towards an award and go through the quality

assurance process. We will be in touch after the award submission deadline to let you know whether your application has been successful.

One completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all three themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

We want to recognise and celebrate the good work that all early year providers do. We need to be assured that the criteria is in place within the setting but we appreciate there may be some differences in the type of evidence from providers who work alone to those with a number of staff working in an early years setting. Please explain how your particular setting meets the criteria in your own way.		
<b>Criteria to be achieved for Active Lives theme</b>  <b>PLEASE provide information to show that all aspects of the criteria are in place in your school.</b>	<b>Explain how each element of the criteria is already being met/ in place in your setting and the IMPACT it is having.</b>	<b>Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award</b>
<b>Leaders Commitment</b>  The leader(s) of the setting provides visible leadership around promoting physical activity and being active. They ensure the settings provision for physical activity meets the needs of each child.  The setting champions a wide range of opportunities all year round for all children to be physical activity as it is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.	At Kirkgate Childcare we are committed to promoting children's wellbeing, healthy lifestyles and active lives through providing enabling environments and quality interactions between adults and children. Providing children with opportunities for movement and being active is one of our core values. We are strong advocates for outdoor play to support children's learning and development, and as such, we operate a 'free flow' outside policy, where the door to our outdoor area is open throughout core times every day, allowing children the choice of whether to play inside or outside as suits their individual needs.  Our outside area is equipped with a variety of equipment to support physical development and	We have a range of equipment outside to meet the varying ages and stages of development for the children in our setting. The children really enjoy playing on the bikes, trikes and scooter and we have reflected that whilst the pedal bikes, balance bike, scooter are a brilliant challenge for our older children, they are too difficult for some of our younger children. We have one scuttle bug in setting which is better suited for younger children and will purchase another so that our youngest children have more opportunities to play alongside their peers on the bike. <b>(Achieved October 2024)</b>

<p><b>EVIDENCE: provide detail in the action plan the vision and values of the setting that supports the commitment to the health and wellbeing of the whole setting community inclusive of physical development, active lives and wellbeing. If appropriate, add in the website link to this vision or upload the vision statement.</b></p>	<p>active lives, including: climbing and balancing apparatus, a large tunnel, bikes/trikes, hoops, bats, balls, cones and large loose parts equipment for construction.</p> <p>Our free flow policy operates all year round, regardless of weather (with the exception of extreme weather which poses a safety risk) and promote the importance of outdoor play 'whatever the weather' with parents and caregivers.</p> <p>Evidence: please see the following links to relevant information on our website.</p> <ul style="list-style-type: none"> <li>- Encouraging outdoor play in cold weather <a href="https://kirkgatechildcare.co.uk/news/playing-outside-in-cold-weather/">https://kirkgatechildcare.co.uk/news/playing-outside-in-cold-weather/</a></li> </ul> <p>Information about outdoor play: <a href="#">Outdoor Play - Kirkgate Childcare</a></p> <p>Children also have opportunities to explore moving inside. We have a dedicated movement area where children can practise and experiment with big movements in a safe environment. We have staff members trained in Developmental Movement Play (DMP) and regular hold DMP sessions to support children's physical development. Please see information on our website below.</p> <ul style="list-style-type: none"> <li>- Developmental Movement Play</li> <li>- <a href="https://kirkgatechildcare.co.uk/learning-areas/developmental-movement-play/">https://kirkgatechildcare.co.uk/learning-areas/developmental-movement-play/</a></li> </ul>	
<p><b>Curriculum - Early Years Statutory Framework</b></p>	<p>Our Physical Development curriculum is in place to support children to develop and gain the skills needed to be able to negotiate space and obstacles. This helps Key Person's to identify children's next steps</p>	

<p>The Physical Development Educational Programmes from the Statutory framework for the Early Years Foundations Stage are effectively implemented in the setting</p> <p>The leader(s) has an overview of the physical development curriculum and is confident that it is in place and being accessed by all children</p> <p>The key person for the child knows and understands the child and they know the progress of the child to achieve the outcomes set out in the physical development educational programme and has strong evidence of the child's next steps. This is effectively supported through two-way communication with the family.</p> <p>There is a clear understanding between being physically active and positive emotional health and wellbeing</p> <p>The physical development curriculum links to, and compliments the wider setting activities to promote and support health and wellbeing.</p> <p><b>EVIDENCE: provide detail in the action plan of some examples of how the setting knows the Physical Development Educational Programmes are being achieved by</b></p>	<p>which are shared with parents at termly Parent's evenings and at daily handovers when children move on to new next steps.</p> <p><b>SEE EVIDENCE: Physical Development Curriculum for Kirkgate Childcare</b></p> <p>In nursery, we provide opportunities for play both indoors and outdoors. Adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through enabling environments, such as climbing apparatus at various difficulties and adult-led activities such as yoga or outdoor games.</p> <p>Our curriculum supports children to:</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Build children's strength, balance and coordination when playing.</li> <li>- Move energetically and in a range of ways, such as running, jumping, crawling, dancing, hopping and climbing.</li> </ul> <p>Our setting follows the EYFS Framework to ensure all children make good progress in their Physical Development. We use observations of children to identify children's achievements in their physical development and to help identify their next steps. To support us in this, we also use a tracking document which highlights expected development for physical development. We then plan activities and ensure we have enabling environments to support children in meeting their next steps. Next steps are regularly shared with parents through daily hand overs, termly Parents evenings, where we can discuss children's</p>	
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<p><b>children and the ways children's next steps are communicated to families.</b></p> <p><b>EVIDENCE UPLOAD: upload an example of how the Physical development curriculum links to further activities to promote and support the health and wellbeing of the children (it could be photos with a short summary and information about the positive impact it has on children).</b></p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.</i></p>	<p>next steps and ideas to support at home in further detail. Each child also has a learning journal which captures observations of their achievements over time.</p> <p>Furthermore, our staff have received training on Developmental Movement Play, and in cases where we observe that children may need extra support with issues such as balance or coordination then we can implement target movements, such as using the balance board or body ball to support their development in these areas.</p> <p><b>SEE EVIDENCE: How Physical Development relates to children's wellbeing</b></p> <p>Outdoor games What time is it Mr Wolf = links to Maths Yoga links to PSED Climbing links to Self-Confidence, enjoying achieving what I set out to do.</p> <p>Movement session – Expressive Arts and Design – expressing themselves PSED Making Relationships – particularly good for children with SEND who have less expressive vocal communication.</p>	
<p><b>Promoting Being Active</b></p> <p>The setting has developed a whole setting approach to promoting physical activity throughout the day in a wide variety of ways. e.g encouraging families to walk or cycle to the setting, through the layout of the rooms, through a variety of</p>	<p>Children are encouraged to be active throughout the day in the following ways:</p> <ul style="list-style-type: none"> <li>- We have a free flow outside policy, where the door to outside is open and outdoor play is available to children all day. This gives children more autonomy over their</li> </ul>	

<p>planned activities e.g. disco time, staff modelling being active, discussions around being active and through storytime and play.</p> <p><b>EVIDENCE: Provide detail in the action plan of how children are encouraged to be active throughout the day, during their time at the setting.</b></p>	<p>play. Generally all of our children enjoy accessing outdoor play but Key Persons will note if any children have not spent time outside and encourage them to do so to support their activity levels.</p> <ul style="list-style-type: none"> <li>- The indoor movement play area inside provides children with the opportunity for free movement in a safe environment. Children can use props such as scarves, pompoms and ribbon sticks to enhance their movement. We regularly put music on in this area for children to explore moving their bodies in response to music.</li> <li>- We have climbing and balancing equipment inside for children to access, including a bridge and slide, balance board and cone, and trampoline mat.</li> <li>- Adult-led activities throughout the day including Lycra or parachute games, yoga, outdoor games such as 'Duck, duck, goose' and 'what time is it Mr Wolf?' encourage children to be active during their play.</li> <li>- Children take part on regular outings in the local community. We walk together on our outings, which include visiting the allotment where children enjoy being active using various planting tools. We also visit the local park where children enjoy outdoor play in a new environment and the nursing home where children</li> </ul>	
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	<p>enjoy singing and action songs with the residents.</p> <ul style="list-style-type: none"> <li>- We have had 'Baby Band' class come to visit us for the term where children get to take part in exploring different instruments, and dancing to different types of music.</li> </ul>	
<p><b>Outdoor activities</b></p> <p>The setting is providing access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather conditions) . This could include visits to the local community, park, forest schools, gardening opportunities etc</p> <p>There is regular monitoring of the impact of these outdoor activities to ensure they are accessible for all children and all children are actively encouraged to be active outdoors but also that the activities are having a positive impact on their wellbeing and physical activity levels.</p> <p><b>EVIDENCE UPLOAD: provide a photo of the setting's outdoor play area/ planned outdoor activities and write examples in the action plan of how it is used in different ways to encourage different types of activity and the</b></p>	<p>Children have free flow access to outdoor play and our outdoor area is set up with invitations to play to support children's different interests and stages of development. Practitioners use in the moment planning, observing children in their play and plan outdoor activities that builds on their current learning and interests.</p> <p><b>See Evidence - Outside Provision</b></p>	

<p><b>positive impact this is having on children.</b></p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.</i></p>		
<p><b>As a minimum requirement the NHS physical activity guidelines for children under 5 years are being met:</b></p> <p><i>Please be aware the requirements are for a day so some of this could be achieved at home for the child but also to be aware that some children are in a setting for a full day which would mean it is unlikely that the child would get activity at home and knowing which children may have less active opportunities</i></p> <p><b>Babies (under 1)</b> Babies should be encouraged to be active throughout the day, every day in a variety of ways, including crawling. Including at least 30 minutes of tummy time spread throughout the day when they are awake.</p> <p><b>Children (1 to 2 years)</b> Toddlers should be physically active every day for at least 180 minutes (3 hours). This should be spread throughout the day, including playing outdoors.</p>	<ul style="list-style-type: none"> <li>- Children's ages in setting range from 22 months – 59 months, our environment supports the activity needs for children in this age group providing lots of opportunity for physical play throughout the day.</li> <li>- 1-2 year olds are given lots of opportunities to be active inside and outside, through free flow outdoor play, developmentally appropriate climbing equipment, indoor movement area, planned activities such as movement sessions, parachute games, yoga, Baby Band, and outings in the local community.</li> <li>- Our 3-4 years have the same opportunities as above but we recognise that these children need more vigorous physical activity throughout the day. Our elder children regular take part in our visit to the local park where they can try different, more advanced climbing equipment. The park is one of our longer outings to walk to which is why it is more appropriate for our older children to attend.</li> </ul>	<p>As we offer free flow, children are free to access outdoor play as and when they choose. We have reflected and this could result in occasions where some children do not access outdoor play as much as the required guidelines for active play. Key persons are sensitive to their children's needs and will encourage outdoor play to those who have spent a lot of time indoors, but we have decided that one practitioner on outdoor duty will be responsible for recording which children have accessed outdoors. This way if any child is not having outdoor play throughout the day, we can encourage them to do so or explore the reasons why a certain child isn't engaging in outdoor play and plan appropriately to encourage more outdoor play, such as different activities that follow the child's interests.</p> <p><b>(Implemented November 2024)</b></p>



<p><b>Children (3 to 4 years)</b> Pre-schoolers should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play. The 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity.</p> <p><b>EVIDENCE: detail in the action plan information about how the setting is ensuring each child is achieving the Chief Medical Officers' Physical Activity Guidelines recommended physical activity time for each age group</b></p>	<ul style="list-style-type: none"> <li>- Baby Band is split into 2 groups to meet the needs of different ages and stages of development, with the 3-4 year old group encouraging more vigorous exercise.</li> <li>- Staff are sensitive to children's needs and adapt activities to support children in meeting their daily exercise requirements. For example, children are still encouraged to play outside in wet or cold weather, with specific activities set up and appropriate clothing. When children are less interested in outdoor play due to the weather we plan and incorporate movement sessions inside. Games can be adapted to encourage more vigorous exercise for older children, for example incorporating jumps instead of steps in 'What time is it Mr Wolf?', adapting obstacle courses to be more challenging for older children.</li> <li>- We have a strong key person system, and should a child not be achieving the recommended activity guidelines, we would plan activities to support the child in this and discuss with parents if necessary.</li> </ul>	
<p><b>The voice of the child</b></p> <p>The setting is supportive that "every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured" and the setting has the voice of the child as a core focus in the setting which can be seen through displays, photos and child</p>	<p>Practitioners are sensitive to children's, needs, wants, views and opinions. We recognise that children may not always use their actual voice to express themselves and tune into their verbal as well as non-verbal cues to communicate with us.</p> <p><b>SEE EVIDENCE: The Voice of the Child</b></p>	

<p>centred learning with a focus on active lifestyles.</p> <p><b>UPLOAD EVIDENCE: Provide detail in the Action Plan of examples of how the voice of the child is collected and upload some examples to showcase the voice of the child in relation to physical activity both inside and outdoors.</b></p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group.</i></p>		
<p><b>Staff CPD</b></p> <p>There are CPD opportunities for leader(s) and / or staff to develop their practice and provision in effectively implementing the physical development educational programme and there is a positive impact on the practice and provision in the setting.</p> <p>Staff can access CPD to increase their knowledge of wider health and wellbeing issues to positively impact on children's health.</p> <p><b>EVIDENCE: provide detail in the Action Plan of staff training and the</b></p>	<p>1 practitioner is our 'Movement Lead' and has completed Jabadao Developmental Movement Play Training (<a href="#">Developmental movement play - Kirkgate Childcare</a>) Information from this training has been cascaded to colleagues and has informed our decisions on how best to set up our movement area and deliver movement sessions in nursery.</p> <p>All staff are First Aid Trained – risk assess, provide care in case of accident or injury during physical play</p> <p>Staff have completed training on Environments in Early Years Training (FLICK Training program)</p>	<p>We reflected that as we have some new staff members that have joined our team it would be beneficial to them and existing staff to have some training and refresher training on Developmental Movement Play (DMP). Our Movement Lead will deliver this training on the Staff Training Day in January to improve practitioners' knowledge of DMP and allow them to better support children in this area <b>(COMPLETED JANUARY 6<sup>th</sup> – STAFF TRAINING DAY)</b></p>

<p><b>impact it has had on provision including any targeted interventions to improve children's physical activity.</b></p>	<p>which supports in ensuring we are offering enabling environments that promote children's activity.</p> <p>All staff are familiar with the Department For Education – Help For Early Years Providers – Physical Development. We have printed information sheets on this in nursery and staff have read about Core Strength and Co-ordination, Gross Motor Skills, Fine Motor Skills and can access this when they feel they need a refresher of the information.</p>	
<p><b>Working in partnership with Families</b></p> <p>The setting actively works in partnership with families to inform them about the settings positive approach to health and wellbeing and how this can be continued in the home setting including specific support about encouraging an active lifestyle</p> <p>There could be opportunities throughout the year for families and children to jointly take part in physical activity together.</p> <p>Families and children are consulted and encouraged to give feedback (e.g. survey/questionnaire, comments box) about the physical activity opportunities available at the setting</p> <p>Families are signposted to appropriate information and support both within the</p>	<p>We have a fostered a strong partnership with parents and provide information, advice and support on children's physical development and activity.</p> <p>Parents are encouraged to regularly share their children's activities and achievements outside of nursery. This is done at daily handovers and via our parent email, where parents often send photos of their children's activities outside of nursery (SEE EVIDENCE – Parent Partnership children's classes)</p> <p>SEE Evidence Communication with Parents to help their children lead Active Lives at Home</p>	<p>We send out termly questionnaires for parents to provide feedback about their experience at nursery. We have edited our questionnaire to ask specifically about their views on their child's physical activity opportunities at nursery to provide us with more specific feedback on how we can meet children's individual activity needs. (Implemented December 2024)</p> <p>Following the implementation of our new question we have received positive feedback about children's opportunities for physical activity at nursery. (SEE EVIDENCE – Parent Feedback)</p>

<p>setting and supporting external agencies to support the family be physically active (e.g Change 4 Life leaflets, signpost to how to find their local activity and clubs opportunities )</p> <p><b>EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on promoting physical activity.</b></p> <p><b>If appropriate, add in the website link to communications with families about health and wellbeing and signposting of information/ groups/ services for families.</b></p>	<p>See Parent Blog about playing outside in cold weather on our website - <a href="#">Playing outside in cold weather..... - Kirkgate Childcare</a></p> <p>Website Blog for Parents <a href="#">Vertical Painting - Kirkgate Childcare</a></p> <p>Information for parents <a href="#">DMP-MOVEMENT-LEAFLET.pdf</a></p>	
<p><b>NEXT STEPS</b></p> <p><b>What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to Active Lives?</b></p> <p><b>Please detail below:</b></p> <p>After monitoring children who access outdoor play more closely we have noticed that some children are reluctant to play outdoors during cold weather. We are going to look at ways to encourage ALL children to still access outdoor play even in bad weather. This will be through investing in more all-in-one and puddle suits, and more mittens so that when they get wet they can be easily changed.</p> <p>We hope to achieve this by tuning into the children who are less likely to play outdoors in the cold weathers by setting up activities that follow their interests, such as using music outside to put on a dance show, doing science experiments that explore the cold weather etc.</p>		

We have recognised that some children seem to be reluctant to play out in the cold as their parents do not encourage outdoor play so we will be sharing more information to educate parents on the benefits of outdoor play in all weathers, and share ideas to encourage outdoor play in the cold.