



Leicestershire Healthy Tots Whole Setting Review – EXAMPLE

This template encourages you to think through and review your setting's provision for children's health and wellbeing. The review is organised under ten headings:

1. Leadership, management & managing change
2. Policy development
3. Planning & resources
4. Teaching & Learning
5. Setting culture & environment
6. Giving children a voice
7. Provision of support services
8. Staff professional development needs, health & welfare
9. Partnerships with parents & the local community
10. Assessing, recording & reporting children's achievement
11. Healthy Tots in action

This template suggests a series of questions for self-review, all of which can be edited to suit your own setting context. You may wish to use the template to record your settings provision

EXAMPLE



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| 12. Leadership, management & managing change | health & welfare |
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| 14. Planning & resources | 21. Assessing, recording & reporting children's achievement |
| 15. Teaching & Learning | 22. Healthy Tots in action |
| 16. Setting culture & environment | |
| 17. Giving children a voice | |
| 18. Provision of support services | |
| 19. Staff professional development needs, | |

01 Leadership, management and managing change

1a How does your setting provide the leadership to create a positive environment that promotes health and wellbeing?

Our Mission statement – does your setting have a mission statement that promotes the principles of nurture, understanding, inspiration

Leadership Team- does the leadership team 'buy in' to the Healthy Tots agenda/ are they healthy tots champions?

Prospectus: does it make reference to healthy tots with an emphasis on the work you are doing re the 3 core themes?

Staff CPD & Wellbeing – how do you address staff health & wellbeing needs? Are staff encouraged to attend health & wellbeing related CPD training opportunities?

Ofsted: Has Ofsted recognized your work around healthy tots/ health & wellbeing?

Consultation with staff/ parents/ children- how do you consult with children, parents and staff re health & wellbeing and how do their views inform action ?

1b Who are the lead members of staff responsible for aspects of health and wellbeing at the setting?

(For example Healthy Eating / Food, Emotional Health and Wellbeing (EHWB), Physical Activity)

- who is the lead for Healthy Eating/Food?

- who is the lead for Emotional Health and Wellbeing?
- who is the lead for Physical Activity?

02 Policy Development

2a What are the key health and wellbeing policies at your setting?

Policy	Last Review	Next Review
<i>Emotional Health and wellbeing</i>		
<i>Healthy Eating</i>		
<i>Physical Activity</i>		
<i>Other (please list below other policies that link with health and wellbeing i.e. anti-bullying)</i>		
Behavioral & anti bullying		
Safeguarding Children		
Equality & Diversity		
Health & Safety		
Medication		
Outdoor Play		
Partnership with Parents		
Special Educational Needs		
Illness & exclusion for communicable diseases		
Keypersons		
Employment & Staffing.		

2b How does your setting consult staff and families when reviewing any of these policies?

Possible consultation and review processes could include for EXAMPLE:

Staff - Policies reviewed by staff at Staff meetings (ON AGENDA) / staff questionnaires / welfare surgeries/ appraisals / supervisions

Parents- policies available to parents via

- Website/Social media/ parent policy booklets
- Parent/Carer (P/C) questionnaires / surveys / children’s voices (regarding food choices etc.)
- Newsletters for Parents/ carers- detailing where policies can be found and invitation to be involved in developing policies
- Parents notice board

2c How has the above consultations impacted on your policies

- Staff and p/c with greater knowledge and understanding of certain areas
- Takes staff and p/c views into account
- Staff and p/c can have ownership
- reassurance for p/c the quality of the care for their child
- Good example of partnership working with p/c

03 Planning and resources

3a How does your setting monitor and evaluate provision relating to health and wellbeing?

- By having a Named Healthy Tots Coordinator for the setting
- Regular audits at staff meetings/review of policies, staff training and appraisals.
- Having regular health & safety checks of all rooms and facilities
- Keeping up to date with practice/guidelines through various sources and implement any actions or changes
- Key persons monitor individual health and well-being and implement any required next steps
- Parental Questionnaires allow input to monitoring and evaluation of the provision
- Speaking to p/c for more information about things that may affect the child's well-being at home, i.e. family member illness/death, relationship breakdown, family pet death etc.
- Promote a culture in which children are free and confident to talk and express their emotions.
- By having up to date policies and procedures
- Staff CPD and training opportunities re healthy tots / including attending Healthy Tots network and training courses

3b What do you do to ensure your setting currently meets national standards in relation to food provision?

- Having a named food in setting lead
- The Person responsible in the kitchen or other food handlers holds a relevant food safety

certificates and updates their training when necessary.

- The setting keeps up to date with national guidelines (through accessing training/ national websites/initiatives) and implements any changes – See Eatwell guide / PHE Menu planning / Food for Life Catering Mark
- Whole Setting Food policy is reviewed regularly by all
- Snacks are provided in line with national guidelines and water is available throughout the day

If children bring in their own lunchbox:

- Advice and information on lunchboxes is given to parents when they start and throughout the year by various means, particularly portion size.
- Lunch boxes are monitored and discussed with parents
- Children eat the food in order of nutritional value

3c How do you encourage children to be physically active in line with national guidelines?

(Include both adult led and child initiated activities.)

- By having free flow at all times and a physically challenging outside environment (if they have access to this, if not how do they incorporate outdoor play in their day – the emphasis should be on the play)
- Staff act as positive role models by joining in with games.
- Inside there are resources and space to engage in physical activities. eg bean bags, soft balls, action rhymes etc.
- Try to be chair free and encourage children and staff to stand.
- Adult led physical activities/ structured play opportunities e.g. yoga, going to the local sports halls and playing in the woods/park/outdoor community spaces/ participating in 'Forest Schools'
- Support local/national campaigns e.g. park and stride/ Barnado's 'Big Toddle'
- Implementing learning from PPP training – have they been on this training if so when. If not, when are they planning to attend?
- Equipment – what equipment do you have to encourage play and physical activity?

3d What resources do you use to promote the opportunity to express their feelings and how would you use them with the children in your setting

- Visual aids (Books/Cards/dice) – promoting discuss about emotions i.e. positive behavior, happy, sad, angry, loss etc.
- Spaces i.e. Cosy corners/happy house – allows a child a safe and secure space and an opportunity for keyworker to talk on a one to one
- Practicing Mindfulness - this explore feelings
- Circle time/registration – children are offered the opportunity to discuss their feelings and emotions
- Songs and actions i.e. Hello song: child is welcomed individually and staff make them feel like part of the group.

04 Teaching and learning

4a What opportunities do you provide for children to learn about health and wellbeing? (For example, learning about food and healthy eating, understanding emotions, why being active is important)

- provide healthy snacks/ water during the day (free access) / self- service snacks
- Baking / cooking opportunities – healthy recipes
- Food tasting – new foods to taste and experience
- Structured meal times – personal hygiene (washing hands) / place cards for children
- Self- help skills- toilet training, hand washing, changing clothes, putting shoes on, dressing (School readiness skills)
- display/ books about healthy eating – promoting discussion
- Encourage to eat food in order of nutritional value and role modeling
- Growing, gardening , harvesting, cooking and eating at the setting
- Talking about the body where they can – importance of being healthy by eating well, being active and learning about emotions.
- By incorporating daily exercises – i.e. yoga, actions rhymes etc.
- Free flow and encouraging children to explore
- Planned activities – nationally, locally and in the setting – i.e. national smile month, sports relief,

tennis, ruby, football, Olympics, change 4 life etc.

- Supervised tooth brushing - [link to oral health team – 0116 305 0705](#) / National Smile Week
- Linking with community – i.e. local dentists, police, fire services schools etc.
- Story time- stories about food , exercise , feelings etc./ Emotion cards – discuss emotions & feelings
- Fund raising events – The Barnados Big Toddle etc..

4b How do you ensure activities are appropriate to each child's stage of development?

- Activities are planned based on the shared knowledge, characteristics of effective learning, observations and next steps of the individual child and the needs of the cohort as a whole.
- Details of a child's development are gathered together in their learning journeys and next steps are implemented and shared
- Where a child has a SEND a targeted plan is used to ensure appropriate activities to promote developmental outcomes (activities and resources are adapted if and when necessary to support inclusion)
- P/C involvement - gathering information to make sure child's needs are met/ share their child's learning experience.
- Adult led planning and 'In the moment ' planning for child led observations and activities

4c How do you ensure activities are appropriate to the needs of all children?

- Where a child has a SEND a targeted plan is used to ensure appropriate activities to promote developmental outcomes (activities and resources are adapted if and when necessary to support inclusion)
- P/C involvement - gathering information to make sure child's needs are met.
- The needs of children are used to plan the weekly activities
- Targeted support plan or [EYPP action plans](#) to follow, these are carefully planned with the child at the focus and are reviewed regularly with parents and other professionals involved.
- Staff follow EYFS and Early Learning Guidelines when planning for individual children
- Staff will use trial and error approaches with certain activities – follow children's lead
- Share good practice between staff members / provide staff workshops to share good practice.

05 Setting culture and environment

5a How does your setting culture and environment promote health and wellbeing?

(For example children have a named place to hang their coat, children eat in warm and bright area, the setting enables free flow to an outdoor play area.)

- Setting provides a nurturing environment that enables a child to feel safe, secure and nurtured
- Children have a sense of belonging – i.e. named pegs/water bottles/draws
- Special events for individuals/ groups are shared with the group – i.e. birthday wall
- Children and staff eat lunch together – time to talk around the table like a family
- Children's comforters are allowed when needed
- Hand washing/tooth brushing
- Noticed boards for information for parents/ health promoting environment

5b How does your setting culture and environment enable engagement of parents/carers and the wider community?

(For example, how is children's progress communicated to parents/carers.)

- Open door policy so parents are always welcome in to exchange information
- Registration form/ all about me/learning journeys etc.
- Notice boards
- Parents Evening/ newsletters / social media/website
- Visit in the community i.e. visiting the senior citizens the dentist the doctors
- Encourage p/c to come in to the setting and share their skills/ welcome signs / symbols
- Parents are asked questions on their arrival in the morning- how are you etc.
- Individual planning for children is visible
- Children taken out to wider community – on little trips around the local village/ park/ library etc.

06 Giving children and young people a voice

6a What methods are used to ensure the views of all children, regardless of their age, are sought and reflected across all areas of the setting?

- Information is gathered from parents e.g. all about me/ my week

- observation from keyworkers
- children's voice – through the above and asking them
- children are asked for their views and opinions on a daily basis – eating/ activity
- Resources/ equipment are child height and easily accessible
- Surveys- meal time
- At transition to school – leavers are asked about their opinion of setting

6b How does your setting respond to the needs of all children including those who are less vocal and visible?

- Keyworkers monitoring and observations/next steps/planning/visual aids
- Parental partnership
- Work with children in small groups or one to one.
- Adapt environment accordingly to a child who has special needs and seek advice from other agencies and professionals as appropriate.
- Less vocal and visible children are discussed in staff meetings and targeted for support
- Provision of quiet areas where these children feel more confident to speak

6c What opportunities are there for children to develop responsibility, build confidence and self-esteem?

- Meal times self-serve, helpers of the day, pouring own drinks, clearing own plates and tidying up
- free flow to encourage their own choices, helper of the day to set up activities, risky play
- Positively praising children's achievements – encouraging children to have a go
- Support and understanding of emotions – **how do they do this?**
- Encouragement to be responsible for own things
- Encouraging children to help staff do daily chores
- Record achievements in child's learning journey
- Encouraged to help with changing their own clothes/ dressing themselves / choosing what they

want to wear

- Show and tell sessions – children talk about what they have brought in

07 Provision of support services

7a How does your setting identify children with additional needs and what do you do to support them?

(For example, children with special dietary needs, children with physical disabilities or health conditions such as asthma.)

- Registration/induction forms completed by parents- share any details with setting
- observations monitor and record children's progress and identify areas where there may be additional needs previously unidentified

Support;

- Meeting with Keyperson start identify children with additional needs.
- work closely with parents and other agencies to provide the additional support they need
- equipment resources
- training of staff
- Information of Children with special dietary needs and health conditions are displayed in the register, the kitchen and in their personal files and learning journeys so the information is always available to support them
- We provide information to parents or guide them to other areas of support if needed.
- Who is the settings SENCo – Training etc/ complete Concerns for child form (if needed)
- Specific training for staff if needed e.g. epipen training
- Close working relationship with the 0-19 Healthy Child Programme (PH nurses/ Health Visitors)
- Integrated 2 2 ½ year review between the 0-19 HCP (HV) and the setting (Health Review & Progress Check)

7b What arrangements are in place to refer children and parents / carers to services that can give additional support?

- SENCo
- Follow our special education policies and procedures
- Support to arrange meetings/referral / signpost with outside agencies

- Signposting p/c to agencies
- Information posters on parents notice boards/ website and newsletter to give parents information on where they can access support

08 Staff professional development needs, health and welfare

8a What professional development opportunities, relevant to health and wellbeing, do your staff have access to this year?

(for example, food safety and hygiene training, basic physical activity training)

e.g.

- Healthy Tots Training and Events & Network meetings – and other training relating to the 3 core themes (Healthy Eating/ Emotional Health & wellbeing/ Physical Activity)
- First Aid
- Food hygiene
- Safeguarding
- 3i Events – Early years team

8b How does your setting identify staff development needs of relevance to health and wellbeing?

- CPD/PDRs/ appraisals / staff supervisions
- Staff Induction programme
- Monthly one to ones
- Self -Evaluation Framework (SEF) / Whole Setting Improvement Plan
- Staff meetings
- Open door – staff suggestions
- Staff profiling

8c How does your setting encourage staff to develop and maintain a healthy lifestyle to enable them to be positive role models?

e.g.

- encouraged to cycle to work and have a place to put their bikes
- Training and policies
- Is there an offer a PA session one evening a week for staff to attend – i.e. walking, yoga, fitness

- Is the venue used for anything else (Fitness, Mindfulness, weight management) if so is this promoted to staff.
- Eating/cooking with children
- Doing PA with the children
- Ensuring they are aware of and involved with the LHTP
- Smoke free site
- All staff model healthy behavior
- Drinking water available for staff
- Displays/ posters

09 **Partnerships with parents/carers and the local community**

9a **How do you communicate with parents / carers about their children's progress in areas relevant to their health and wellbeing?**

(For example, behaviour, healthy eating, being active)

- Learning journey's
- Open door policy for parents
- Website/ newsletter / articles of interest
- Daily dairies/home book
- Notice boards
- P/C Evenings

9b **How do you encourage families to lead a healthy lifestyle?**

(For example encourage active travel to the setting, make Change 4 Life material available to parents.)

- Notice boards/displays
- Website
- Social media
- Leaflets/ advice sheets
- Homework activities and families challenges – i.e. what did you have for dinner last night, turn off screens for 24 hours, play/activities bags
- Open evening

- Getting involved with national campaigns and sharing it with P/C – i.e. change 4 life
- Sports day
- Local facilities / signpost to appropriate services

10 Assessing, recording and reporting children's achievements

10a How does your setting monitor children's progress relevant to their health and wellbeing?

(For example, how do you monitor progress in relation to social skills, food choices or being more active.)

- Learning journeys / progression monitored
- Reporting to parents
- Keyworkers – observations/ assessments
- Planning sheets
- Links made to EYFS
- EYPP action plans
- Staff Daily discussions
- P/C involvement

10b How does your setting celebrate the achievements of children in relation to their health and wellbeing?

(For example stickers, reward charts, positive praise.)

- Positive praise
- Documenting their achievements in their learning journey to share with parents
- Star chart
- Wow board/tree/welly/flowers
- Stickers
- Good news post cards to parents
- Staff positive role models – giving praise/ encouragement / guidance

11 **Healthy Tots in actions**

11a **How has the Leicestershire Healthy Tots programme made a difference to your setting please give three examples/ outcomes**

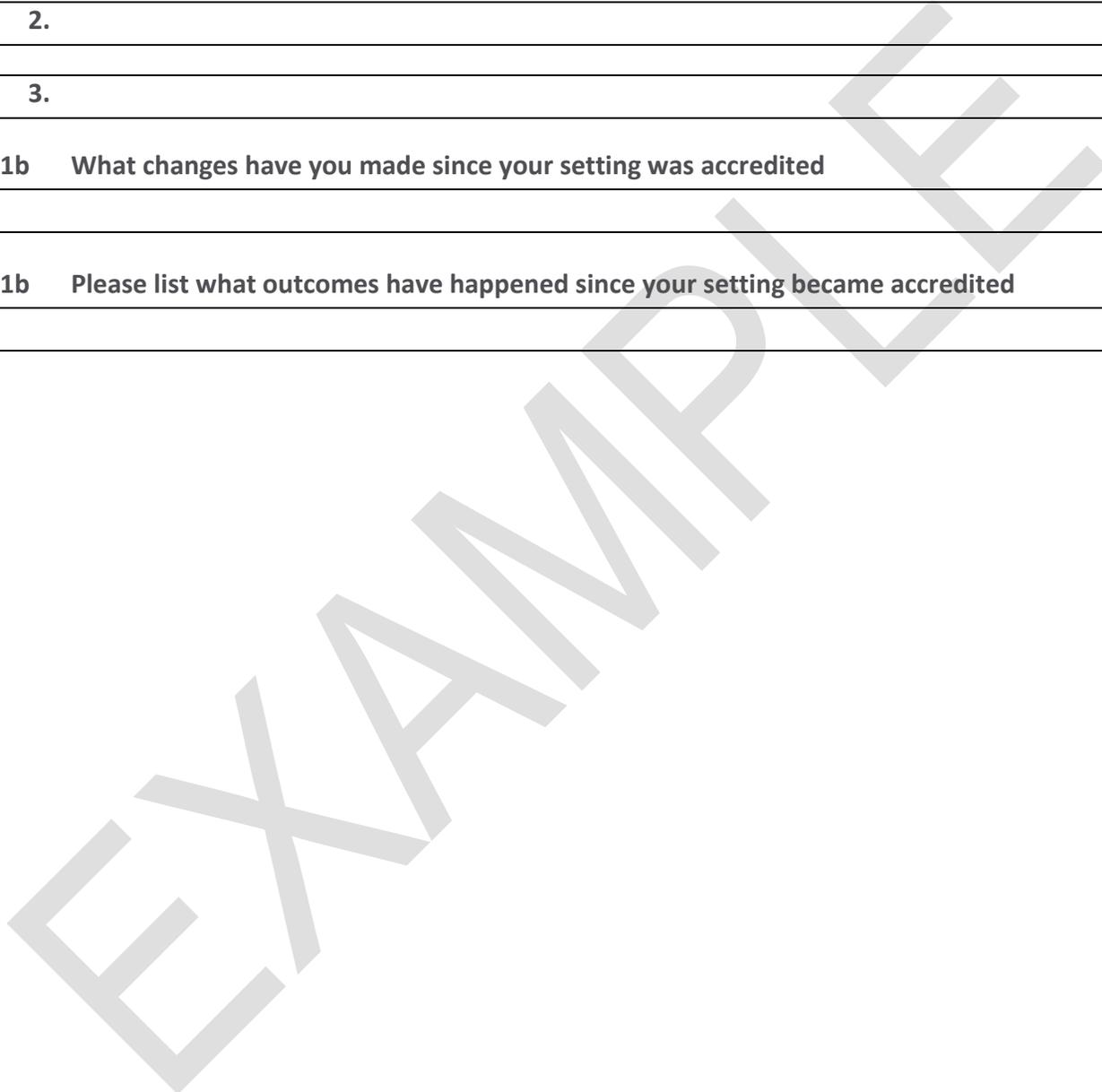
1.

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11b **What changes have you made since your setting was accredited**

11b **Please list what outcomes have happened since your setting became accredited**



EATWELL GUIDE

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/528193/Eatwell_guide_colour.pdf)



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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