****

**Active Lives**

**North Yorkshire Healthy Early Years award**

|  |
| --- |
| **Please insert the name and address of your setting into this box** |

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.](http://healthyschoolsnorthyorks.org/the-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. | | |
| **Criteria to be achieved for Active Lives theme**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **Explain how each element of the criteria is already being met/ in place in your setting and the IMPACT it is having.** | **Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award** |
| **Leaders Commitment**  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.  **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.** |  |  |
| **Curriculum - Early Years Statutory Framework**  The Physical Development Educational Programmes from the Statutory framework for the Early Years Foundations Stage are effectively implemented in the setting  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  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.  There is a clear understanding between being physically active and positive emotional health and wellbeing  The physical development curriculum links to, and compliments the wider setting activities to promote and support health and wellbeing.  **EVIDENCE: provide detail in the action plan of some examples of how the setting knows the Physical Development Educational Programmes are being achieved by children and the ways children’s next steps are communicated to families.**  **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).**  *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.* |  |  |
| **Promoting Being Active**  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 planned activities e.g. disco time, staff modelling being active, discussions around being active and through storytime and play.  **EVIDENCE: Provide detail in the action plan of how children are encouraged to be active throughout the day, during their time at the setting.** |  |  |
| **Outdoor activities**  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  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.  **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 positive impact this is having on children.**  *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.* |  |  |
| **As a minimum requirement the NHS physical activity guidelines for children under 5 years are being met:**  *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*  **Babies (under 1)**  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.  **Children (1 to 2 years)**  Toddlers should be physically active every day for at least 180 minutes (3 hours). This should be spread throughout the day, including playing outdoors.  **Children (3 to 4 years)**  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.  **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** |  |  |
| **The voice of the child**  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 centred learning with a focus on active lifestyles.  **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.**  *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.* |  |  |
| **Staff CPD**  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.  Staff can access CPD to increase their knowledge of wider health and wellbeing issues to positively impact on children’s health.  **EVIDENCE: provide detail in the Action Plan of staff training and the impact it has had on provision including any targeted interventions to improve children’s physical activity.** |  |  |
| **Working in partnership with Families**  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  There could be opportunities throughout the year for families and children to jointly take part in physical activity together.  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  Families are signposted to appropriate information and support both within the 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 )  **EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on promoting physical activity.**  **If appropriate, add in the website link to communications with families about health and wellbeing and signposting of information/ groups/ services for families.** |  |  |
| **NEXT STEPS**  **What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to Active Lives?**  **Please detail below:** | | |