



# Southampton Healthy Early Years Award (HEYA)

## Physical Activity

### Example Silver Self-Assessment Form

Please complete ALL parts of this form, addressing every point in the criteria. You will need to have identified actions from your bronze award as well as acting on any areas identified in the self-assessment form, draw up an action plan and then complete the silver self-assessment.

Setting name & address:

(setting refers to childminder or group throughout)

Name of person completing form:

Number of children on roll:

Date form completed:



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- Please ensure that you have contacted the HEYA team to inform them that you are working towards this award by completing the [registration form](#) on the website.
- As with bronze, you will need to use the [UK Chief Medical Officers' Physical Activity Guidelines \(2019\)](#)
- **Your setting will be required to attend physical activity training delivered by the HEYA team before you can submit your self-assessment form.** Training is funded for Southampton providers. Please contact the HEYA team for the dates of the next training: [HEYA@southampton.gov.uk](mailto:HEYA@southampton.gov.uk).
- A key aspect of this award is to be reflective about the practice within your setting. You will need to work on:
  - ~ The areas of development identified whilst undertaking bronze (section 9 from your bronze submission).
  - ~ The areas of development identified from the silver criteria and the HEYA silver Physical Activity Training.
  - ~ Any other areas of development identified from self-assessment or rating scales you choose to use such as the MOVERS rating scales.
- A key part of silver is to reflect on and develop practice and to broaden the skills and opportunities available to the children in your setting and increase communication about physical activity to parents and carers.

## 1. Leadership and Managing Change

Criteria (as stated on the HEYA PA theme standards). Please address every action point in your responses unless indicated otherwise.	Self-assessment questions (please complete every point, e. 1.1, 1.2 etc. Failure to do so will result in a return and you will have to re-submit)	
The setting has: <b>1.1</b> A named staff member who oversees all aspects of active play in the setting and ensures physical activity standards are met and are regularly reviewed.	<b>1.1 a)</b> Physical Activity Lead's name. State how they ensure the silver criteria are met and how they ensure that all children benefit from a variety of daily physical activities.	Please state the name of the PA lead. Outline how this role is carried out. <i>e.g. Active Annie is a deputy manager and is responsible for overseeing the physical activity provision, policy recommendations, providing appropriate training for staff and sharing ideas with parents and carers through monthly newsletters. Annie observes activities weekly and ensures the inclusion of physical activity in the weekly planning and provision</i>
	<b>1.1b)</b> Is this the same person named in the Bronze award? YES/ NO.  If NO, please outline how the handover of roles and responsibilities was organised.	If no – please ensure that you outline how the new lead has been prepared for taking on the role and any training undertaken. <i>E.g. – there may be a job description of expectations, time spent to pass over information, development plans etc</i>

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<p><b>1.2</b> System that ensures that staff and parents/ carers can identify this named person.</p> <p><b>1.3</b> Evidence of consultation with staff and parents/carers about embarking on the HEYA.</p> <p><b>1.4</b> Action any areas identified in the parent/carer surveys undertaken in bronze, then <b>review them again</b> to identify progress made. (You need to submit your evaluated action plan to meet this criteria)</p> <p><b>1.5</b> Action any areas identified in staff surveys undertaken in bronze, <b>then review them again</b> to identify progress made (all groups and childminders with assistants. N/A for childminders working alone. (You need to submit your evaluated action plan to meet this criteria)</p>	<p><b>1.2</b> Explain how parents/ carers are made aware of the Physical Activity lead</p>	<p>Describe how your parents and carers made aware of who the lead is and the role they play in the setting.</p>
	<p><b>1.3</b> How are parents/ carers consulted about changes you make to your physical activity policy or provision.</p> <p>(by consultation, we mean that they are made aware of any changes to your policies and procedures and have an opportunity to comment and offer suggestions)</p>	<p>Consultation is more than merely advising people. Please describe how parents can not only read the policies but are able to add ideas and influence changes to the policies – <i>e.g. a questionnaire was sent out to consult on the content on a policy and parent’s ideas were considered and included when updating the policy.</i></p>
	<p><b>1.4 – 1.5</b> During your bronze award, you undertook surveys with both staff and parents and carers.</p> <ul style="list-style-type: none"> <li>Summarise the findings in this self-assessment form <i>and</i></li> <li>Identify the development areas in your action plan and take the steps to develop practice.</li> <li>Once you have completed your actions, undertake the same surveys a second time.</li> <li>Analyse the results.</li> </ul>	<p>Whilst undertaking the bronze award, you will have identified areas of development (section 9 of your bronze submission.) The feedback from your submission may have included further suggestions. Please state what your areas of development were.</p> <p>Use the action plan on the website to identify your priorities and the steps you are taking to achieve them. <b>Send your action plan in with your submission.</b></p> <p><i>Once you have taken steps to improve your practice, do the same questionnaires you did at bronze level.</i></p> <p><i>You should see things change, because of the steps you have taken to improve practice. Tell us about the results: e.g. this could be the rating scales improving, more active travel, greater focus on physical activity in newsletters etc.</i></p>

	<ul style="list-style-type: none"> <li>Tell us in this form what impact your actions have had – what difference has it made to staff / children / parents and carers?</li> </ul>	<p>Update and evaluate your action plan – what difference have your actions made and how?</p> <p>Tell us how you feel the award has improved knowledge, skills or opportunities for everyone concerned.</p> <p><i>e.g. Many more parents now see the benefits of walking to and from the setting and are doing this more frequently. Children are walking, as opposed to being in a buggy or car.</i></p> <p><i>Staff are now more focused on physical activity. It is thought about more when planning the overall curriculum and the weekly activity plans. We can see children’s skills increasing.</i></p> <p><i>Parents are sharing more physical activities with us that they participate in at the weekends. We can see from their contributions they are using our home learning ideas for Physical Activity.</i></p>
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<b>2. Physical Activity Policy</b>		
<b>Criteria</b>	<b>Self-assessment questions (please complete all)</b>	
<p>The setting has an inclusive physical activity policy in place (which has been consulted on) which includes the following in addition to the information already included at Bronze level.</p>	<p>What are the key changes you have made to your <b>policy</b> whilst working towards the Silver award?</p> <p>In your revised policy, please make it clear (by <b>highlighting</b>) what has changed.</p>	<p>Identify changes to your policy. There may have been some recommendation from Bronze feedback. <i>E.g. We added the link to the UK National Guidelines and more detail about active travel and sedentary behaviour, explaining what they were. We also added information about screen time recommendations.</i></p> <p>Highlight the changes to your policy in a different colour so that it is clear for us to see what has changed since your bronze award.</p>

<p><b>2.1</b> The physical activity policy covers all areas of physical activity in the setting for all developmental stages, indoor and outdoor play, structured and un-structured.</p> <p><b>2.2</b> Children, parents, carers and staff are actively involved in shaping the physical activity provision/choices within the setting.</p> <p><b>2.3</b> Feedback received from parents/carers and children (through observation of their choices) are actioned.</p> <p><b>2.4</b> Setting is removing barriers to participation identified through feedback or observation.</p>	<p><b>2.1a)</b> The policy should clarify the expectations regarding physical activity assessment and modelling good practice.</p> <p><b>2.1b)</b> The policy should <b>explain terminology</b> such as active travel and sedentary behaviour, so it is clear to all staff and parents.</p> <p><b>2.2</b> How has the setting consulted with staff and parents/carers on the updated parts of your policy?</p> <p><b>2.3</b> How are parents' views and contributions about the physical activity policy managed?</p> <p><b>2.4</b> Please give an example of parental input into the policy.</p> <p>Where possible, please give an example of children's input into the policy (this could be from observing children's actions and adjusting practice as a result)</p>	<p>2.1a Ensure that <b>all</b> points on the policy template are reflected in your unique policy.</p> <p>2.1b Explain any terms clearly, <i>e.g. not all parents and staff know what sedentary behaviour is, so we have made sure this is clear and explained it.</i></p> <p>2.2 -2.4 <i>e.g. We emailed out the revised policy to parents and staff to review and feedback. We then amended it, taking on board their comments and views.</i></p> <p>2.3. If parents make suggestions, speak to them to ensure their needs are met where possible, <i>e.g. Parents were not all sure about what clothing they should supply, so we included clearer guidelines on parental responsibility. As some of our parents did not understand the terminology, we included greater detail with explanations. Parents views were also considered when we reviewed the policy to include more risky opportunities such as tree climbing.</i></p> <p><i>Children were consulted through discussions with their key person during circle time. They wanted to climb our trees! As a result, we have widened the skills and risk assessment sections to reflect the introduction of tree climbing.</i></p>
	<p>What barriers have you come across to implementing your updated policy?</p> <p>How did you overcome these?</p>	<p><i>e.g. Concerns from parents: We had to have some personal conversations to alleviate fears regarding the change in policy to incorporate more risk.</i></p>

	How do you plan to keep parents / carers and staff updated on further changes to your policy?	Outline the long-term plan for ensuring that everyone is involved in any changes to be made to the policy.
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### 3. Environment – Inside and Outside – please give a response to address every point in your submission

Criteria	Self-assessment questions (please complete all)	
<p>Daily indoor and outdoor play environments and opportunities are welcoming, clean, safe, inspirational and promote positive social interaction and creativity.</p> <p><b>3.1</b> Appropriate clothing is always available.</p> <p><b>3.2</b> Staff actively encourage and support children to try new play experiences.</p> <p><b>3.3</b> For infants who are not yet walking, physical activity is encouraged from birth, particularly through floor-based play and water-based activities in safe environments.</p> <p><b>3.4</b> Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.</p>	<p><b>3.1.</b> Are parents /carers asked to send in appropriate clothing? If YES, what guidance do you give them? If NO, how do you ensure all children have appropriate clothing for outside play in all weathers?</p>	<p><b>Respond to every point listed in this section 3.1 – 3.11</b></p> <p>Outline how you ensure that all children are dressed appropriately for all weathers – sun / rain / snow / etc. For instance – if you provide wet weather gear or how you communicate with parents/carers to ensure children can go outside in all weathers e.g. giving weekly weather warnings. What do you do if parents forget to bring something?</p>
	<p><b>3.2</b> How do you discourage children from being sedentary? (limited movement for long periods of time) ~ Non walkers ~ Walkers (remember that ‘non walking children’ is not only age related, but it may also include children with SEND, so all settings need to address this)</p>	<p>Outline how you encourage frequent movement - do you monitor time spend sitting /positive language used ... For babies – how is movement opportunity maximised <i>e.g. Babies are given frequent opportunities to lie on the floor on their backs and fronts. They are generally only restricted to chairs during mealtimes or on a walk. When in the garden – provision to lie outside is provided (in a zoned area protected from hazards).</i></p>

<p><b>3.5</b> Children’s physical activity levels are promoted and monitored through personal development plans / next steps.</p> <p><b>3.6</b> Children spend no more than one hour at a time being sedentary, restrained or inactive except for time spent sleeping.</p> <p><b>3.7</b> Children under 2 years should not spend any time watching television or using other electronic media. For children 2-5 years, these activities should be limited to less than 1 hour a day.</p> <p><b>3.8</b> The setting ensures daily opportunities for physical activity both inside and outside and always provides support for children to enjoy them.</p> <p><b>3.9</b> Visitors are used to enhance active play opportunities for the children.</p> <p><b>3.10</b> Active travel is encouraged and promoted in the setting.</p>	<p><b>3.2 – 3.8</b> Please describe how your daily routine and daily/ weekly plans ensure that criteria points are addressed</p> <p><b>3.7</b> Please indicate your approaches to screen time – tablets, computers etc.</p> <p><b>3.9</b> What alternative opportunities do children have to experience active play?</p> <p><b>3.10</b> Please describe how you have promoted active travel for parents/ carers and staff travelling to and from the setting and, if possible, at other times. Please outline how active travel is encouraged during outings, trips, school runs etc.</p>	<p>Here, you need to ensure that you respond to each individual point. You might include how children’s activity is supported – through the environment, the daily curriculum and a variety of resources. How do you manage opportunities for babies and non-walkers and how you incorporate energetic play?</p> <p>Ensure that you outline your approaches to all screen time and how you communicate essential curriculum and development messages to staff / children and parents.</p> <p>Outline how <b>do</b> you ensure that outside experiences incorporate active and energetic physical activity to encourage gross motor development.</p> <p>If you have visitors for some specific physical activity sessions – outline how you ensure all children can benefit from such physical activities, even if they don’t attend on that day.</p> <p>Ensure you comment on how you promote active travel.</p>
<p><b>3.11</b> Review Environment Rating Scale audits (previously completed as part of Bronze award) ~ Action any areas of development identified at bronze level (<b>details should be incorporated into your completed action plan</b>) ~ Review the scores</p>	<p><b>3.11a)</b> Please identify the rating scales you have audited Ecers / ITERS or FCCERS / Movers</p> <p><b>3.11b)</b> Provide a summary of development areas previously identified</p> <p><b>3.11c)</b> Provide new scores</p> <p><b>3.11d)</b> What changes have you made to your environment since completing the Environmental Rating Scale audits? Please give details.</p>	<p>You will have undertaken assessment at bronze level and added any improvements to an action plan. Outline rating scale items you have had to work on, the changes made and the new revised score to show improvement.</p> <p>If you have used any additional audits or development tools, outline these here too – which audit and its focus.</p> <p><b>Respond to each point individually.</b></p>



## 4. Curriculum Links, Monitoring and Development

Criteria	Self-assessment questions (please complete all)	
<p>Children have opportunities to learn and understand about importance of physical activity to their wellbeing, health and self-care.</p> <p><b>4.1</b> Links made about importance of healthy eating to physical activity demonstrated through planning mechanisms.</p> <p><b>4.2</b> Ensures opportunities to experience different forms of physical activity in safety</p>	<p><b>4.1a)</b> Please outline how often you plan for specific physical activities.</p> <p><b>4.1b)</b> Please provide some examples of planning for health and self-care, including healthy eating.</p> <p><b>4.2</b> Please outline your risk assessment process for physical activity indoors and out. How do you incorporate more risky play?</p>	<p>Outline here how you ensure how staff use modelling, language and discussion to enhance children’s self-care awareness. You may also wish to submit a sample plan for the week or focused activity. Include an activity example of how you support health care – e.g. <i>children’s awareness of drinking water when physically active or noticing changes in their body – heat / sweat.</i></p> <p>Consider how you encourage awareness for toilet training Describe your risk assessment procedures for physical activity – onsite and off, inside and outside. Include how you risk assess for risky play and how the children are involved in this.</p>
<p><b>4.3</b> Ensures that all physical activity provision within the setting meets standards set out in Southampton’s Early Years Physical Activity Checklist (Physical Activity Standards) and national physical activity guidelines.</p> <p>Southampton’s Early Years Physical Activity Checklist used consistently by setting.</p> <p><b>4.4</b> Provide a recent copy of setting’s whole week’s physical activity planning and provision.</p>	<p><b>4.3</b> Please provide a summary of how you include <b>a wide range</b> of physical activity in your curriculum planning, and some examples of the kinds of specific activities are carried out. (This must include opportunities for moderate to vigorous activity)</p>	<p>Summarise how activities and opportunities are monitored to ensure that a wide variety of skills are regularly being offered for <b>ALL</b> children. Ensure that you cover both fine and gross motor skill and <b>energetic play/ huff and puff</b>. Mention some of the more challenging skills you provide opportunities – hopping / climbing / hanging / use of stairs...</p> <p>Remember to look at supporting documentation to explore your range of provision – in the training we talked about MOVERS - There are other supporting document links on the website.</p>



	<p>What changes have you made (since starting the award) to include more aspects of physical activity in your curriculum planning?</p> <p><b>4.4</b> Include your curriculum planning with your submission (or a clear description in the text box of how you include all the above if you don't have written plans)</p>	<p>Outline key changes you have made <i>e.g. Auditing and monitoring of skills has now been introduced. Staff have received training on active physical play and are now engaging more with the children resulting in greater participation for all. More thought is given to planning to energetic play which is now incorporated daily.</i></p> <p>Don't forget to submit your planning or a detailed summary in this box.</p>
<p>Children's physical activity opportunities and facilities are monitored to inform policy development and provision.</p> <p><b>4.5</b> The Physical Activity Lead can demonstrate how this information is used to inform development of training, facilities and programmes in the setting</p>	<p>Please outline how you/your HEYA lead or senior staff monitor: -</p> <p><b>4.5a)</b> Staff role modelling physical activity  <b>4.5b)</b> A wide variety of skills and opportunities available to the children  <b>4.5c)</b> Opportunities for energetic play (huff and puff)</p>	<p>Respond to each point individually <i>e.g.</i></p> <p><b>4.5 a) –</b> <i>The PA lead spends an hour every other week monitoring staff and children's activity, including the participation and involvement of children in the activities offered.</i></p> <p><i>b &amp; c) During these observations (which take place on different days / sessions) the skills promoted are noted down. Any gaps are raised during team meetings including energetic play</i></p>

## 5. Communicating Messages Home

Criteria	Self-assessment questions (please complete all)	
<p><b>5.1</b> Opportunities for physical activity messages to be communicated to the children's homes.</p> <p>Examples include:</p> <p>a) displays</p> <p>a) emails, newsletters, blogs, websites</p>	<p><b>5.1a)</b> What changes have you made (since starting the award) regarding how and what you communicate to parents/ carers about physical activity to the home environment?</p>	<p><i>e.g. We now ensure that some information about physical activity is added to the monthly newsletter and some activity ideas are sent home e.g. some games parents could try in the park /on the way to the setting We have introduced a new notice board for parents with useful tips about physical development and why it's important – we have linked it to</i></p>

<p>c) events/workshops that invite parents/carers to observe and/or work with their children on physical activity themes and which promote key messages d) inviting parent/ carers in to join specific activity sessions</p> <p>e) signpost parents/carers to local facilities, groups and clubs where they can participate in physical activity with their children and to local events and national initiatives and events.</p> <p><b>5.2</b> All information and messages provided verbally during the physical activity workshop (or course) are in line with current guidance. Any leaflets / resources sent home to parents/carers contain current, relevant guidance.</p>	<p><b>5.1b)</b> Please give some examples of information and ideas shared with parents/carers to support them to be physically active with their children at home</p>	<p><i>healthy eating and some of the messages about being physically active on the TV at the present, such as Change 4 life.</i></p>
	<p>What impact do you feel this has had?</p> <p><b>5.1c)</b> How do you know if parents/carers take on board tips, activities and guidance offered to them?</p>	<p>Share some feedback you have received from parents (or children) because of your new initiatives. <i>E.g. a parent and child may now report that they are walking to the setting once a week and using local parks to play football with friends at the weekend rather than sitting in front of the TV.</i></p>
	<p><b>5.1d)</b> Have you come across any barriers to improving communications with parents / carers, and if so, how did you overcome these?</p>	<p><i>E.g. Some parents wanted children to be sitting and ‘writing’ rather than playing outside. We hosted a parent’s evening and displayed information and provided activities to show how gross motor skills can support fine motor development and later writing. The parents now have a better understanding and are happy to support the children’s learning and physical development at home</i></p>
	<p><b>5.2</b> What guidance and resources do you refer to when planning your curriculum / carrying out activities around physical activity?</p>	<p><i>E.g. We now use ‘Movers’ and a variety of other audits to assess provision on a regular basis</i></p>

6. Staff Training & CPD		
Criteria	Self-assessment questions (please complete all)	
6.1 The Physical Activity lead has attended HEYA led physical activity training.	6.1 Please state the date of attendance to HEYA Silver Physical Activity training and the names of staff who attended.	
6.2 Staff are consulted to determine training needs.	6.2 What additional training needs do your staff have around physical activity?	
6.3 Evidence to demonstrate that all staff have undertaken physical activity training	6.3 a) Who is responsible for cascading training to the rest of the staff team? 6.3b) Please outline how and when the silver physical activity training has been cascaded to all staff/ committee members or assistants and include all names. Bullet point key messages given. (N/A for childminders working alone)	<i>E.g. Active Annie, our HEYA PA lead</i> You must outline how you have cascaded the HEYA physical activity training to all team members. If anyone was absent – state how you will address this to ensure that they receive the training.

7. Staff Health & Wellbeing		
Criteria	Self-assessment questions (please complete all)	
7.1 Staff (or you) are aware of the opportunities they have, to maintain/improve their health and wellbeing.	7.1 What opportunities are there within your setting for staff (you) to improve their/ your own health & wellbeing?	<i>E.g. Useful tips are added to the staff notice board and we share ideas in team meetings. Some of us are joining for a weekly walk / run after work once a week.</i>

<p><b>7.2</b> Staff (you) have been involved in developing opportunities to maintain/improve their health and wellbeing.</p>	<p>Have you put into place any new initiatives to support staff (or yourself) since starting on the award? If so, what impact do you think this has had? <b>7.2</b> How have staff been involved in developing these opportunities? (N/A for childminders)</p>	<p><i>e.g. Yes – all above are new since undertaking the award. We have discussed and introduced new ideas as part of team meetings, so everyone participates.</i></p>
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<p><b>8. Next steps: Further actions identified during the silver award process:</b></p>	<p><b>Please provide a summary of how you feel this award has benefitted:</b></p>
<p>1.</p>	<p>Your setting as a whole:</p>
<p>2.</p>	<p>You / your team:</p>
<p>3.</p>	<p>Your children:</p>
<p>4.</p>	<p>Your parents and carers:</p>

<p><b>9. Possible projects identified which could be focus for the Gold HEYA.</b></p>	
<p>(NB Projects can be on any area of the HEYA and should be focused on making a difference to family attitudes and changes of approach to healthy lifestyles and wellbeing) <b>This section must be completed if you plan to move on to a gold award</b></p>	
<p><b>Submit the following to: - Heya@southampton.gov.uk</b></p>	
<p>1. <i>Physical activity policy (ensure that it has been dated with the most recent review and is dated with the next renewal)</i></p>	

2. Completed Silver self-assessment form.
3. Your action plan of the steps you have taken between completing your bronze award and submitting this silver award. This must be evaluated to demonstrate improvement of practice.
4. Physical activity planning information (as an attachment, or within the body of the self-assessment form).

*Optional:*

*Any supporting evidence you wish to send (max 5 **additional** items)*