



Leicestershire Healthy Tots Whole Setting Review

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

Setting Name:

DfE Number:

Last review date:

01 Leadership, management and managing change

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

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)

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>		
Comments:		

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

2c How has the above consultations impacted on your policies



03 Planning and resources

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

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

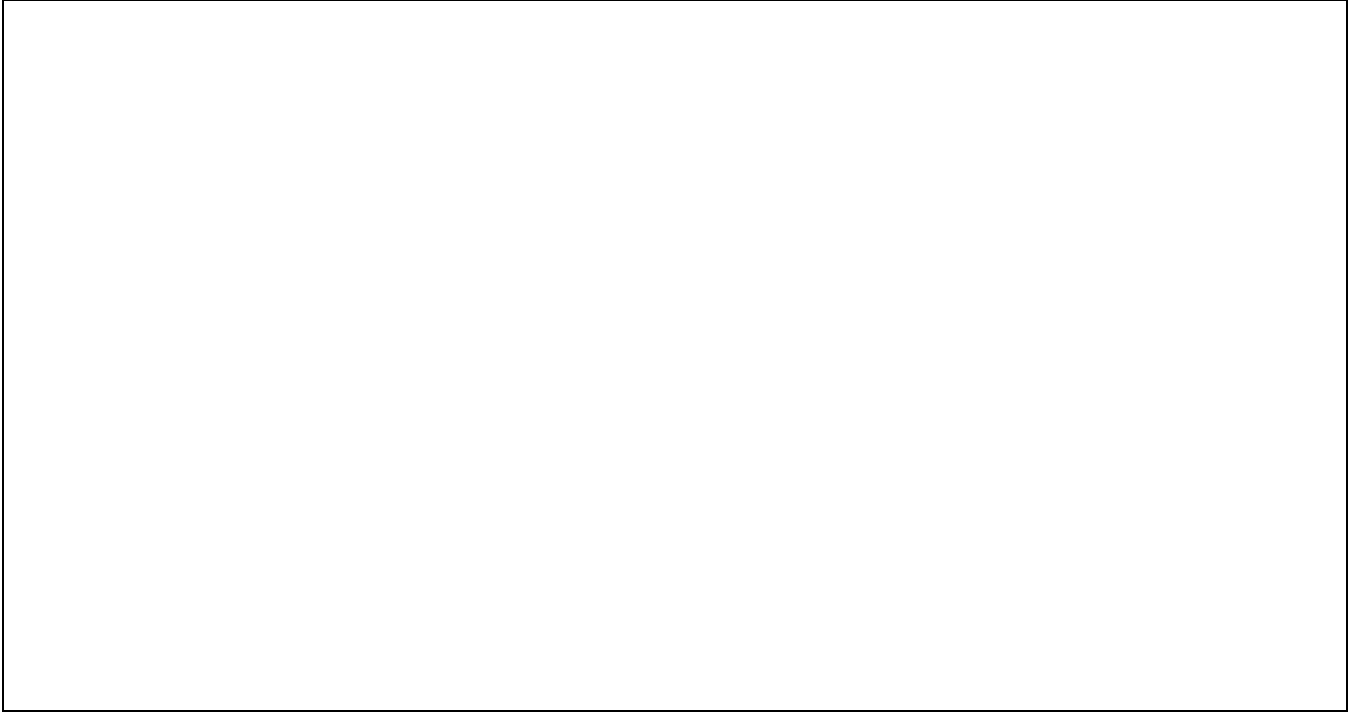
3c How do you encourage children to be physically active in line with national guidelines?

(Include both adult led and child initiated activities.)

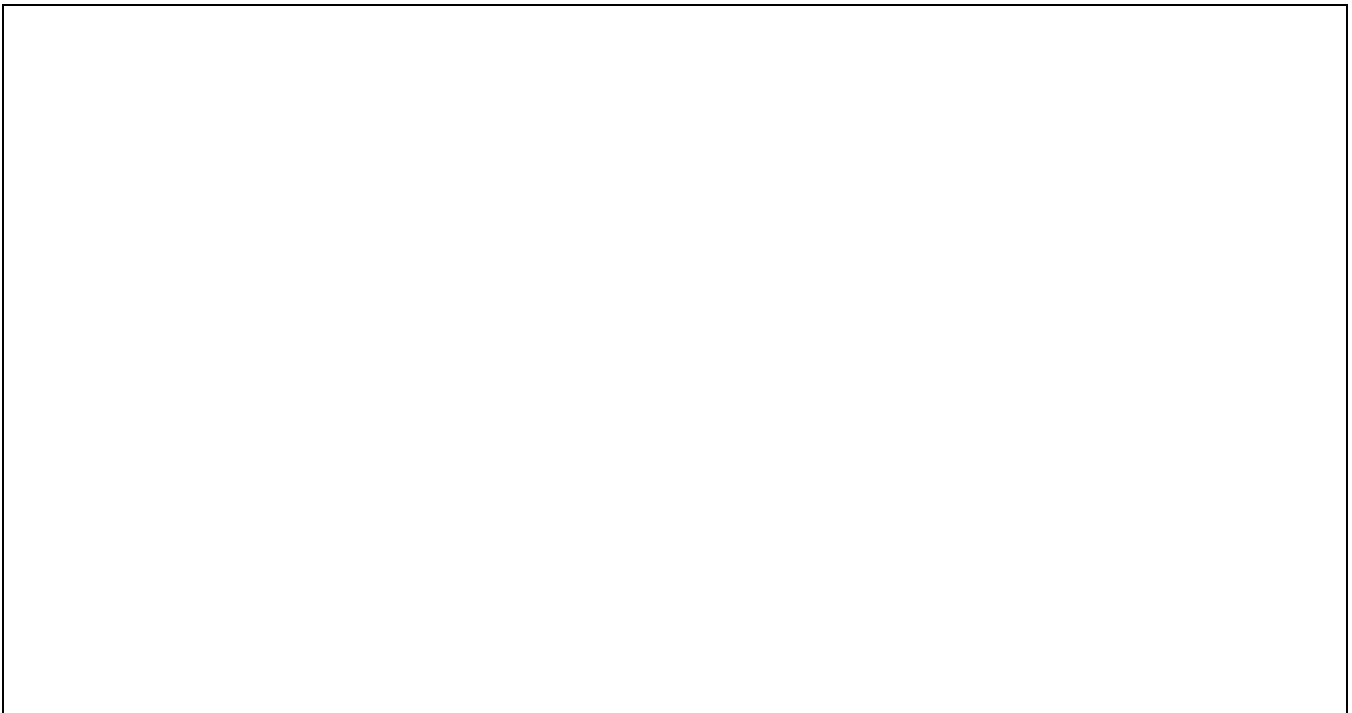
3d What resources do you use to promote the opportunity to express their feelings and how would you use them with the children in your setting

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)



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



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

05 **Setting culture and environment**

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

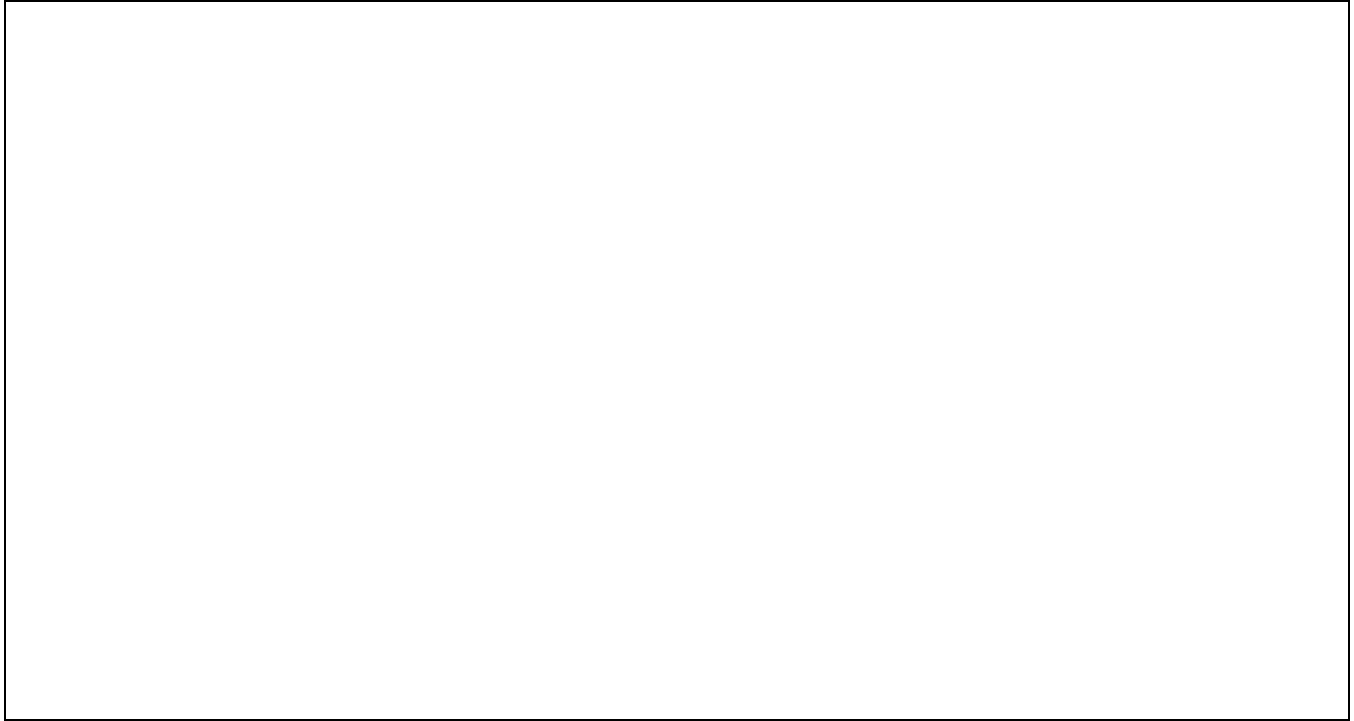
(For example children have a named place to hang their coat, children eat in warm and bright area, the setting enables free flow to an outdoor play area.)

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

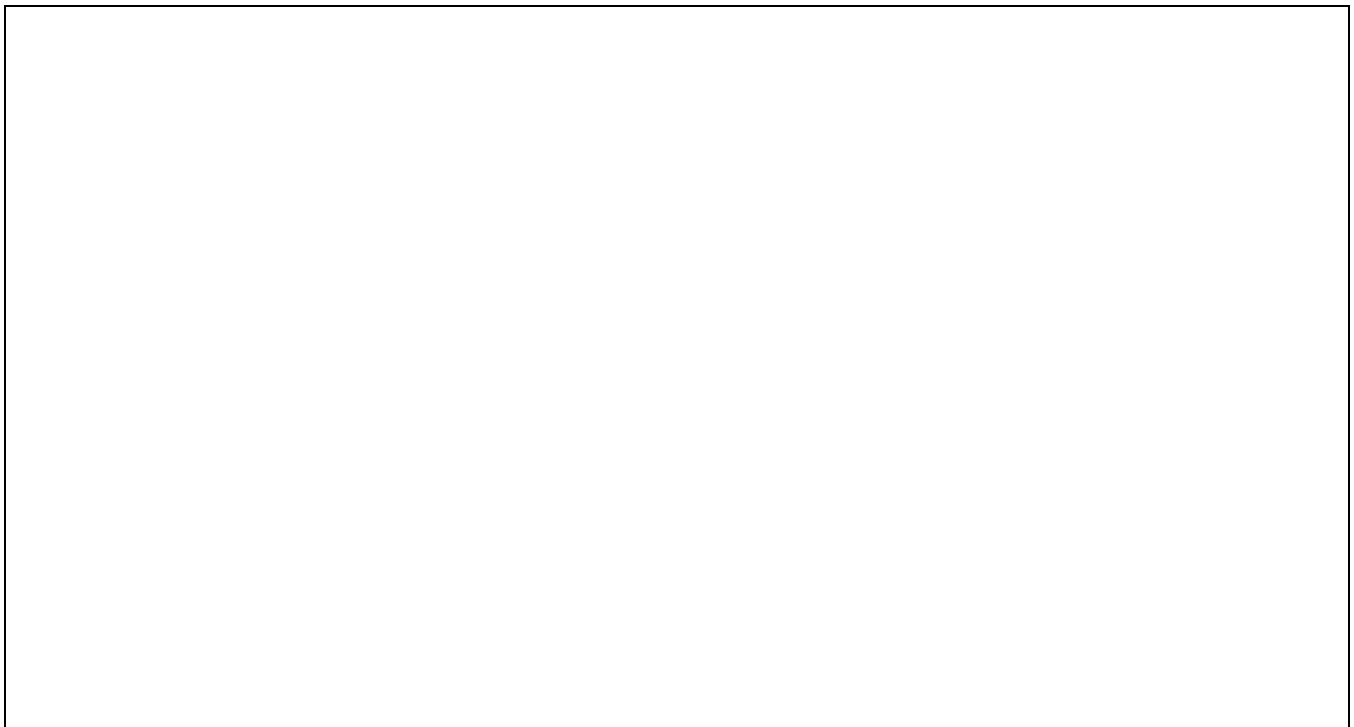
(For example, how is children’s progress communicated to parents / carers.)

06 Giving children and young people a voice

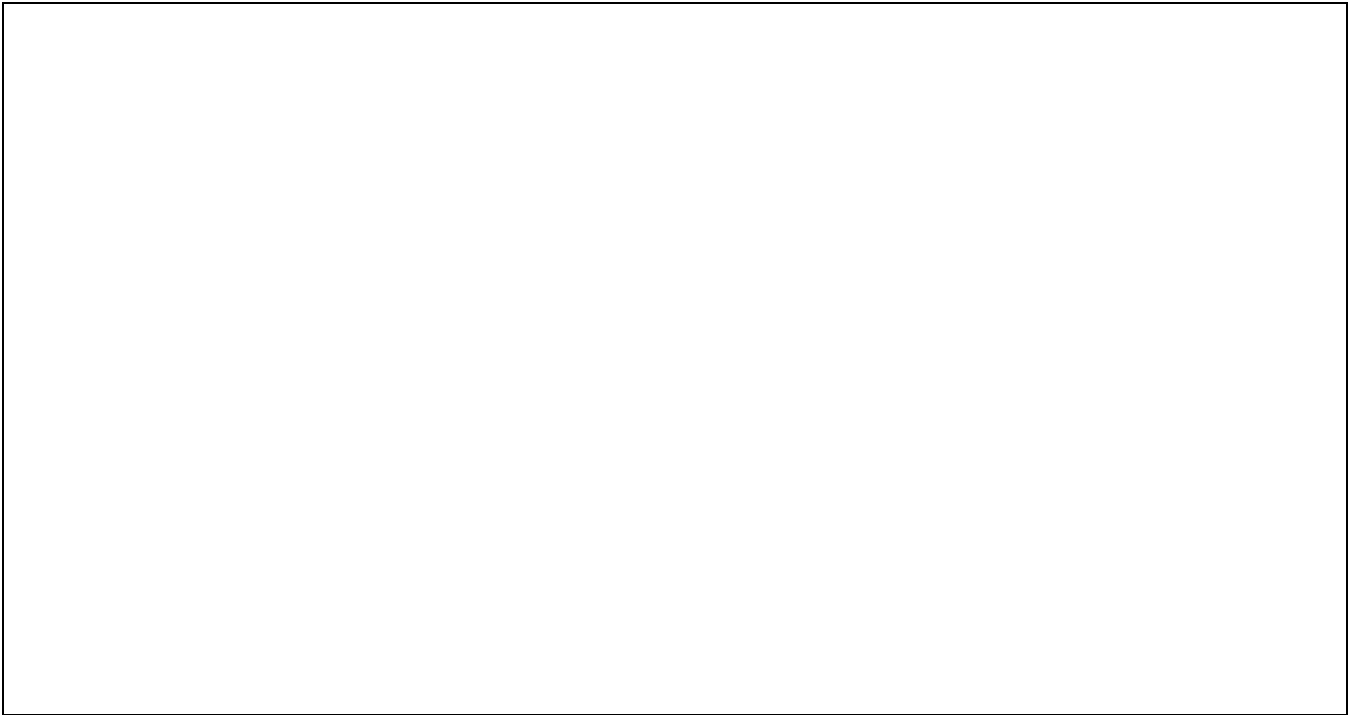
6a What methods are used to ensure the views of all children, regardless of their age, are sought and reflected across all areas of the setting?



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



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



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.)

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

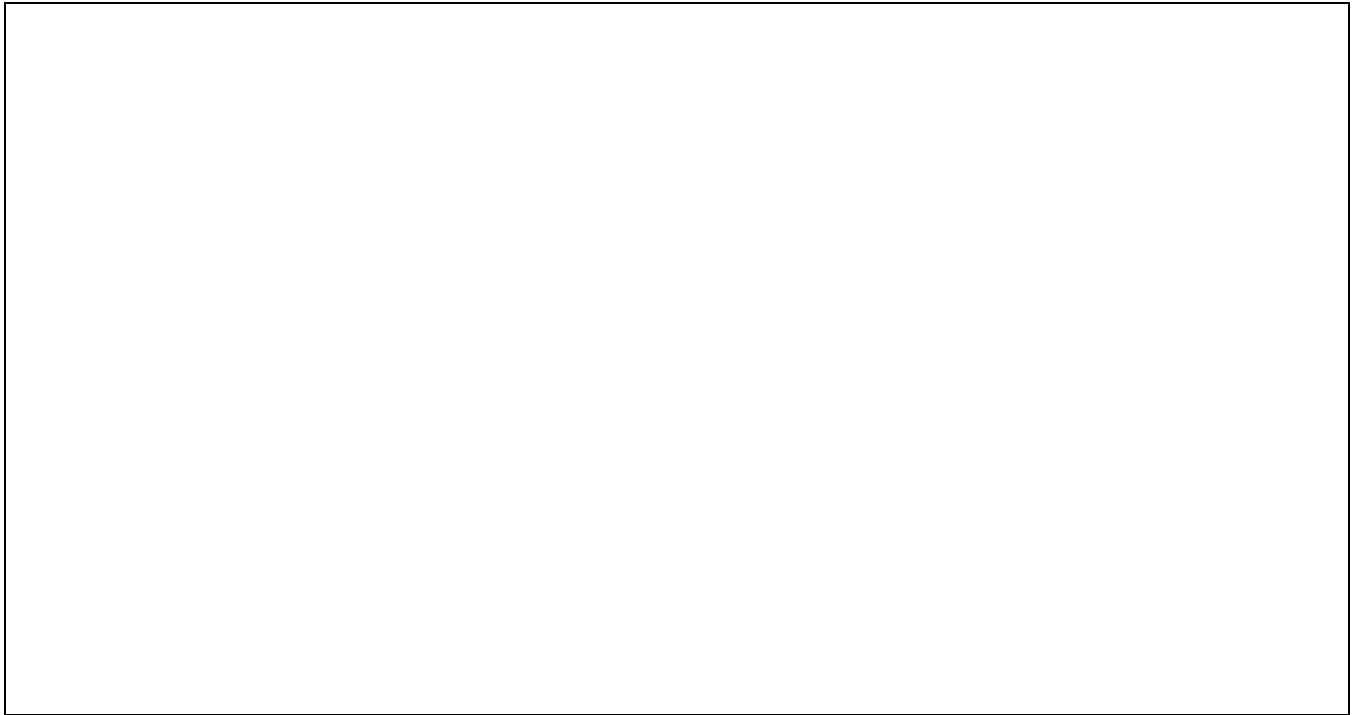
08 Staff professional development needs, health and welfare

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)

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

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



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)

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.)

10 Assessing, recording and reporting children’s achievements

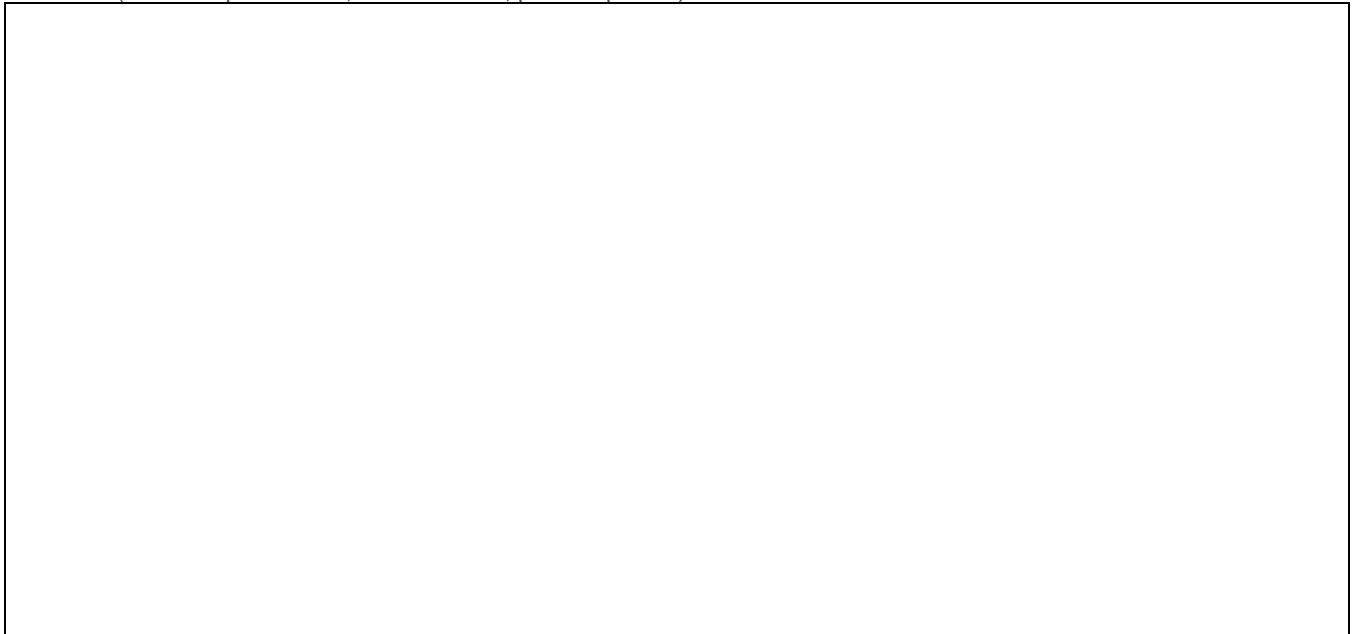
10a How does your setting monitor children’s progress relevant to their health and wellbeing?

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



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

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



11 Healthy Tots in actions

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

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

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