



# Early Years Health and Well-being Accreditation

## Early Years Health and Well-being Kite Mark

The kite mark is a new initiative for early years settings that has been created in partnership with Public Health. Its aim is to enable improvement of the health and well-being of children and their families. This health focus remains one of the priority areas for Slough, and this initiative will support early years settings to promote and establish the health improvement messages and practices that need to underpin the ethos of their childcare provision.

Currently, the areas of concern in the health of the local children are:

- **Oral health**....37.9% of 5-year-olds suffers with dental decay and 26% of 3-year-olds. The current national average is 23.4%. These figures mean that not only does Slough have one of the highest rates in the UK, but certainly one of the highest in the Southeast. Many of these children will require a hospital admission to extract the decayed teeth. This operation remains the most common reason for hospital admission for children aged 5-9 years, with a child in England having a tooth extracted every 10 minutes.
- **Obesity levels**.... Latest data (2021/22) shows the following:

Local Authority	Reception Year
	Obese and severe obese
	2021/22 (%)
<b>England</b>	<b>10.1</b>
<b>Slough</b>	<b>10.8</b>
<b>Southeast</b>	<b>8.7</b>

- **Inactivity and sedentary behaviour**.... Only **17.5%** of children and young people are meeting the current recommended guidelines of taking part in sport or physical activity for at least 60 minutes every day...**with 32.9%** doing less than an average of 30 minutes each day. Compared nationally, Slough is rated the 10<sup>th</sup> least active council in England.
- **Mental and emotional health**.... The latest 2017 survey revealed **1 in 8 (12.8%) 5–19-year-olds**, were found to have at least one mental health disorder (emotional, behavioural, hyperactive, or other). There has been a particular increase in emotional disorders (includes anxiety and depression) from **3.9% in 2004 to 5.8% in 2017**.

To address these health inequalities, there is an increased need for early years providers to work collaboratively with health professionals, external agencies, and services, to support their parents and carers to ensure the best health outcome for their children.

The kite mark incorporates an accredited award scheme that will recognise the achievements of settings and enable them to showcase the great work they are doing.

It encompasses the following four areas of assessment:

- **Criterion 1: Health and Well-being**
- **Criterion 2: Nutrition and Oral Health**
- **Criterion 3: Physical Activity and Active Play**
- **Criterion 4: Emotional and Mental Well-being**

Each criterion has assessment areas that will be evaluated, and for most of the assessment requirements there are 3 levels (Entry level, Intermediate level and Advanced level). Within these levels, there will be a requirement to provide evidence of good practice, for the area being assessed.

Points will be awarded for each piece of evidence provided, and the value of points will be as follows:

- **Entry level (Mandatory)** = 1 point (It is essential that all entry level points are achieved)
- **Intermediate level** = 2 points
- **Advanced level** – 3 points

The level of award gained will be calculated based on the percentage of points gained out of the maximum points available in each assessment area.

The following table is an ‘at a glance’ summary of this point system, and levels of award achievable.

Levels of Award	Health and Well-being	Nutrition and Oral health	Physical Activity and Active Play	Emotional and Mental Well-being	Total Points from all areas
<b>Minimum Points to achieve Bronze (10%)</b>	6	11	4	6	<b>28</b>
<b>Minimum Points to achieve Silver (45%)</b>	27	50	18	29	<b>124</b>
<b>Minimum Points to achieve Gold (75%)</b>	46	83	29	48	<b>206</b>
<b>Maximum Points available</b>	<b>61</b>	<b>111</b>	<b>39</b>	<b>64</b>	<b>275</b>

## Criterion 1: HEALTH AND WELL-BEING

Good health in the early years of a child's life is of great importance, and crucial to their growth and development. Not only does it help to prevent illness and disease but contributes to their readiness for school. *The EYFS states "Children learn best when they are healthy, safe, and secure"*. It is therefore the responsibility of early year's settings to ensure the health needs of children in their care are paramount.

Assessment requirement 1	The setting's ethos concerning health and well-being is clearly communicated to parents and carers
<p><b>Evidence of good practice</b> <b>Entry Level</b> <b>(1 point each)</b></p> <p><i>You can tick these off, and evidence will be seen on a visit.</i></p>	<ul style="list-style-type: none"> <li>▪ Welcome Pack- gives details of the setting, its ethos, and mission statement <input type="checkbox"/></li> <li>▪ Show around visits for new parents <input type="checkbox"/></li> <li>▪ Policies in Place:               <ul style="list-style-type: none"> <li>- Sickness policy (includes exclusions for infection control) <input type="checkbox"/></li> <li>- Administration of Medicines <input type="checkbox"/></li> <li>- Health &amp; Wellbeing Policy (includes no smoking) <input type="checkbox"/></li> </ul> </li> </ul>
<p><b>Intermediate Level</b> <b>(2 points each)</b></p> <p><i>Evidence confirmed as above</i></p>	<ul style="list-style-type: none"> <li>▪ Policies in Place:               <ul style="list-style-type: none"> <li>- Toilet Training / Intimate care Policy <input type="checkbox"/></li> </ul> </li> </ul>
<p><b>Advanced Level</b> <b>(3 points each)</b></p> <p><i>Evidence can be seen on a visit or by accessing the website, social media platform, or online system that the setting uses.</i></p>	<ul style="list-style-type: none"> <li>▪ Website and social media:               <ul style="list-style-type: none"> <li>- Parents and Carers able to find out more about the setting <input type="checkbox"/></li> <li>- Details of healthcare services, session times of parent workshops, and parent and child play sessions (this does not have to take place in your setting, but accessible in the community) <input type="checkbox"/></li> <li>-</li> </ul> </li> <li>▪ Details of the setting available on the Family Information Service website <input type="checkbox"/></li> <li>▪ Publications – e.g., Newsletters available in other languages <input type="checkbox"/></li> </ul>

<b>Assessment requirement 2</b>	<b>Staff aware of the health needs of children. E.g. A specific dietary requirement, dental needs, social care involvement, any medical conditions....</b>
<p><b>Entry Level (1 point each)</b></p> <p><i>You can tick these off, and evidence will be seen on a visit.</i></p>	<ul style="list-style-type: none"> <li>▪ Registration form - includes the child's health, medical, and dietary needs <input type="checkbox"/></li> <li>▪ Staff trained in: <ul style="list-style-type: none"> <li>- Safeguarding <input type="checkbox"/></li> <li>- Paediatric First aid <input type="checkbox"/></li> <li>- Health and Safety <input type="checkbox"/></li> </ul> </li> </ul>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>Evidence confirmed as above.</i></p>	<ul style="list-style-type: none"> <li>▪ Record of a child's relevant medical information i.e., dentist registration, GP contact, health visitor contact... <input type="checkbox"/></li> </ul>
<b>Assessment requirement 3</b>	<b>Staff aware of the health needs in the local community, especially regarding dental health and obesity levels, and promote as well as model to the children and families how to live a healthy lifestyle.</b>
<p><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit.</i></p>	<ul style="list-style-type: none"> <li>▪ A mealtime register indicates the dietary needs of each child <input type="checkbox"/></li> <li>▪ Water is always available for staff and children <input type="checkbox"/></li> <li>▪ Staff meeting records – health &amp; wellbeing issues discussed <input type="checkbox"/></li> </ul>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>Observe on a visit.</i></p>	<ul style="list-style-type: none"> <li>▪ Healthy lifestyle information displayed on notice boards <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>Evidence seen on a visit.</i></p> <p><i>Discussion with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Healthy Start Scheme promoted, and information available for families (including how to claim, and where to collect healthy start vitamins) <input type="checkbox"/></li> <li>▪ Details available of local health clinics, Dentists, and the services running in local Children's Centres <input type="checkbox"/></li> <li>▪ Access to community services that encourage healthy living <input type="checkbox"/></li> </ul>

<p style="text-align: center;"><b>Assessment requirement 4</b></p>	<p style="text-align: center;"><b>The setting is aware of the recommended immunisations for children and staff, and work with parents and carers to ensure their children receive the relevant vaccinations.</b></p>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit.</i></p>	<ul style="list-style-type: none"> <li>▪ Record status of immunisations of children <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level (2 points each)</b></p> <p><i>Evidence by a visit, and discussions with staff.</i></p>	<ul style="list-style-type: none"> <li>▪ Staff are encouraged to ensure that their own vaccinations are up to date, including the Flu vaccine in winter <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level (3 points each)</b></p> <p><i>See training log.</i></p> <p><i>Observe on a visit.</i></p> <p><i>See evidence of promotional material, and communication with families.</i></p>	<ul style="list-style-type: none"> <li>▪ Staff receive information/ training on immunisations to enable them to inform families <input type="checkbox"/></li> <li>▪ Promotion of the UK immunisation schedule – Displays of Posters and information leaflets of immunisation due dates i.e., <a href="https://www.nhs.uk/conditions/vaccinations/nhs-vaccinations-and-when-to-have-them/">https://www.nhs.uk/conditions/vaccinations/nhs-vaccinations-and-when-to-have-them/</a> <input type="checkbox"/></li> <li>▪ Factsheets available on childhood immunisations and myth busting facts, including details of where vaccinations are carried out <input type="checkbox"/></li> </ul>

<p style="text-align: center;"><b>Assessment requirement</b> <b>5</b></p>	<p style="text-align: center;"><b>The setting promotes partnership working to aid health improvement.</b></p>
<p style="text-align: center;"><b>Intermediate Level</b> <b>(2 points each)</b></p> <p style="text-align: center;"><i>See evidence of how this is promoted.</i></p>	<ul style="list-style-type: none"> <li>▪ Key contact list of health professionals and services <input type="checkbox"/></li> <li>▪ Signpost parents and carers to these local services <input type="checkbox"/> <ul style="list-style-type: none"> <li>- Health Visitor appointment or drop-in sessions</li> <li>- Breastfeeding drop-in</li> <li>- Speech &amp; Language sessions, in person or online</li> <li>- Parent and child groups</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Advanced Level</b> <b>(3 points each)</b></p> <p style="text-align: center;"><i>Evidence seen on a visit or sent via email</i></p>	<ul style="list-style-type: none"> <li>▪ Support received from the Early Years Health Improvement Officer <input type="checkbox"/></li> <li>▪ Meeting records or communication emails with external partners' e.g., Oral Health Improvement Team, Health Visiting Team, Speech &amp; language Therapists, Special education needs team, Activity Co-ordinators... <input type="checkbox"/></li> </ul>

Sources of support networks: - External partners and other services - Guidance documents and website links		Relevant notes:		
<ul style="list-style-type: none"> <li>▪ Health Visiting Team</li> <li>▪ EYFS Advisory Team</li> <li>▪ Early Years Health Improvement Officer</li> <li>▪ Family Services Team</li> <li>▪ Family Information Service</li> <li>▪ Social Care team (if appropriate)</li>   <li>▪ Public Health Team</li> <li>▪ Local GP surgery / Health Clinic</li> <li>▪ Local Pharmacy</li> <li>▪ Local Dentists</li>   <li>▪ Healthy Start Scheme</li> <li>▪ <a href="http://www.healthystart.nhs.uk">www.healthystart.nhs.uk</a></li>   <li>▪ Slough Well-being Board</li> <li>▪ Childminder Services</li> <li>▪ Other PVI settings</li> <li>▪ Oral health Improvement team</li> <li>▪ Local Dentist partnership</li>   <li>▪ Breastfeeding support team</li> <li>▪ SEND Team</li> <li>▪ Link schools</li>   <li>▪ Start for Life resources</li> <li>▪ <a href="http://www.earlyyearshub.co.uk">www.earlyyearshub.co.uk</a></li> <li>▪ <a href="http://www.nice.org.uk">www.nice.org.uk</a></li> <li>▪ <a href="http://www.publichealthslough.co.uk">www.publichealthslough.co.uk</a></li> <li>▪ <a href="http://www.nhs.uk">www.nhs.uk</a></li> <li>▪ <a href="http://www.sloughfamilyservices.org.uk">www.sloughfamilyservices.org.uk</a></li> <li>▪ <a href="http://www.solutions4health.co.uk">www.solutions4health.co.uk</a></li> <li>▪ <a href="http://www.berkshirehealthcare.nhs.uk">www.berkshirehealthcare.nhs.uk</a></li> </ul>				
Points available in this assessment area:	Points gained:	Assessment Date:	Review Date: (if applicable)	Assessor's signature:
<b>61 points</b>				



## **Criterion 2: NUTRITION AND ORAL HEALTH**

Healthy eating and good oral health both contribute to healthy outcomes for young children. The EYFS welfare requirement states “ *Where children are provided with meals, snacks, and drinks, they must be healthy, balanced, and nutritious*”

Settings have a responsibility to deliver this requirement and ensure the children in their care are taught about healthy eating and how to make healthy food choices, as well as how to look after their teeth.

Assessment requirement 1	Policies and procedures in place that give guidance on healthy eating, oral health, and management of special dietary requirements.
<p style="text-align: center;"><b>Evidence of good practice</b> <b>Entry Level</b> <b>(1 point each)</b></p> <p style="text-align: center;"><i>See evidence on a visit</i></p> <p style="text-align: center;"><i>Observation of a mealtime.</i></p>	<ul style="list-style-type: none"> <li>▪ Healthy snack / meal provision <input type="checkbox"/></li> <li>▪ Food Safety star rating award: Level 3-star rating applied for / achieved <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level</b> <b>(2 points each)</b></p> <p style="text-align: center;"><i>Evidence confirmed as above</i></p>	<ul style="list-style-type: none"> <li>▪ Mealtime Policy and Procedure <input type="checkbox"/></li> <li>▪ Oral Health Policy / Practices <input type="checkbox"/></li> <li>▪ Management of dietary needs (including allergy management) <input type="checkbox"/></li> <li>▪ Food Safety star rating award: Level 4-star rating achieved <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level</b> <b>(3 points each)</b></p> <p style="text-align: center;"><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Portion control guidance and monitoring <input type="checkbox"/></li> <li>▪ Healthy Packed Lunch Guidance / Policy <input type="checkbox"/></li> <li>▪ Food Safety star rating award: Level 5-star rating achieved <input type="checkbox"/></li> </ul>

<p><b>Assessment requirement 2</b></p>	<p><b>Staff trained in healthy eating, food safety and oral health.</b></p>
<p><b>Entry Level (1 point each)</b></p> <p><i>See training log or certificates</i></p>	<ul style="list-style-type: none"> <li>▪ Staff who handle food and drink are trained in Level 2 food safety <input type="checkbox"/></li> </ul>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>See evidence on a visit.</i></p> <p><i>Observe an activity session, or see photos on the setting's website, social media platform or online communication system.</i></p>	<ul style="list-style-type: none"> <li>▪ Slough Healthy Smiles training received <input type="checkbox"/></li> <li>▪ Slough Healthy Smiles - Silver level of award achieved <input type="checkbox"/></li> <li>▪ Staff plan sessions that help to deliver healthy eating and oral health messages <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>See training certificates.</i></p> <p><i>Observe a mealtime and have discussions with staff members.</i></p> <p><i>See SHS award</i></p>	<ul style="list-style-type: none"> <li>▪ A member of staff who oversees nutrition and oral health promotion <input type="checkbox"/></li> <li>▪ Staff trained in: <ul style="list-style-type: none"> <li>- Healthy packed lunch guidance <input type="checkbox"/></li> <li>- Portion control guidance <input type="checkbox"/></li> </ul> </li> <li>▪ Slough Healthy Smiles accreditation scheme <ul style="list-style-type: none"> <li>- Toothbrushes provided and tooth brushing practice in place <input type="checkbox"/></li> <li>- Gold level of award achieved <input type="checkbox"/></li> </ul> </li> </ul>

<p><b>Assessment requirement</b> <b>3</b></p>	<p><b>Safe and appropriate environment for the children to have their meals.</b> <b>Food and drink provided is nutritious and healthy.</b> <b>Supervised mealtimes that encourage independence and a positive mealtime experience for the children.</b></p>
<p><b>Entry Level</b> <b>(1 point each)</b></p> <p><i>Observation of a mealtime</i></p> <p><i>See evidence of staff observations</i></p>	<ul style="list-style-type: none"> <li>▪ Staff supervise and model for the children independent skills, and good manners at mealtimes <input type="checkbox"/></li> <li>▪ Children encouraged to make healthy food choices, and try new foods <input type="checkbox"/></li> <li>▪ Mealtime routines are inclusive for all children <input type="checkbox"/></li> <li>▪ Daily food intake chart recorded, and parents informed <input type="checkbox"/></li> <li>▪ Regular observations of staff practice at snack and mealtimes <input type="checkbox"/></li> </ul>
<p><b>Intermediate Level</b> <b>(2 points each)</b></p> <p><i>See evidence on a visit.</i></p> <p><i>Have discussions with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Food prepared on site, or prepared externally and delivered, complies with current recommended healthy eating guidelines <input type="checkbox"/></li> <li>▪ Babies 6m+ trained to use a free flow /open cup <input type="checkbox"/></li> <li>▪ Babies between 6m and 12m trained to drink from a cup instead of a bottle <input type="checkbox"/></li> </ul>
<p><b>Advanced Level</b> <b>(3 points each)</b></p> <p><i>See evidence on site</i></p> <p><i>Have discussions with staff</i></p>	<ul style="list-style-type: none"> <li>▪ The setting protects and supports breastfeeding in all areas of the service, in line with Baby Friendly Initiative standards <input type="checkbox"/></li> <li>▪ Procedure for the provision and storage of breastmilk and infant formula <input type="checkbox"/></li> <li>▪ Details available for parents on where to access breastfeeding support <input type="checkbox"/></li> <li>▪ Staff member versed in how to transition a child from milk diet to solid foods, and can support parents and carers <input type="checkbox"/></li> </ul>

<p style="text-align: center;"><b>Assessment requirement</b> <b>4</b></p>	<p style="text-align: center;"><b>Involvement of children and parents in planned oral health and healthy nutrition promotions.</b> <b>Workshops and information sessions available for parents and carers to attend.</b></p>
<p style="text-align: center;"><b>Entry Level</b> <b>(1 point each)</b></p> <p style="text-align: center;"><i>See evidence on a visit</i></p> <p style="text-align: center;"><i>Observation of an activity session</i></p> <p style="text-align: center;"><i>Discussion with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Staff teach the children about the importance of healthy eating and looking after their teeth <input type="checkbox"/></li> <li>▪ Food preparation sessions and healthy cooking activities with the children <input type="checkbox"/></li> <li>▪ Maintaining displays that support healthy eating and oral health, with children's involvement <input type="checkbox"/></li> <li>▪ Meetings arranged with the Manager or other staff members for parents and carers to discuss any concerns about their child's eating habits or oral health <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level</b> <b>(2 points each)</b></p> <p style="text-align: center;"><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Resources available for use with the children, to support good nutrition and oral health <input type="checkbox"/></li> <li>▪ Leaflets and information sheets available for parents and carers on how to maintain good oral health for their family <input type="checkbox"/></li> <li>▪ Guidance given to parents on the effects of prolonged bottle feeding and use of dummies, in line with current guidelines i.e., babies over the age of 1 should no longer use a bottle or dummy <input type="checkbox"/></li> <li>▪ Oral Health Improvement Officer delivers information sessions to the children, as well as to parents and carers <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level</b> <b>(3 points each)</b></p> <p style="text-align: center;"><i>See evidence on a visit</i></p> <p style="text-align: center;"><i>Receive evidence and feedback from partners on sessions they have carried out</i></p>	<ul style="list-style-type: none"> <li>▪ The setting is aware of local and national initiatives that promote healthy eating and oral health, and involve the children and parents and carers in planned activities <input type="checkbox"/></li> <li>▪ Oral health questionnaires available for parents and carers to complete - to inform staff of a child's oral health status, and if any interventions are needed <input type="checkbox"/></li> <li>▪ Onsite dental visits, or visits with the children to the local dental surgery <input type="checkbox"/></li> <li>▪ Taster sessions for parents to try new menu ideas before they are implemented, if the setting provides cooked meals <input type="checkbox"/></li> <li>▪ Healthy recipe ideas available for parents to try at home <input type="checkbox"/></li> <li>▪ Feedback and evaluations received from parents and carers on internal promotional events they attend <input type="checkbox"/></li> <li>▪ Signpost parents and carers to cookery classes that are running in other settings or venues <input type="checkbox"/></li> </ul>

<p><b>Assessment requirement 5</b></p>	<p><b>Children are exposed to a variety of healthy food that incorporates different cultures, in line with the ‘understanding the world’ area of the EYFS framework that states” children should be guided to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places...”</b></p>
<p><b>Entry Level (1 point each)</b></p> <p><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Food themed resources available <input type="checkbox"/></li> </ul>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>See evidence on a visit</i></p> <p><i>Observation of a mealtime and speak with the staff and children.</i></p>	<ul style="list-style-type: none"> <li>▪ Photo displays of a variety of foods and meals that celebrate different countries and cultures <input type="checkbox"/></li> <li>▪ The children learn about the different dietary requirements of other children i.e., diets based on religion, culture, or allergy related <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>See evidence on a visit, via website, social media platform, or online communication system.</i></p> <p><i>Have discussions with families</i></p>	<ul style="list-style-type: none"> <li>▪ Children involved in planting and preparation of food grown onsite <input type="checkbox"/></li> <li>▪ Cultural days – children learn about food from different countries, and have opportunities to try these <input type="checkbox"/></li> <li>▪ Parental and family involvement in cultural days or events <input type="checkbox"/></li> </ul>

<b>Sources of support networks:</b> - External partners and other services - Guidance documents and website links	<b>Relevant notes:</b>
<ul style="list-style-type: none"> <li>▪ Oral health Promotion Team commissioned by Slough Borough Council</li> <li>▪ <a href="http://www.publichealthslough.co.uk">www.publichealthslough.co.uk</a>  <b>Delivering Better Oral Health 2017</b> – Department of Health’s evidence-based toolkit for prevention.</li> <li>▪ <a href="http://www.gov.uk/government/publications/improving-oral-health-a-toolkit-to-support-commissioning-of-supervised-tooth-brushing-programmes-in-early-years-and-school-settings">www.gov.uk/government/publications/improving-oral-health: a toolkit to support commissioning of supervised tooth brushing programmes in early years and school settings.</a></li> <li>▪ Baby Friendly Initiative</li> <li>▪ Consultations with Health visiting team.</li> <li>▪ Access for parents and carers to weaning sessions run in the setting, or other local settings.</li> <li>▪ <b>WHO guidelines</b> on infant feeding.</li> <li>▪ <b>Eatwell Guide</b></li> <li>▪ Voluntary Food and Drink Guidelines for Early Years Settings in England</li> <li>▪ <b>Caroline Walker trust</b> – eating well for under 5’s <a href="http://www.cwt.org.uk">www.cwt.org.uk</a> ...</li> <li>▪ <b>Eat better Start better publication</b> - Promoting and supporting healthy eating in early years settings</li> <li>▪ <a href="https://www.actionforchildren.org.uk/resources-and-publications/information-guides/eat-better-start-better/">https://www.actionforchildren.org.uk/resources-and-publications/information-guides/eat-better-start-better/</a></li> <li>▪ <a href="http://www.schoolfoodtrust.org.uk">www.schoolfoodtrust.org.uk</a></li> <li>▪ Nursery meal delivery service</li> <li>▪ Periodic assessment chart to gauge how the children like or dislike the meals.</li> </ul>	

Sources of support networks: - External partners and other services - Guidance documents and website links		Relevant notes:		
<ul style="list-style-type: none"> <li>▪ Support and guidance from the Early Years Health Improvement Officer</li> <li>▪ <b>Healthy Start resources</b></li> <li>▪ <b>Infant and toddler Forum</b> publications</li> <li>▪ <b>Change for Life</b> Publications</li> <li>▪ Operating the '<b>Safer Food better Business</b>' Food safety management system</li> <li>▪ Library service</li> <li>▪ Local shops or restaurants involved in food provision</li> </ul>				
Points available in this assessment area:	Points gained:	Assessment Date:	Review Date: (if applicable)	Assessor's signature:
<b>111 points</b>				

### **Criterion 3: PHYSICAL ACTIVITY AND ACTIVE PLAY**

This is essential for a child’s growth and development. *The EYFS states’’ Physical development involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity....* Furthermore, as stated in the 2019 review of the Early Year’s Inspection handbook, in the quality of education of the EYFS curriculum, assessment of impact will be made on the following: *From birth onwards, children are physically active in their play, developing their physiological, cardiovascular, and motor skills....* Settings therefore need to ensure these stipulations are being met.

<b>Assessment requirement 1</b>	<b>The setting can demonstrate the importance of daily physical activity.</b>
<p><b>Evidence of good practice</b> <b>Entry Level</b> <b>(1 point each)</b></p> <p><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Access to outside play in all weathers <input type="checkbox"/></li> <li>▪ Daily planned activities that are child-led, and encourage physical development <input type="checkbox"/></li> <li>▪ Risk assessments in place <input type="checkbox"/></li> </ul>
<p><b>Intermediate Level</b> <b>(2 points each)</b></p> <p><i>See evidence on a visit</i></p> <p><i>Discussions with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Physical development / Active play Policy in place <input type="checkbox"/></li> <li>▪ The setting actively seeks to reduce sedentary behaviour, and educate the children on the importance of sitting less and moving more <input type="checkbox"/></li> <li>▪ Inclusion of children with physical disability, and the availability of resources to suit their needs <input type="checkbox"/></li> </ul>
<p><b>Advanced Level</b> <b>(3 points each)</b></p> <p><i>See evidence displayed in the setting or promoted in other ways</i></p>	<ul style="list-style-type: none"> <li>▪ Staff member who takes a lead in developing active play, and oversees activity sessions <input type="checkbox"/></li> <li>▪ The setting organises ‘Walk and talk’ sessions to local outdoor play areas, with the children <input type="checkbox"/></li> </ul>



<p style="text-align: center;"><b>Assessment requirement 2</b></p>	<p style="text-align: center;"><b>Help parents to be aware of the importance of physical activity and how they can develop different ways to involve active play into everyday life</b></p>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Displays communicating the importance of 'being Active' <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>See evidence of how this is promoted to families</i></p>	<ul style="list-style-type: none"> <li>▪ Regular and updated leaflets and newsletters explaining the importance of physical activity, and recommended levels of daily activity for children and adults <input type="checkbox"/></li> <li>▪ Guidance to parents and carers on the effects of prolonged buggy use <input type="checkbox"/></li> <li>▪ Local Activities timetable available or on display <input type="checkbox"/></li> <li>▪ Parent and child activity sessions onsite, or signpost parents and carers to parent and baby /child sessions in other local venues <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Assessment requirement 3</b></p>	<p style="text-align: center;"><b>Staff plan and implement physical activity and active play each day, including free flow where possible, in line with the recommended guidelines for young children i.e.</b></p> <ul style="list-style-type: none"> <li>• <b>Under 1's (non mobile)</b> – at least 30 minutes tummy time spread throughout the day, which encourages reaching, pushing, pulling themselves, and rolling over.</li> <li>• <b>Toddlers (1-2 years)</b> – 180 minutes (3 hours) spread over the day, including active play indoors and outdoors.</li> <li>• <b>Pre-schoolers (3-4)</b> – At least 180 minutes of activity, with 60 minutes being moderate to vigorous intensity active play.</li> </ul>
<p><b>Entry Level (1 point each)</b></p> <p><i>See evidence on a visit or received via email.</i></p>	<ul style="list-style-type: none"> <li>▪ Observations of staff practice, by senior staff <input type="checkbox"/></li> <li>▪ Staff meetings that involve discussions and planning of physical activity practices <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>See training certificates.</i></p>	<ul style="list-style-type: none"> <li>▪ Staff attend Physical activity training <input type="checkbox"/></li> </ul>

<b>Assessment Requirement 4</b>	<b>Involvement of external agencies or health professionals that can advise and support physical activity and active play.</b>
<p><b>Intermediate Level (2 points each)</b></p> <p><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ A physical activity programme implemented in the setting <input type="checkbox"/></li> </ul>
<p><b>Advanced Level (3 points each)</b></p> <p><i>Discuss with staff if this is in place onsite, or if available locally.</i></p> <p><i>See evidence of how this is promoted to families.</i></p>	<ul style="list-style-type: none"> <li>▪ Partners run active play sessions for parents &amp; carers within the setting, or accessible locally <input type="checkbox"/></li> </ul>

Sources of support networks: - External partners and other services - Guidance documents and website links		Relevant notes:		
<ul style="list-style-type: none"> <li>▪ Active Slough team</li> <li>▪ Local gym representative</li> <li>▪ Leisure Centre contact</li> <li>▪ Local sports coaches</li> <li>▪ Local schools PE department</li> <li>▪ Baby massage instructor</li> <li>▪ Yoga instructor</li> <li>▪ Exercise Coach</li>   <li>▪ Library service – Music and dance sessions</li> <li>▪ EYFS Advisory Team</li> <li>▪ SEND team</li> <li>▪ Health Visiting Team</li>   <li>▪ <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></li> <li>▪ <a href="http://www.publichealthslough.co.uk">www.publichealthslough.co.uk</a></li> <li>▪ <a href="http://www.slough.gov.uk">www.slough.gov.uk</a></li> <li>▪ <a href="http://www.earlyyearsmatter.co.uk">www.earlyyearsmatter.co.uk</a></li> <li>▪ <a href="http://www.communityplaythings.co.uk">www.communityplaythings.co.uk</a></li> <li>▪ <a href="https://getberkshireactive.org/">https://getberkshireactive.org/</a></li> </ul>				
Points available in this assessment area:	Points gained:	Assessment Date:	Review Date: (if applicable)	Assessor's signature:
<b>39 points</b>				

### **Criterion 4: EMOTIONAL AND MENTAL WELL-BEING**

Emotional well-being has been described as “ A positive state of mind and body, feeling safe and able to cope with a sense of connection with people, communities and the wider environment” (WHO 2007). A child’s emotional well-being is as important as their physical health. Personal, social and emotional development is one of the prime areas of learning and development in the EYFS, which states ...“children should be supported to develop self-confidence and self awareness, manage feelings and behaviour, and make positive relationships”. To meet these EYFS requirements, early years settings must therefore ensure children are offered the correct experiences and support.

Assessment requirement 1	The setting supports staff, children and families to manage their personal, social, and emotional needs.
<p style="text-align: center;"><b>Evidence of good practice</b> <b>Entry Level</b> <b>(1 point each)</b></p> <p><i>You can tick these off, and evidence will be seen on a visit to the setting.</i></p>	<ul style="list-style-type: none"> <li>▪ Confidentiality Policy <input type="checkbox"/></li> <li>▪ Key Worker policy <input type="checkbox"/></li> <li>▪ Settling in policy /procedure <input type="checkbox"/></li> <li>▪ Behaviour Management Policy <input type="checkbox"/></li> <li>▪ Ongoing developmental records for each child <input type="checkbox"/></li> <li>▪ Management observe staff, support them in their role and have evidence of professional development <input type="checkbox"/></li> <li>▪ Planned training days for staff <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level</b> <b>(3 points each)</b></p> <p><i>See evidence of completed training</i></p> <p><i>See evidence on a visit</i></p> <p><i>Discuss with staff how families are supported to access the relevant services</i></p>	<ul style="list-style-type: none"> <li>▪ Staff training around mental health and emotional wellbeing <input type="checkbox"/></li> <li>▪ PSED training <input type="checkbox"/></li> <li>▪ Attachment training <input type="checkbox"/></li> <li>▪ Current Information on display in the setting on the support available for emotional and mental health e.g., depression, debt, smoking cessation, Get Active sessions (exercise is proven to improve mental and physical health) <input type="checkbox"/></li> </ul>

<p style="text-align: center;"><b>Assessment requirement 2</b></p>	<p style="text-align: center;"><b>Staff forge positive relationships with the children, and their parents and carers. Parents and carers are supported at times of a child’s life that can be emotionally challenging e.g. weaning, toilet training, sleep routine, new birth...</b></p>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit</i></p> <p><i>Discussions with staff members</i></p> <p><i>Evidence seen of the communication methods used with families</i></p>	<ul style="list-style-type: none"> <li>▪ Identify children’s interests, and their likes and dislikes <input type="checkbox"/></li> <li>▪ Staff are aware of factors that affect a child’s emotional well-being, and support them accordingly, e.g., new birth or death in the family <input type="checkbox"/></li> <li>▪ Staff have ongoing communication with parents and carers about the development of their child <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level (3 points each)</b></p> <p><i>Evidence seen on a visit, via email, or online</i></p> <p><i>Discussions with staff and families</i></p>	<ul style="list-style-type: none"> <li>▪ Home visits <input type="checkbox"/></li> <li>▪ Parents and carers actively involved in the setting <input type="checkbox"/></li> <li>▪ Staff able to signpost parents and carers to workshops that can help them with their children e.g., parenting classes <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Assessment requirement 3</b></p>	<p style="text-align: center;"><b>Staff are able to identify vulnerable children and families, and implement support programmes to help them.</b></p>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Awareness of the referral pathway for the ‘front door’ and Early help hub <input type="checkbox"/></li> <li>▪ Observations and assessments records <input type="checkbox"/></li> <li>▪ Referral of children to Speech and Language <input type="checkbox"/></li> <li>▪ Parental involvement in meetings regarding their child <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level (3 points each)</b></p> <p><i>Evidence seen on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Referral to the Child and Adolescent Mental Health Service (<b>CAMHS</b>) or the Social, Emotional, and Behavioural Difficulties Outreach Service (<b>SEBDOS</b>) as appropriate <input type="checkbox"/></li> </ul>

<b>Assessment requirement 4</b>	<b>The setting demonstrates good partnership working with external agencies, and signpost parents and carers to specialist services who can offer advice and support.</b>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit</i></p> <p><i>Discussions with staff members</i></p>	<ul style="list-style-type: none"> <li>▪ Transitioning procedure and support – Staff work together with local schools and other settings to help children transition to school placement, or move between settings <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level (2 points each)</b></p> <p><i>See evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Promotional leaflets/posters from external agencies displayed in the setting <input type="checkbox"/></li> </ul>
<b>Assessment requirement 5</b>	<b>Children with additional needs have their requirements met.</b>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Inclusion Policy <input type="checkbox"/></li> <li>▪ Resources available e.g., specialist equipment and toys <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level (2 points each)</b></p> <p><i>Evidence seen on a visit</i></p> <p><i>Discussion with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Specialist involvement of external professionals that can carry out assessments of children with additional needs <input type="checkbox"/></li> <li>▪ Individual Education Plans in place, as necessary <input type="checkbox"/></li> <li>▪ Staff signpost parents and carers to external health professionals <input type="checkbox"/></li> </ul>

<p style="text-align: center;"><b>Assessment requirement 6</b></p>	<p style="text-align: center;"><b>Acknowledgement of beliefs and cultural backgrounds of the children and their families.</b></p>
<p style="text-align: center;"><b>Entry Level (1 point each)</b></p> <p><i>Evidence seen on a visit</i></p> <p><i>Access the setting's social media platform or other means of communication with families</i></p>	<ul style="list-style-type: none"> <li>▪ The setting displays evidence of diversity <input type="checkbox"/></li> <li>▪ Cultural days and events celebrated <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Intermediate Level (2 points each)</b></p> <p><i>Discussions with staff</i></p> <p><i>Evidence on a visit</i></p>	<ul style="list-style-type: none"> <li>▪ Where possible, use staff who speak other languages to support communication with families <input type="checkbox"/></li> <li>▪ Photos of children's families on display <input type="checkbox"/></li> </ul>
<p style="text-align: center;"><b>Advanced Level (3 points each)</b></p> <p><i>See evidence on a visit</i></p> <p><i>Observation of a mealtime or food preparation session</i></p> <p><i>Discussions with staff</i></p>	<ul style="list-style-type: none"> <li>▪ Introduce foods/ menus that include foods from different cultures <input type="checkbox"/></li> <li>▪ Support families to access information, advice, and guidance (IAG) <input type="checkbox"/></li> <li>▪ Parents who have English as an additional language, are supported to access English classes, where appropriate <input type="checkbox"/></li> </ul>

<b>Sources of support networks:</b> - External partners and other services - Guidance documents and website links	<b>Relevant notes:</b>
<ul style="list-style-type: none"> <li>▪ EYFS guidance document</li> <li>▪ EYFS Advisory team</li>   <li>• ASD specialist staff</li> <li>• Speech and Language Therapists</li> <li>• Educational Psychologists</li> <li>• Play Therapists</li> <li>• Berkshire CAMH Service SENCO</li>   <li>▪ Health Visiting Team</li> <li>▪ Early help services</li> <li>▪ Child protection services</li> <li>▪ Domestic abuse Services</li> <li>▪ Family Support Team</li> <li>▪ Family Information Service</li>   <li>▪ Talking therapies</li> <li>▪ Bereavement counselling and resources</li> <li>▪ Appropriate helpline numbers</li>   <li>▪ Debt Counselling and Support</li> <li>▪ MECC training (Make every contact count)</li>   <li>▪ Perinatal mental health support</li> <li>▪ Emotional First aid training for parents and carers</li> <li>▪ Antenatal and Post-natal support for mothers</li>   <li>▪ Stop smoking services</li> <li>▪ Substance and alcohol misuse programmes</li>   <li>▪ Support services for ‘Looked after Children’</li> <li>▪ Aspects of parenting course</li>   <li>▪ The PALS Programme</li> </ul>	



Sources of support networks: - External partners and other services - Guidance documents and website links		Relevant notes:		
<ul style="list-style-type: none"> <li>• <a href="http://www.ofsted.gov.uk">www.ofsted.gov.uk</a></li> <li>• <a href="http://www.earlylearninghq.org.uk">www.earlylearninghq.org.uk</a></li> <li>• Attachment Training course</li> <li>• <a href="http://www.publichealthslough.co.uk">www.publichealthslough.co.uk</a></li> <li>• <a href="mailto:www.sloughchildren.referrals@scstrust.co.uk">www.sloughchildren.referrals@scstrust.co.uk</a></li> <li>• <a href="http://www.berkshirehealthcare.nhs.uk">www.berkshirehealthcare.nhs.uk</a></li> <li>• <a href="http://www.healthystart.nhs.uk">www.healthystart.nhs.uk</a></li> <li>• <a href="http://www.drinkaware.co.uk">www.drinkaware.co.uk</a></li> <li>• <a href="http://www.nhs.uk/livewell/alcohol">www.nhs.uk/livewell/alcohol</a></li> <li>• <a href="http://www.publichealthslough.co.uk">www.publichealthslough.co.uk</a></li> <li>• <a href="http://www.sloughfamilyservices.org.uk">www.sloughfamilyservices.org.uk</a></li> </ul>				
Points available in this assessment area:	Points gained:	Assessment Date:	Review Date: (if applicable)	Assessor's signature:
64 points				

# Early Years Health and Well-being Accreditation

