



Healthy Early Years Setting Status

Evidence Grid



Children and Young People's Services

The following evidence grid is a mechanism for the Healthy Early Years Setting task group to use in support of their audit tool and action plan, in order to gain Healthy Early Years Setting Status.

- The Healthy Early Years Setting Status criterion column has the criteria listed for each theme.
- The minimum evidence column lists the evidence that is required from the Early Years Setting for each criterion.

The text written in black is compulsory evidence required.

The text written in red is enhanced practice ideas of work which you may already be doing in Early Years which can contribute to the evidence required, however this is not compulsory.

The text written in green is the links to Ofsted Self Evaluation Guidance which may be useful when updating your Self Evaluation Form.

Early Years Settings can use equivalent evidence but this must be approved by the PSHE&C Team Healthy Early Years Development Officer.

It is **NOT** compulsory to collect this evidence within a portfolio file. The task group must know where the evidence is located within the setting. On the accreditation visit a selection of evidence will be viewed and interviews with members of the whole Early Years Setting Community will be required.

- The support column suggests what support is available for each criterion. For settings that need signposting to other agencies, specific support, resources from the PSHE&C team or further information please contact the Healthy Early Years Development Officer who will support your setting with its specific needs.
- All settings should use a whole Early Years Setting approach when completing any work towards the Healthy Early Years Setting Status.

1. Personal, Social & Emotional Development including positive relationships and drug education

PSED contributes significantly to all five national outcomes for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing

PSED provides children with the knowledge, understanding, skills and attitudes to make informed decisions about their lives

Criterion	Minimum evidence required	Support
<p>1.1 Uses the Early Years Foundation Stage to deliver a planned programme of PSED</p> <p>SEF Links – 3</p>	<ul style="list-style-type: none"> The Early Years Foundation Stage Golden rules are implemented throughout the setting giving children, staff and parents clear consistent messages <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> Uses SEAD guidance to enhance the planned and spontaneous provision of PSED 	<ul style="list-style-type: none"> Early Years Foundation Stage Flexible planned and spontaneous activities which meet every child's individual needs. <p>Ideas</p> <p>Positive praise rewards:</p> <ul style="list-style-type: none"> www.sparklebox.co.uk www.circle-time.co.uk
<p>1.2 Monitors and evaluates PSED provision to ensure the quality of teaching and learning meets children's individual needs</p> <p>SEF Links – 3, 4b, 4e, 5h, 5n, 5o</p>	<ul style="list-style-type: none"> Systems in place to monitor and evaluate children's learning <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> Weekend diaries are introduced for parent's to comment what their child has enjoyed doing over the weekend. This information will then help practitioners plan activities for the week ahead extending each child's learning experiences from home and involving parents in their child's learning Management carry out regular room inspections, observing teaching styles and supporting practitioners in reflection 	<p>IDEAS:</p> <ul style="list-style-type: none"> Records of children's assessments showing individual needs met through planned and spontaneous activities Use video/ tape recorder with staff & parental consent to support practitioners in the reflection of their own practice <p>Analysis of data showing improvements made on teaching & learning to measure the impact of good monitoring systems</p>

<p>1.3 Assesses children's progress and achievement in line with the National Guidance</p> <p>SEF Links – 3, 5o</p>	<ul style="list-style-type: none"> • Discussions with children and observation • Records of assessment and evidence of children's achievements <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Consultation with parents to contribute to assessments and development of children • Children to contribute to their assessment records 	<ul style="list-style-type: none"> • The Early Years Foundation Stage • Courses in Training Handbook <p>www.ofsted.gov.uk/leadingtoexcellence</p>
<p>1.4 Has a named member of staff responsible for ensuring that the Early Years Foundation Stage provides for the health and well being of children and that they have training and appropriate senior management support within the setting</p> <p>SEF Links – 5o</p>	<ul style="list-style-type: none"> • Named senior management support • Named member of staff • Training records <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Employee Development Review (EDR) is used to support practitioners professional development and meeting individual training needs of all staff 	<ul style="list-style-type: none"> • Courses/conferences around PSED related issues
<p>1.5 Has up-to-date policies in place - developed through consultation</p> <ul style="list-style-type: none"> • Positive Relationships • Drug Education and Incidents • Safeguarding • Confidentiality • Non-smoking policy <p>SEF Links 5n, 5o</p>	<p>Policies in place for:</p> <ul style="list-style-type: none"> • Relationship education in line with guidance • Drug education policy and managing drugs related incidents policy in line with guidance • Safeguarding Policy • Confidentiality policy • Non-smoking policy • Evidence of consultation with Early Years community including staff and parents • These policies are to be reviewed each year 	<ul style="list-style-type: none"> • Healthy Setting Policy Guidance available from Healthy Early Years Development Officer • Healthy Early Years Development Officer can signpost to relevant agencies • Managing Medicines in Schools and Early Years Settings documentation can be ordered from <p>www.teachernet.gov.uk/publications</p>

	<p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Parents/carers are consulted about their child's learning and the feedback received sets clear objectives in the PSED section of the Healthy Early Years Policy of how the setting intends to meet the needs of their early years community with clear objectives within each theme • Policy of the month is promoted so staff and parents become more aware of policies and procedures 	
<p>1.6 Involves professionals from appropriate external agencies to enrich the curriculum</p> <p>SEF Links –4c, 4e, 4f,</p>	<ul style="list-style-type: none"> • Displays, visitors book, photographs • Guidelines about how to use external visitors <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Make photo albums/books and displays of different experiences the children have had and make these readily available for the children to access (share these with parents and ask if they could make their own books at home to share interests and experiences) 	<ul style="list-style-type: none"> • Early Years Foundation Stage
<p>1.7 Is able to signpost specialist services who can give professional advice and support on matters relating to children's and families health and well-being</p> <p>SEF Links – 4f, 5j, 5m</p>	<ul style="list-style-type: none"> • Protocols for referral are in place • Support agencies promoted in setting, e.g. posters, leaflets <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Provides parent workshops/play and stay promoting support and positive parenting 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can signpost to external agencies • Visit www.kidshealth.org www.talktoyourbaby.org.uk http://www.nhs.uk/tools/pages/toolslibrary.aspx
<p>1.8 Has an awareness of local data and information and incorporates activities to respond to this need</p> <p>SEF Links – 5o</p>	<ul style="list-style-type: none"> • Staff can discuss activities and how they are linked to local need 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can provide information on national and local data

<p>1.9 Ensures provision of appropriate professional development opportunities for staff that underpins the health and well-being of children, (e.g. healthy eating, behaviour management)</p> <p>SEF Links – 4d, 5o</p>	<ul style="list-style-type: none"> • Staff training file with details of courses attended and certificate (if appropriate) <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • All staff who attend training provide a whole staff inset overview in staff meetings to pass on good practice information and activity ideas 	<ul style="list-style-type: none"> • Courses in Training Handbook • Healthy Early Years Development Officer can signpost to relevant local courses
<p>1.10 Has mechanisms in place to ensure all children’s interests and views are communicated to ensure their individual needs are met</p> <p>SEF Links – 4b, 4c, 4e, 5n, 5o</p>	<ul style="list-style-type: none"> • Key worker systems in place • Staff awareness of children’s individual preferences • Staff can discuss how they have listened to and responded to children’s ideas for play and resources <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Has a pre school council /parents and carers council which meets on a regular basis • Has a structure in place to record children’s views and provide feedback to the children and parents/carers on how the setting has moved forward • Children given an opportunity to evaluate activities, e.g. using pictures of happy and sad faces • Children are allocated two familiar key workers to give families more reassurance if one key worker is on leave 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can provide consultation ideas • Policy pack for children’s questions <p>www.ofsted.gov.uk/leadingtoexcellence</p>

2. Healthy Eating

Healthy eating contributes significantly to the being healthy national outcome for children

Children begin to have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink is available across the day

Criterion	Minimum evidence required	Support
2.1 Has identified a senior member of staff to oversee all aspects of food in the setting	<ul style="list-style-type: none"> • There is named senior member and their role is known to the whole setting community • Procedures in place to ensure special dietary requirements are met at all times, e.g. allergies, religious beliefs 	<ul style="list-style-type: none"> • Members of the Wigan Food in Schools Group <p>IDEAS:</p> <ul style="list-style-type: none"> • All staff are fully aware of all children's dietary needs and as part of the setting's routine all staff check the list in their room prior to meals being served
2.2 Ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene SEF Links – 5o	<ul style="list-style-type: none"> • Staff training file with details of courses attended and certificate • Staff who have food hygiene certificate brief other staff on basic food handling and preparation guidelines • At least one member of staff to have completed nutrition training • Nappy changing and toileting facilities are a safe distance away from the kitchen and eating areas • Staff actively promote good hygiene and nutrition practice through planned and spontaneous activities <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting uses Safer Food, Better Business or has similar detailed kitchen guidelines • All staff who attend training provide a whole staff inset overview in staff meetings to pass on good practice information and activity ideas 	<ul style="list-style-type: none"> • Wigan Food in Schools Group • Catering Services (as appropriate) • Local courses developed by Wigan Food in Schools Group • Safer Food, Better Business for Caterers Document

<p>2.3 Has a whole setting food policy – developed through consultation which promotes breastfeeding</p> <p>SEF Links – 4d, 5n, 5o</p>	<ul style="list-style-type: none"> • Policy developed which has to be reviewed and approved annually <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting has achieved the Smile for Health Award • The Setting has achieved the Healthy Business Award 	<ul style="list-style-type: none"> • Courses in Training Handbook • Healthy Settings Policy Guidance available from Healthy Early Years Development Officer • Healthy Early Years Setting Status Forum
<p>2.4 Involves children and parents/carers in guiding food policy and practice within the setting, enables them to contribute to healthy eating and dental health and acts on their feedback</p> <p>SEF Links – 4d, 4e, 5n 5o</p>	<ul style="list-style-type: none"> • Evidence of consultation with the setting community, e.g. discussion with children, parent questionnaire <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Promoting good dental health through activities and the use of external agencies 	<ul style="list-style-type: none"> • Courses in Training Handbook • Healthy Setting Policy Guidance available from Healthy Early Years Development Officer
<p>2.5 Has a welcoming eating environment that is comfortable and relaxed and encourages the positive social interaction between children and adults (see School Food Trust Guidance)</p> <p>SEF Links – 4d</p>	<ul style="list-style-type: none"> • Observation whilst lunch is in progress • Discussion with staff and children 	<ul style="list-style-type: none"> • www.schoolfoodtrust.org.uk
<p>2.6 Ensures all food and drink provision is nutritious and healthy and meets local guidelines</p> <p>SEF Links – 4d, 5j</p>	<ul style="list-style-type: none"> • Observation of the range of food and drink available during the day <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Actively seeks innovative ways of parental Involvement through stay and play sessions which includes activities around nutrition and healthy options, e.g. preparing a healthy snack • Provides Daily Dietary Assessment charts for parents www.littlepeoplesplates.co.uk 	<ul style="list-style-type: none"> • Signposting to other agencies • Wigan Food in Schools Group • Nutritional Guidelines for the Under Fives (2006) - Signposting available via Healthy Early Years Development Officer

<p>2.7 Working towards the Caroline Walker Trust Eating Well for Under 5's in Childcare Guidelines to ensure meals are nutritious and healthy</p>	<ul style="list-style-type: none"> • Menu's meet the guidelines <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting has their meals already analysed and delivered by a recognised quality provider e.g. Metrofresh 	<ul style="list-style-type: none"> • Eating Well for Under 5's in Child Care Guidelines • Wigan Food in Schools Group • Sure Start Dietician
<p>2.8 Monitors children's menus and food choices to inform policy development and provision</p>	<ul style="list-style-type: none"> • Children's preferences are taken into consideration 	<p>IDEAS:</p> <ul style="list-style-type: none"> • Monitoring likes and dislikes of the children
<p>2.9 Ensures that children have opportunities to learn about different types of food in the context of a balanced diet (using the eat well plate). Children are familiar with a variety of foods and beginning to understand the need to eat fruit and vegetables</p> <p>SEF Links - 4e</p>	<ul style="list-style-type: none"> • Children are involved in food preparation (where appropriate) • Use of appropriate resources promoting a balanced diet as a result of attending the Smile for Health Training <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting has received training around weaning and provides parents with relevant up to date information or workshops to support this transition 	<ul style="list-style-type: none"> • Toy Library • Local training courses <p>IDEAS:</p> <ul style="list-style-type: none"> • Theme days/weeks • Posters around the setting • Displays of children's work • Preparation and tasting of fruit and vegetables/herbs <p>Wigan Leisure and Culture Trust (Food and Physical Activity Team) Food and Health Team (PCT)</p>
<p>2.10 Has easy access to free, clean and palatable drinking water</p> <p>SEF Links – 4d</p>	<ul style="list-style-type: none"> • Observation of the water provision in appropriate places (not from the toilets) 	<ul style="list-style-type: none"> • Dissemination of information/ current news from Healthy Early Years Development Officer

3. Physical Activity

Physical activity contributes significantly to the being healthy national outcome for children

Children are provided with a range of opportunities to be physically active. They understand how physical activity can help them to be more healthy, and how physical activity can improve and be a part of their every day life

Criterion	Minimum Evidence required	Support
3.1 Provides clear leadership and management to develop and monitor its physical activity provision including physical development and active play SEF Links – 5o	<ul style="list-style-type: none"> There is a named lead person for physical activity and staff in the setting know who that person is 	
3.2 Has a whole setting physical development and active play policy – developed through wide consultation SEF Links – 5n	<ul style="list-style-type: none"> A policy that covers the range of physical activity/play opportunities Parents/carers views 	<ul style="list-style-type: none"> Healthy Settings Policy Guidance
3.3 Ensures that there are a range of physical activities available daily for all children including both inside and outside play SEF Links – 4d, 5o	<ul style="list-style-type: none"> The setting’s description of its provision <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> Outside classrooms allow children to explore the outdoors, whilst still having the same opportunities to access resources available inside such as mark making, messy play, construction etc. 	<ul style="list-style-type: none"> Physical Activity Lead - PSHE&C Team
3.4 Listens, negotiates and records children’s views about the physical activity opportunities offered in the setting, identifies barriers to participation and seeks to remove them SEF Links – 4e, 5n	<ul style="list-style-type: none"> Staff can discuss how and when they have consulted children, the feedback they received and any changes that are planned or have taken place <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> Children evaluate activities using happy and sad faces The pre-school council have an input in making decisions where appropriate 	<ul style="list-style-type: none"> Physical Activity Lead - PSHE&C Team

<p>3.5 Demonstrates, where appropriate, the use of outside agencies in the provision of physical activities SEF Links – 4d</p>	<ul style="list-style-type: none"> • Signing in book • Displays <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Has outside agencies in on a monthly basis 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer signposting to different agencies
<p>3.6 Help parents/carers to understand the benefits of physical activity and explore different ways to play with their children SEF Links – 5n</p>	<ul style="list-style-type: none"> • Leaflets • Parents/carers say that they are aware of the benefits of physical activity <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Parent workshops • Stay ‘n’ play sessions with children and parents • Fun days and sports days 	<ul style="list-style-type: none"> • PSHE&C Team Parent Worker
<p>3.7 Promotes the benefits of children, parents/carers and staff walking to and from the setting under safe conditions SEF Links – 4d, 5n</p>	<ul style="list-style-type: none"> • Newsletter articles/letters etc. aimed at increasing parental participation • Children can describe how they have been encouraged to walk to the setting • The setting has liaised with the road safety team and implemented appropriate resources <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Events /activities planned e.g. walking days 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can signpost to agencies • Toy Library • <u>Road Safety Team</u> • Provide car seat safety information • Provide training of the benefits of all types of sustainable travel for parents and children
<p>3.8 Ensures that there is appropriate training provided for both staff and parents/carers involved in delivering physical activities including active play SEF Links – 5n</p>	<ul style="list-style-type: none"> • The setting can describe the work they have undertaken to encourage the involvement of parents/carers • Staff training file with details of courses attended and certificate (if appropriate) 	<ul style="list-style-type: none"> • Physical Activity Lead - PSHE&C Team • PSHE&C Team Parent Worker <p>IDEAS:</p> <ul style="list-style-type: none"> • Leaflets and displays
<p>3.9 Encourages all staff to undertake physical activity SEF Links – 5n</p>	<ul style="list-style-type: none"> • Staff discussion • Leaflets on staff notice board <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Team building events/work life balance activities 	<ul style="list-style-type: none"> • Physical Activity Lead - PSHE&C Team
<p>3.10 Creates an environment in which children feel supported and enabled to take risks, and are encouraged to improve SEF Links – 4d</p>	<ul style="list-style-type: none"> • A structured, safe environment which encourages children to explore and take risks 	<ul style="list-style-type: none"> • Physical Activity Lead - PSHE&C Team

4. Emotional Health and Well-Being (Including Bullying)

Emotional health and well-being contributes significantly to all five national outcomes for children: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic wellbeing

Promoting positive emotional health and well-being to help children to understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn

Criterion	Minimum evidence required	Support
<p>4.1 Identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families</p> <p>SEF Links – 5m</p>	<ul style="list-style-type: none"> • SEN policy • System for identification • Routes of referral, e.g. Safeguarding • Parental participation where appropriate 	<ul style="list-style-type: none"> • PSHE&C Team Parent Worker • Signposting to other agencies <p>IDEAS:</p> <ul style="list-style-type: none"> • Small group work activities
<p>4.2 Provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in the setting – including the management of the behaviour and rewards policies</p> <p>SEF Links – 5o</p>	<ul style="list-style-type: none"> • Self Evaluation Form (Ofsted) • Behaviour and rewards policy • Mission statement 	<ul style="list-style-type: none"> • Signposting to other agencies <p>IDEAS:</p> <p>Positive praise rewards:</p> <ul style="list-style-type: none"> • www.sparklebox.co.uk
<p>4.3 Has clear, planned curriculum opportunities for children to understand and explore feelings using appropriate learning and teaching styles</p> <p>SEF Links - 4e</p>	<ul style="list-style-type: none"> • Early Years Foundation Stage • Golden rules are implemented throughout the setting giving children, staff and parents clear, consistent messages <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • Uses SEAD guidance to enhance the planned and spontaneous provision of PSED 	<ul style="list-style-type: none"> • Early Years Foundation Stage • Resource Library • The Power of Puppets inset • Early Years Foundation Stage • Courses in Training Handbook • www.circle-time.co.uk

<p>4.4 Understands the emotional needs of all its children and staff and provides appropriate support</p> <p>SEF Links – 5k, 5m</p>	<ul style="list-style-type: none"> • Children, staff and parents/carers are given appropriate support at times of need, e.g. bereavement • Safeguarding Policy • Availability of helpline numbers 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can signpost to support agencies and local and national helpline numbers • Bereavement resources • Visit www.kidshealth.org • Resource Library • Toy Library <p>IDEAS:</p> <ul style="list-style-type: none"> • Staff Counsellor/access to counselling services
<p>4.5 Has explicit values underpinning positive emotional health which are reflected in practice and work to promote equality and combat discrimination</p> <p>SEF Links – 5j</p>	<ul style="list-style-type: none"> • Prospectus or similar document <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting is working towards/completed a equality and diversity audit of their provision to actively promote equality and combat discrimination 	<ul style="list-style-type: none"> • Courses in Training Handbook <p>IDEA:</p> <ul style="list-style-type: none"> • To create an audit use Ofsted Self Evaluation Form Guidance (5j page 15&16)
<p>4.6 Has a clear policy on bullying, which is owned, understood and implemented by the whole setting community</p> <p>SEF Links – 5n</p>	<ul style="list-style-type: none"> • Anti-bullying policy • Children, parents/carers and staff know and understand the anti-bullying policy • Recording of incidents procedures 	<ul style="list-style-type: none"> • Healthy Early Years Development Officer can signpost to local agencies • Healthy Setting Policy Guidance available from Healthy Early Years Development Officer
<p>4.7 Provides professional training for staff</p> <p>SEF Links - 5o</p>	<ul style="list-style-type: none"> • Staff training file • Training of Key Workers as appropriate <p>Enhanced Practice Ideas</p> <ul style="list-style-type: none"> • The setting provides full inset training to staff around bereavement and how to deal with children’s emotions 	<ul style="list-style-type: none"> • Courses in Training Handbook <ul style="list-style-type: none"> • Not Too Young To Grieve Resource/Healthy Early Years Development Officer <p>www.wigan.gov.uk/ResourceCentre</p>

<p>4.8 Provides opportunities for children to participate in activities to build their sense of responsibility, independence, confidence and self-esteem</p>	<ul style="list-style-type: none"> • Early Years Foundation Stage planning and observations • Celebrations • Behaviour and rewards policy 	<p>IDEAS:</p> <ul style="list-style-type: none"> • Charity work • Presentations of topic work (e.g. show and tell) • Helpers <p>www.sparklebox.co.uk www.circle-time.co.uk</p>
<p>4.9 Has a clear confidentiality policy</p> <p>SEF Links – 5h</p>	<ul style="list-style-type: none"> • Confidentiality policy 	<ul style="list-style-type: none"> • Healthy Setting Policy Guidance available

Don't forget to use a whole setting approach when working towards meeting the criteria for Healthy Early Years Setting Status