**Healthy Eating**

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| **Criteria** | **Evidence/Example** | **Member of staff** | **Completed** |
| **1. Policy Development**  1.1 A healthy eating policy has been developed using a Whole Setting Approach, including consultation with staff, parents/carers, and children. |  |  |  |
| **2. Children’s Voice**  2.1 The setting talks with children of all ages, including those less vocal/visible (e.g., those non-verbal or with SEND), about delivered healthy eating activities. | *Evidence such as photos, voice recordings, written descriptions, lesson activities, voting activities, of action that has taken place with children in order to capture their views on healthy eating activities, description of process used to ensure that less vocal/visible voices were heard.* |  |  |
| 2.2 Staff are encouraged to support children around their thoughts/feelings on healthy eating/food. | *Evidence such as short reports from members of staff evidencing when they had discussions with individual or small groups of children about their thoughts/feelings on food, copies of lesson plans/activities that show staff discussing children's thoughts/feelings on food, copies of reports to parents showing children’s thoughts/feelings on food.* |  |  |
| **3. Parents, Carers, and the Community**  3.1 Parents/carers are encouraged to engage with the setting in relation to healthy eating. |  |  |  |
| 3.2 The setting is aware of and linked in with local community groups/clubs/organisations in relation to healthy eating. |  |  |  |
| 3.3 Information on healthy eating is readily available to support parents/carers with this at home. |  |  |  |
| 3.4 Breastfeeding is supported within the setting. |  |  |  |
| **4. Learning**  4.1 Healthy eating is delivered as part of a high-quality, whole setting framework where ALL children are given the opportunity to develop key skills and attributes. |  |  |  |
| 4.2 The whole setting approach to healthy eating is reviewed throughout the year. | *Evidence of healthy eating review on regular staff meeting agendas, examples of changes to practice that have occurred as a result of regular review, results of parent/carer/staff survey on opinions to healthy eating in setting, options for formative feedback e.g., suggestion boxes.* |  |  |
| **5. Child Achievements**  5.1 Children's progress in healthy eating is monitored and parents/carers are made aware where appropriate. |  |  |  |
| 5.2 ALL children are encouraged and supported to take care of their own healthy eating. |  |  |  |
| 5.3 Children’s achievements in healthy eating are celebrated. |  |  |  |
| **6. Early Years Culture**  6.1 There is a named lead, who staff, parents/carers and children are aware of and know how to contact, responsible for healthy eating and they have a clear understanding of their role. |  |  |  |
| 6.2 Children are encouraged to try new food and be independent, feeding themselves at an appropriate age and stage. |  |  |  |
| 6.3 Children eat at regular intervals in appropriate spaces using suitable cutlery/crockery. |  |  |  |
| **7. Staff CPD, Health and Wellbeing**  7.1 Settings ensure that a range of healthy eating training opportunities are made available to all staff. |  |  |  |
| 7.2 Staff receive recognition and celebration for any achievements in relation to children and healthy eating. |  |  |  |
| 7.3 Staff are encouraged to have a basic knowledge of the key messages for healthy eating, which supports them to develop children's and parents/carers confidence around the topic. |  |  |  |
| 7.4 Staff are encouraged to promote good healthy eating habits as role models to the children. |  |  |  |
| **8. Support Services**  8.1 The setting supports children and families with appropriate healthy eating information if required. |  |  |  |
| 8.2 The setting is aware of and able to signpost to support services, such as Leicestershire Nutrition & Dietetics Service, if required. |  |  |  |
| 8.3 Links are made to local and national healthy eating awareness campaigns/services, such as Change4Life, and consistent messages are presented. |  |  |  |

**Emotional Health & Wellbeing**

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| **Criteria** | **Evidence/Example** | **Member of staff** | **Completed** |
| **1. Policy Development**  1.1 A emotional health & wellbeing policy has been developed using a Whole Setting Approach, including consultation with staff, parents/carers, and children. |  |  |  |
| **2. Children’s Voice**  2.1 The setting talks with children of all ages, including those less vocal/visible (e.g., those non-verbal or with SEND), about delivered emotional health and wellbeing activities. |  |  |  |
| 2.2 Staff are encouraged to support children around their thoughts/feelings on emotional health and wellbeing. |  |  |  |
| **3. Parent, Carers, and Community**  3.1 Parents/carers are encouraged to engage with the setting in relation to emotional health and wellbeing. |  |  |  |
| 3.2 The setting is aware of and linked in with local community groups/clubs/organisations in relation to emotional health & wellbeing. | *Evidence of built relationship with local care home through which regular visits are organised, emails with and visits from local sports clubs/arts & crafts groups, engagement/visibility of setting within local community e.g., supporting local fate's, raising funds for local charities, hosting food bank drop off points etc.* |  |  |
| 3.3 Information on emotional health & wellbeing is readily available to support parents/carers with this at home. |  |  |  |
| **4. Learning**  4.1 Emotional health & wellbeing is delivered as part of a high-quality, whole setting framework where ALL children are given the opportunity to develop key skills and attributes, with a focus on personal management & development. | *Evidence such as short reports, photos, lesson plans, learning schedules, learning journeys/reports and/or videos of learning activities that support the development of emotional health and wellbeing skills, explanation of the adaptions made to teaching/activities to ensure that ALL children and provided with the opportunity participate, engage and learn, planning for learning about emotional health and wellbeing across school day e.g., school coat hook voting etc.* |  |  |
| 4.2 The whole setting approach to emotional health & wellbeing is reviewed throughout the year. |  |  |  |
| **5. Child Achievements**  5.1 Children's progress in emotional health & wellbeing is monitored and parents/carers are made aware where appropriate. |  |  |  |
| 5.2 ALL children are encouraged and supported to take care of their emotional health and wellbeing. |  |  |  |
| 5.3 Children’s achievements in emotional health & wellbeing are celebrated. |  |  |  |
| **6. Early Years Culture**  6.1 Positive emotional health & wellbeing is creatively embedded into daily activities throughout the setting. |  |  |  |
| 6.2 There is a named lead, who staff, parents/carers and children are aware of and know how to contact, responsible for emotional health & wellbeing and they have a clear understanding of their role. |  |  |  |
| 6.3 Siblings can spend time with each other in the setting. |  |  |  |
| 6.4 Children are provided with their own space if needed. |  |  |  |
| **7. Staff CPD, Health and Wellbeing**  7.1 Settings ensure that a range of emotional health & wellbeing training opportunities are made available to all staff. |  |  |  |
| 7.2 Staff receive recognition and celebration for any achievements in relation to children and emotional health & wellbeing. |  |  |  |
| 7.3 Staff are encouraged to have a basic knowledge of the key messages for positive emotional health & wellbeing, which supports them to develop children's and parents/carers confidence around the topic. |  |  |  |
| 7.4 Staff are encouraged to promote good emotional health & wellbeing habits as role models to the children. |  |  |  |
| **8. Support Services**  8.1 The setting supports children and families with appropriate emotional health & wellbeing information if required. |  |  |  |
| 8.2 The setting is aware of and able to signpost to support services, such as Sunrise, if required. |  |  |  |
| 8.3 Links are made to local and national emotional health & wellbeing awareness campaigns/services, such as Children's Mental Health Week, and consistent messages are presented. |  |  |  |

**Physical Activity**

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| **Criteria** | **Evidence/Example** | **Member of staff** | **Completed** |
| **1. Policy Development**  1.1 A physical activity policy has been developed using a Whole Setting Approach, including consultation with staff, parents/carers, and children. |  |  |  |
| **2. Children’s Voice**  2.1 The setting talks with children of all ages, including those less vocal/visible (e.g. those non-verbal or with SEND), about delivered physical activities. |  |  |  |
| 2.2 Staff are encouraged to support children around their thoughts/feelings on physical activity. |  |  |  |
| **3. Parent, Carers, and Community**  3.1 Parents/carers are encouraged to engage with the setting in relation to physical activity. |  |  |  |
| 3.2 The setting is aware of and linked in with local community groups/clubs/organisations in relation to community sport and physical activity provision. |  |  |  |
| 3.3 Information on physical activity is readily available to support parents/carers with this at home. |  |  |  |
| **4. Learning**  4.1 Physical activity is delivered as part of a high-quality framework where ALL children are given the opportunity to develop key skills and attributes. |  |  |  |
| 4.2 The whole setting approach to physical activity is reviewed throughout the year. | *Evidence such as short reports, lesson plans/activities and photos of attention paid to reducing sitting time in classrooms e.g. cosmic yoga, making learning activities indoors more active e.g. walking voting, providing both indoors and outdoors varied and appropriate play equipment, daily living activity exercises e.g. tummy time, standing on one leg whilst washing hands, timing speed of dressing self for certain occasions, walking to kitchen to return used dishes, active cleaning up time to music etc.* |  |  |
| **5. Child Achievements**  5.1 Children's progress in physical activity is monitored and parents/carers are made aware where appropriate. |  |  |  |
| 5.2 ALL children are encouraged and supported to take care of their own physical activity levels. |  |  |  |
| 5.3 Children’s achievements in physical activity are celebrated. |  |  |  |
| **6. Early Years Culture**  6.1 Physical activity is creatively embedded into daily activities throughout the setting. | *Evidence such as short reports, lesson plans/activities and photos of attention paid to reducing sitting time in classrooms e.g. cosmic yoga, making learning activities indoors more active e.g. walking voting, providing both indoors and outdoors varied and appropriate play equipment, daily living activity exercises e.g. tummy time, standing on one leg whilst washing hands, timing speed of dressing self for certain occasions, walking to kitchen to return used dishes, active cleaning up time to music etc.* |  |  |
| 6.2 There is a named lead, who staff, parents/carers and children are aware of and know how to contact, responsible for physical activity and they have a clear understanding of their role. |  |  |  |
| 6.3 The setting delivers a variety of opportunities/interventions that use physical activity, delivered in a safe and inclusive manner, to support ALL children to be active throughout the day. |  |  |  |
| 6.4 Emphasis is placed on outdoor physical activity and learning. |  |  |  |
| **7. Staff CPD, Health & Wellbeing**  7.1 Settings ensure that a range of physical activity training opportunities are made available to all staff. |  |  |  |
| 7.2 Staff receive recognition and celebration for any achievements in relation to children and physical activity. |  |  |  |
| 7.3 Staff are encouraged to have a basic knowledge of the key messages for physical activity, including current activity recommendations for children & adults and physical development, which supports them to develop children's and parents/carers confidence around the topic. | *Evidence of staff members attending regular training courses to gain sufficient knowledge, messages around physical activity guidelines that are regularly shared with staff e.g. standing item on staff bullet-in/meeting, copies of welcome packs for new staff members that include reference to key information about physical activity which is updated annually, copies of information about key messages saved in easily accessible shared staff information folder.* |  |  |
| 7.4 Staff are encouraged to promote good physical activity habits as role models to the children. |  |  |  |
| **8. Support Services**  8.1 The setting supports children and families with appropriate physical activity information if required. |  |  |  |
| 8.2 The setting is aware of and able to signpost to support services, such as Active Together, if required. |  |  |  |
| 8.3 Links are made to local and national physical activity awareness campaigns/services, such as Join the Movement, and consistent messages are presented. |  |  |  |

**Oral Health**

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| **Criteria** | **Evidence/Example** | **Member of staff** | **Completed** |
| **1. Policy Development**  1.1 Within the settings policies or guidelines there is clear reference to promoting oral health. |  |  |  |
| **2. Children’s Voice**  2.1 The setting talks with children of all ages, including those less vocal/visible (e.g. those non-verbal or with SEND), about delivered oral health activities. |  |  |  |
| 2.2 Staff are encouraged to support children around their thoughts/feelings on oral health. |  |  |  |
| **3. Parents, Carers & Community**  3.1 Parents/carers are encouraged to engage with the setting in relation to oral health. |  |  |  |
| 3.2 Information on oral health is readily available to support parents/carers with this at home. |  |  |  |
| 3.3 The setting encourages parents/carers to register their child(ren) with a dentist as soon as their first tooth appears. |  |  |  |
| **4. Learning**  4.1 Oral health is delivered as part of a high-quality framework where ALL children are given the opportunity to develop key skills and attributes. |  |  |  |
| 4.2 The whole setting approach to oral health is reviewed throughout the year. |  |  |  |
| 4.3 Settings provide opportunities for interactive play (e.g. dental role play, mouth/teeth models, books & puzzles) which are used to help children understand the importance of oral health. | *Evidence of lesson plans/schedules that include interactive oral health play, photos that show a range of children playing with interactive tools, photos of range of interactive play tools that setting have access to.* |  |  |
| **5. Child Achievements**  5.1 Children's progress in oral health is monitored and parents/carers are made aware where appropriate. |  |  |  |
| 5.2 ALL children are encouraged and supported to take care of their own oral health. |  |  |  |
| 5.3 Children’s achievements in oral health are celebrated. |  |  |  |
| **6. Early Years Culture**  6.1 Oral health is creatively embedded into daily activities throughout the setting. |  |  |  |
| 6.2 There is a named lead, who staff, parents/carers and children are aware of and know how to contact, responsible for oral health and they have a clear understanding of their role. |  |  |  |
| 6.3 Tooth friendly food, snacks and drinks are provided. |  |  |  |
| 6.4 Setting promotes the use of free flow drinking cups from 6 months onward. |  |  |  |
| **7. Staff CPD, Health & Wellbeing**  7.1 Staff within the setting have completed Leicestershire County Council's Oral Health training package. |  |  |  |
| 7.2 The setting are delivering a supervised toothbrushing programme supported by the Leicestershire County Council Oral Health team (Note – settings have 6 months after Healthy Tots accreditation to be delivering a supervised toothbrushing programme). |  |  |  |
| 7.3 Staff receive recognition and celebration for any achievements in relation to children and oral health. |  |  |  |
| 7.4 Staff are encouraged to promote good oral health habits as role models to the children. | *Evidence including short reports and photos, of staff having discussions with children about good oral health habits and what they do every day, lessons plans/activities that include staff sharing their own daily oral health habits, active engagement from staff in delivery of supervised toothbrushing programme.* |  |  |
| **8. Support Services**  8.1 The setting supports children and families with appropriate oral health information if required. |  |  |  |
| 8.2 The setting is aware of and able to signpost to support services, such as the Oral Health Improvement Team at Leicestershire County Council or a local dentist, if required. |  |  |  |
| 8.3 Links are made to local and national oral health awareness campaigns/services, such as National Smile Month, and consistent messages are presented. |  |  |  |