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The Mayor of London’s  
Award Programme

**Healthy Early Years London**

**Bronze Award tool for childminders**

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How to complete the Bronze Award tool

The Bronze Award tool is designed to help you reflect on, celebrate, and strengthen your current approach to health and wellbeing.

**For each section, you’ll find a series of criteria that you need to demonstrate that your provision meets.**

It supports you to review what’s already working well and where you could make changes to your practice to ensure you meet all the criteria.

**What to include in your responses:**

* **For criteria requiring a written response**, **your responses should provide a clear description of your practice**, describing what you do in your provision, not just what you aim to do. This should explain how you meet the criterion, covering all aspects of the requirement.
* **Where requested, your response should also include** **a specific practical real-life example**, which clearly demonstrates the criterion in action.
* Photos with brief descriptions may also be used for the examples.
* **Concise and specific language** — bullet points are welcome, and there is a suggested word count to guide the length of your responses.

# When describing how you meet the criteria, you may wish to draw on:

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| Documentation | |
| Show how your approach to health and wellbeing is clearly set out and communicated through your written materials and information shared. | **Examples:**   * Policies on health, wellbeing, food, or SEND * Welcome and induction information for new families * Training certificates, logs or CPD records * Written information or visual displays shared with parents/carers |

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| Daily routines | |
| Explain how your everyday routines help promote children’s wellbeing, independence, confidence and learning. | **Examples:**   * Mealtimes, rest times, toileting or handwashing routines * Transitions between activities * Routines that support calm, consistency and independence * Use of songs, visual schedules or simple mindfulness moments |

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| Learning environment (indoors and outdoors) | |
| Show how your environment is organised to offer a safe, nurturing and engaging space for learning and wellbeing. | **Examples:**   * Safe, accessible indoor spaces for play, rest and movement * A calm area for children who need quiet time or regulation * Outdoor opportunities for physical activity, exploration or gardening * Displays that reflect diversity, emotions and health topics |

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| Adult-child relationships | |
| Reflect on how your everyday interactions with children build trust, support emotional wellbeing, and promote language and independence. | **Examples:**   * Tuning into children’s needs and giving comfort or praise * Supporting communication through singing, stories and modelling language * Using emotion coaching or naming feelings to support regulation * Celebrating effort, curiosity and small successes |

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| Activities | |
| Describe the activities and experiences you provide to promote healthy development and learning in your provision and the wider community. | **Examples:**   * Cooking or gardening activities that encourage healthy choices * Storytime, music or movement sessions linked to wellbeing * Local outings to the park, shops, library or playgroups * Seasonal, sensory or child-led activities |

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| Inclusive practice | |
| Show how you meet the needs of all children in your care, including those with special educational needs and disabilities (SEND), English as an additional language (EAL) or other additional needs. | **Examples:**   * Using visuals, objects of reference, or gestures to aid communication * Adjusting your routines or expectations for individual children * Supporting sensory needs with tools or flexible spaces * Using a strengths-based approach to include all children in activities |

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| Strategies, interventions and programmes | |
| Mention any tools, approaches or programmes you use to support children’s wellbeing, development, or behaviour. | **Examples:**   * Makaton signs or visual timetables * Individualised routines, calm-down spaces/activities * Schemas, sustained shared thinking, or emotion coaching * Adapted learning tools for children with speech delay or sensory needs |

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| Information and support for parents/carers | |
| Show how you share health and wellbeing information with families and build strong, trusting partnerships. | **Examples:**   * Conversations at drop-off and pick-up * Displays, leaflets * Signposting to activities or services * Informal chats or check-ins to offer parenting advice or reassurance |

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| Links with the local community | |
| Describe how you stay connected to your local area and make use of nearby support, activities or services. | **Examples:**   * Attending local toddler groups, libraries or children’s centres * Signposting to health services, food banks or parenting support * Taking part in local events or campaigns (for example, oral health week) * Working with local networks or training groups for childminders |

**Further information and guidance available to support you:**

The Bronze Award tool includes information throughout to help you complete each section. More detailed examples and resources are available in the guidance pack. We strongly encourage you to refer to the guidance pack alongside the tool as it’s there to support you every step of the way.

If you're unsure how to evidence a particular criterion, or would like support in reviewing your provision, please contact your Borough Lead or email us: [HEYL@ncb.org.uk](mailto:HEYL@ncb.org.uk)

You can also find more information, support and guidance on the [**HEYL website**](http://www.london.gov.uk/healthy-early-years-london)**.**

|  |  |
| --- | --- |
| **Your name** |  |
| **Provision name (if applicable)** |  |
| **If applicable, name of any assistants involved in HEYL**  **in your provision** |  |
| **Borough** |  |

Key information



**Information**:

**When describing how you meet each criterion, your response should:**

* Clearly explain **how** you meet the criterion by describing your practice
* Where requested include **a clear, specific, real-life example** that shows what this looks like in action.

Word count for each criterion in this section: **50-150 words.**

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Early Years Bronze Award guidance pack.**

Section 1.

**Ethos, culture, and environment of your provision**

There is a positive environment which supports and enhances the emotional and physical health and wellbeing of children and adults.

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| Criteria | Please describe how you meet the criteria and give a specific example where requested |
| **Vision and ethos** | |
| 1.1 My vision and ethos supports and promotes the health and wellbeing of all children and adults. | *How does your vision and ethos support and promote health and wellbeing?* |
| 1.2 I celebrate diversity and promote equality and inclusive practice in all aspects of my work with children and families. | *How do you celebrate diversity and promote equality and inclusive practice?* |
| 1.3 I support children to develop an understanding, appreciation and respect for different people, families and communities. | *How do you support children to develop an understanding, appreciation and respect for different people, families and communities?* |

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| **Partnership with parents and carers** | |
| 1.4 I communicate effectively and work in partnership with parents and carers and provide information about their child’s learning and development. | *How do you communicate and share information with parents and carers?* |
| 1.5 I work in partnership with parents and carers to plan support to meet the additional needs of children with special educational needs and disabilities (SEND). | *How do you work with parents/carers to plan support to meet the additional needs of children with special educational needs and disabilities (SEND)?*  Include in your response a specific practical real-life example of how you have supported a child with SEND **or** if you haven’t yet supported a child with SEND, please describe any relevant training you’ve completed and explain where you would go for advice or support if needed. |
| **Listening culture and opportunity to influence change** | |
| 1.6 If applicable, there are opportunities for assistants to give feedback, which is responded to, and acted upon as necessary. | **If applicable,** list the ways your assistant(s) can give feedback and describe a specific example of when an assistant(s) gave their views - include how they did this, how it was responded to and the action that followed. |
| 1.7 There are opportunities for parents/carers to give feedback, which is responded to, and acted upon as necessary. | List the ways parents/carers can give feedback and describe a specific example of when a parent/carer gave their views - include how they did this, how it was responded to and the action that followed. |
| 1.8 There are opportunities for children’s opinions, views and preference to influence changes to practice and the environment, including pre-verbal and other forms of communication. | List the ways you enable children to share their opinions, views, and preferences and describe a specific example of when a child/ren’s voice influenced a specific change within your provision – include how their voice was captured, how it was responded to and the action that followed. |
| **Professional development and wellbeing** | |
| 1.9 I regularly reflect on my practice and provision. | *How do you engage in reflective practice?* |
| 1.10 There are things I use to support and maintain my physical and mental health and wellbeing, and if applicable, any assistants are supported. | *How do you support your own, and* ***if applicable****, any assistants’, health and wellbeing?* |
| 1.11 I keep up to date with best practice and equip myself with the knowledge and skills needed to support health and wellbeing. | Include at least one specific example of relevant training you have undertaken within the past two years. |



**Information**:

* Tick to indicate the policies are in place and if it is a written policy.
* Any written policies, send a copy to your Borough Lead.
* Add the date the policy was last reviewed.
* One policy may cover one or more of the listed policies. If this is the case, please indicate.

Please give a brief description of how you share policies with parents and carers: **50-150 words.**

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Early Years Bronze Award guidance pack.**

Section 2.

**Policies and procedures**

There are appropriate policies in place which are reviewed every 1 to 3 years. They are shared with parents/carers and evident within the practice in the provision.

Childminders solely registered on the early years register or with an early years CMA are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the CMA with which they are registered) Childminders must ensure any assistants follow these policies and procedures. ([**EYFS**](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2), 2025, pg. 16 3.6)

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| Criteria | All listed statutory policies are in place, up to date and reviewed within required time frames | | |
| 2.1 All statutory policies in place, including:   * Safeguarding * Administering medicine to children * Complaints procedure * Attendance | **In place** | | |
| 2.2 Listed policies to support health and wellbeing are in place: | **In place** | **Last review date** | **Please indicate if polices are written** |
| Food and drink including breastfeeding |  |  | Written: |
| Food safety and hygiene *(if not included in Food and drink policy)* |  |  | Written: |
| Physical activity, including risky play and outside learning |  |  | Written: |
| Emotional health and mental wellbeing |  |  | Written: |
| Smoke free policy, including vaping |  |  | Written: |
| Immunisation and infection control |  |  | Written: |
| 2.3 Please describe how you share policies with parents/carers *(50-150 words).* |  | | |

Section 3.

**Information**

Criteria in this section covers how you support children’s learning and development both **within your provision** and through **supporting parents/carers and the home learning environment**.

When describing how you meet each criterion, your response should:

* explain **how** you meet it by describing your practice, ensuring you cover all aspects of the criterion
* **where requested, include** **a clear, specific, real-life example** that show what this looks like in action.

Word count for each criterion in this section: **100-250 words.**

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Early Years Bronze Award guidance pack.**

Areas of learning and development

There is recognition of the importance of the three prime areas for building a foundation for children to thrive and underpinning positive health and wellbeing.

There is a clear strategy for planning and meeting the health and wellbeing needs of all children, and children’s progress and achievements are measured and celebrated.

# Personal, Social and Emotional Development

**Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.**

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| Criteria | Please describe how you meet the criteria and give a specific example where requested |
| **Social and emotional health and wellbeing** | |
| **In my provision:** | |
| 3.1 I provide opportunities for children to identify, understand, explore and manage their emotions and I understand how to support young children’s development of self-regulation. | *How do you support children to understand and manage their emotions and behaviour?*  Include in your response a specific practical real-life example of an activity or approach you have used to support a child/ren’s self-regulation. |
| 3.2 As the key person, I:   * ensure the child(ren) has their social and emotional care needs met; * support the child(ren) to develop strong and supportive relationships with myself (and *if applicable*, other adults) and to develop positive relationships with other children; * support the child(ren) to develop a positive sense of self and have confidence in their own abilities; * obtain, share and use information to support the child(ren)’s transitions to and from my provision. | Explain how you meet this criterion by describing your approach, ensuring you cover each of the bullet points and include in your response a specific practical real-life example to demonstrate one of these aspects in action. |

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| **Supporting parents/carers and the home learning environment:** | |
| 3.3 I provide parents/carers with activities, information and support to support children’s social and emotional development, needs and wellbeing. | *What information, activities and support are available to parents and carers to support children’s social and emotional development, needs and wellbeing?* |
| **Independence in managing self and hygiene** | |
| **In my provision:** | |
| 3.4 Children learn about self-care and hygiene and are taught to develop good practices and manage their personal needs independently. | *How do daily routines and the environment support children’s independence, self-care and hygiene?*  Include in your response a specific practical real-life example of an activity or approach you have used to support child/ren’s self-care, hygiene and independence. |

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| **Supporting parents/carers and the home learning environment:** | |
| 3.5 I provide parents/carers with activities, information and support to support children’s independence in self-care and hygiene. | *What information, activities and support are available to parents and carers to support children’s independence in self-care and hygiene?* |
| 3.6 I provide information and support to parents/carers with routine medical and health practices. | *How do you promote the take up of routine health practices such as immunisations, dentists, opticians, weight-check, two-year check?* |

# Physical Development

Healthy eating and physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.

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| Criteria | Please describe how you meet the criteria and give a specific example where requested | |
| **Healthy eating, breastfeeding and starting solid food** | | |
| **In my provision:** | | |
| 3.7 Any food/drink served meets:   * Safer food, better business for childminders guidance [Safer food, better business for childminders | Food Standards Agency](https://www.food.gov.uk/business-guidance/safer-food-better-business-for-childminders) (2024) * Government guidance for [Early Years Foundation Stage nutrition](https://www.gov.uk/government/publications/early-years-foundation-stage-nutrition) (2025) | Confirm food and drink meets the Safer food, better business for childminders guidance [Safer food, better business for childminders | Food Standards Agency](https://www.food.gov.uk/business-guidance/safer-food-better-business-for-childminders) (2024) |  |
| Confirm food and drink meets the Government guidance for [Early Years Foundation Stage nutrition](https://www.gov.uk/government/publications/early-years-foundation-stage-nutrition) (2025) |  |
| Copy of menu provided |  |
| Date menus reviewed against the guidelines: |  |
| 3.8 My approach to food and nutrition supports healthy eating includes:   * Meals and snacks are scheduled at regular times * Fresh drinking water is always available and accessible to children * Awareness of appropriate portion sizes for children and encourage children to stop eating when they are full * Children are encouraged to be independent i.e. self-service * Children are within sight and hearing of myself (and/or an assistant if applicable) whilst eating and an adult sits facing them to be alert to choking or allergic reactions | *How do you support healthy eating through your routines and everyday practices?* | |
| 3.9 I have a process for obtaining information, monitoring and managing special dietary requirements, preferences, food allergies and intolerances, including introducing solid foods. | *How do you obtain information, monitor and manage dietary needs?* | |
| 3.10 I promote a supportive breastfeeding environment, which includes providing a comfortable, private space for breastfeeding and refrigerated storage for expressed breast milk. | *How do you provide a supportive breastfeeding environment?* | |
| 3.11 I act as a positive role model to support children to develop an appreciation of healthy eating. | *How do you model healthy eating habits and attitudes?* | |
| 3.12 I provide regular opportunities for children to prepare and eat healthy food together, including different cultural foods and practices. | *What routines and activities enable children to prepare and eat healthy food?* | |
| 3.13 I provide opportunities for children to experience simple food growing activities and learn about where food comes from. | *What activities are used to support children’s knowledge of where food comes from?* | |
| **Supporting parents/carers and the home learning environment:** | | |
| 3.14 I provide parents/carers with activities, information and support to support children’s healthy eating. | *What information, activities and support are available to parents and carers to support children’s healthy eating?* | |

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| Oral health | |
| **In my provision:** | |
| 3.15 Children learn about oral health: how to keep teeth clean and the importance of going to the dentist. | *What information, activities and support are available to parents and carers to support children’s oral health?* |
| **Supporting parents/carers and the home learning environment:** | |
| 3.16 I provide activities, information and support for parents and carers to support children’s oral health. | *What information, activities and support are available to parents and carers to help children’s oral health?* |

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| Physical activity and health | |
| **In my provision:** | |
| 3.17 The environment, resources, routines and planned activities   * enable children to be physically active, both inside and outside * enable children to access outdoor space everyday and in all weathers * support children to sit less and move more * support children to meet the [Chief Medical Officers’ recommendations](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report) for the amount and type of activities for under-fives, including not yet walking? (see pg.21-23) | *How do you promote physical activity, including positively and actively supporting children’s outdoor experiences?* |
| 3.18 I support children to take appropriate risks in their play and to test ideas through trial and error. | *How are children supported to take appropriate risks in their play and to test their ideas?* |
| 3.19 I ensure physical activities are accessible and inclusive for all children, including those with SEND. | *How do you ensure physical activities are appropriate for all children, including those with SEND?*  Include in your response a specific practical, real-life example of how you have adapted physical activities to ensure they are accessible, for example, for a younger child or a child with SEND |
| 3.20 I support and encourage active travel, both for journeys to and from my provision and for trips. | *How do you support and encourage active travel, for example, walking, scooting, cycling?* |
| **Supporting parents/carers and the home learning environment:** | |
| 3.21 I provide parents/carers with activities, information and support to support children’s physical activity and health. | *What information, activities and support are available to parents and carers to support children’s physical activity and health?* |
| 3.22 I advise parents and carers on children’s safety to support accident prevention and reduce child injuries. | *What information and activities on children’s safety do you provide to parents and carers?* |

# Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.

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| Criteria | Please describe how you meet the criteria and give a specific example where requested |
| **Speech, language and communication** | |
| **In my provision:** | |
| 3.23 I plan and use a range of strategies to support children’s speech, language and communication development, including non-verbal. | *What strategies do you use to support children’s speech, language and communication (SLC) development?*  Include in your response a specific practical, real-life example of an activity or approach you have used to support children’s communication and language development |

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| 3.24 I recognise when a child’s speech, language and communication is not following a typical pattern of development. | Include in your response a specific practical, real-life example for a child/ren in your provision, explaining how you recognised there was a need and what you did **or** if you haven’t yet supported a child with SLC needs, please describe any relevant training you’ve completed and explain where you would go for advice or support if needed. |
| 3.25 I know how to support children who have English as an additional language (EAL). | *How do you support children who have English as an additional language, including support provided for parents/carers?*  Include in your response a specific practical, real-life example of when you have supported a child with EAL, including how you supported the parents/carers **or** if you haven’t yet supported a child with EAL, please explain where you would go for advice or support if needed. |
| **Supporting parents/carers and the home learning environment:** | | |
| 3.26 I provide parents and carers with activities, information and support to support children’s communication and language development. | *What information, activities and support are available to parents and carers to support children’s communication and language development?* | |



**Information**:

The lists of services and activities are not exhaustive, and you do not have to tick all of them to meet the criteria.

Tick those that reflect your current practice and use the “Other” option if needed.

Where a written response is required, the word count is: **50-150 words.**

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Early Years Bronze Award guidance pack.**

Section 4.

Linking with the local community and signposting to external services

Links are made within the local community, and childminders can signpost families to local services and activities to support the health and wellbeing of children and families.

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| Criteria | Please describe how you meet the criteria | |
| 4.1 I access and use local services with my minded child(ren), for example, at the library, family hub, children’s centre etc. | *What activities in the local community do you take part in?* | |
| 4.2 I signpost parents/carers to local and wider activities and specialist services.  *Note: Flexibility for BLs to edit to request information about specific services locally* |  | *Tick all that apply* |
| Health visiting team |  |
| Local activities |  |
| Libraries |  |
| Family Hubs |  |
| Children’s Centres |  |
| Family support |  |
| Early Help |  |
| Maternity services |  |
| Mental health |  |
| Healthy eating, physical activity and weight management |  |
| Speech and Language Therapists |  |
| Domestic violence |  |
| Alcohol and substance use |  |
| Other (give details): |  |
| *Describe one example of when you have supported a family to access external activities or specialist services.* | |
| 4.3 I provide opportunities for children and families to learn to look after the local environment, both within my provision, at home and in the community. | *How do you support and encourage children and families to care for resources and the environment?*  Include in your response a specific practical, real-life example of an activity or approach you have used to support developing sustainable practices. | |

Bronze renewal

The Bronze Award forms the foundation for your approach to health and wellbeing, demonstrating that key policies and practices are firmly embedded. To ensure this foundation remains strong, relevant and meaningful, the Bronze Award must be renewed every three years.

Renewal offers an important opportunity to review and refresh your work, celebrate successes, identify areas for development, and prepare for future Silver or Gold achievements.

**To renew your Bronze Award, you should:**

* Contact your Borough Lead for support and guidance before beginning your renewal.
* Review the information provided in your Bronze Award tool and update where required.
* Answer the questions below.

**A more detailed explanation, practical examples, and links to resources can be found in the Healthy Early Years London guidance pack.**

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| **Areas identified for further development** |
| *Are there any sections/specific criteria you would like to improve on in the future?* |
| **Next steps** |
| *What actions will you take following this renewal?*  *Are you ready to move onto a new Silver Award focusing on one of your areas of development identified above?* |

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| **Reflections on your most recently achieved Silver or Gold Award** |
| *If you have already achieved a Silver Award, how is the implementation of your action plan progressing?*  ***OR***  *If you have already achieved a Gold Award, have you seen continued impact or further developments since you achieved it?* |