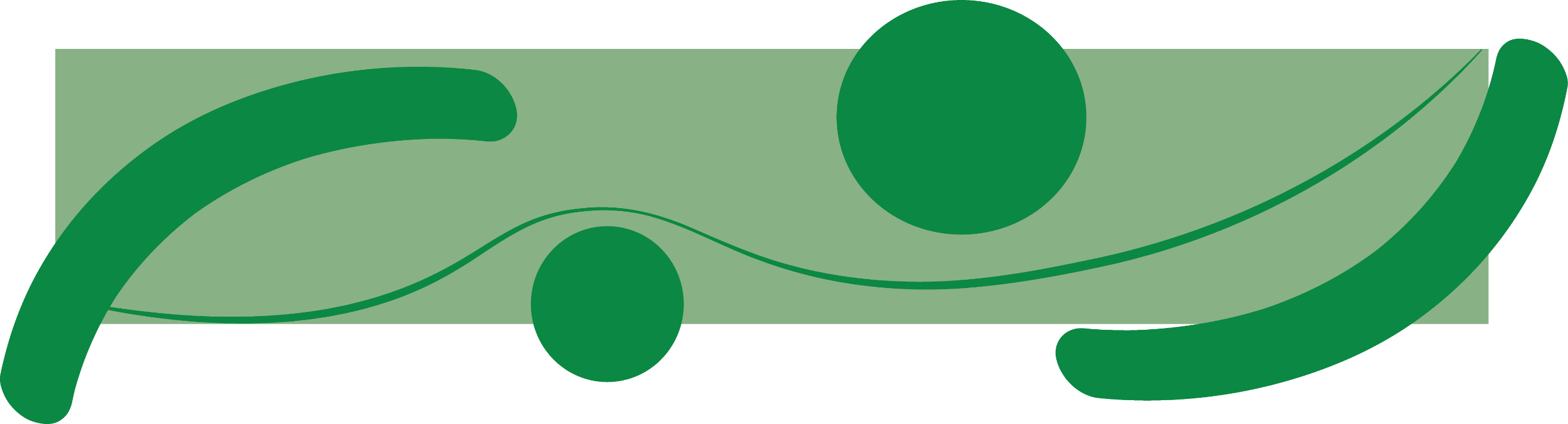
**The Mayor of London logo**

The Mayor of London’s  
Award Programme

**Healthy Early Years London**

**Bronze Award tool for early years settings**

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How to complete the Bronze Award tool

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

**For each section, you’ll find a series of criteria that you must demonstrate your setting 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 setting’s practice**, describing what you do in your setting, 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:

|  |  |
| --- | --- |
| Documentation | |
| Use setting policies, induction materials, and training records to show how your approach to health and wellbeing is planned, consistent, and shared across your team. | **Examples:**   * Policies on health, wellbeing, food, or SEND * Staff training records or CPD plans * Welcome/induction packs for staff and families * Information shared on your website or in printed materials |

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| Daily routines |  |
| Explain how your everyday routines help promote children’s wellbeing, independence, confidence and learning. | **Examples:**   * Mealtime routines that encourage self-feeding and conversation * Handwashing, toothbrushing or rest-time procedures * Opportunities for free-flow physical play and calm transitions * Use of songs, visual schedules or simple mindfulness moments |

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| Learning environment (indoors and outdoors) | |
| Show how your learning spaces support children’s health, emotional wellbeing, and development through thoughtful organisation, access, and design. | **Examples:**   * Quiet and cosy spaces for regulation or reflection * Mark-making or sensory zones to promote communication * Free access to water * Outdoor areas that promote curiosity, movement and independence |

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| Practitioner-child relationships | |
| Highlight the quality of interactions between adults and children, showing how practitioners build trust, promote language and support social-emotional development. | **Examples:**   * Use of open-ended questions and positive reinforcement * Emotion coaching and modelling respectful communication * Tuning into children's cues and providing consistent support * Celebrating small steps in learning, effort, and self-expression |

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| Activities | |
| Describe the planned and spontaneous activities, outings or visitors you provide to extend children’s health, learning, and wellbeing. | **Examples:**   * Storytimes, cooking sessions, sensory play or themed weeks * Trips to local parks, libraries, shops or allotments * Visitors such as dentists, musicians or animal carers * Child-led projects based on interests (for example, growing food, designing a sensory garden) |

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| Inclusive practice | |
| Show how you adapt your environment, routines, strategies and activities to include all children, especially those with SEND, EAL or additional needs. | **Examples:**   * Use of visual supports, sensory tools * Use of Makaton or British Sign Language * Individualised routines, calm-down spaces/activities * Cultural diversity reflected in resources and daily practice |

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| Strategies, interventions and programmes | |
| Mention any targeted approaches used to support individuals or groups of children in specific areas of development. | **Examples:**   * Early Talk Boost, Bucket Time, NELI or WELLCOMM * Zones of Regulation, emotion cards or sensory diets * Physical development tracking tools or social stories * Targeted small groups to support speech, behaviour, or wellbeing |

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| Information and support for parents/carers | |
| Explain how you engage families and keep them informed and involved in supporting their child’s health and development. | **Examples:**   * Newsletters, parent displays or daily updates * Home learning packs or suggested activities * Parent workshops on topics like sleep, food or routines * Signposting to services such as oral health or parenting support |

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| Links with the local community | |
| Show how you use community resources and services to enrich your setting’s offer and support families more widely. | **Examples:**   * Links with children’s centres, health visitors, local dentist, libraries * Participation in local events or early years networks * Referrals to support services or parent activities nearby |

**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)**.**

|  |  |
| --- | --- |
| **Setting name** |  |
| **Setting leader name** |  |
| **HEYL lead/person completing the Bronze Award tool *(if different to leader)*** |  |
| **Borough** |  |

Key information



**Information**:

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

* clearly explain **how** you meet the criterion by describing your setting’s 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: **100-200 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.

**Leadership, ethos, culture, and environment**

There is a positive environment which supports and enhances emotional and physical health and wellbeing in the setting.

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria and give a specific example where requested |
| **Vision and ethos** | |
| 1.1 The vision and ethos of the setting supports and promotes the health and wellbeing of all children, parents/carers and staff. | *How does your vision and ethos support and promote health and wellbeing?* |
| 1.2 All practitioners celebrate diversity and promote equality and inclusive practice in all aspects of work with children and families. | *How do you celebrate diversity and promote equality and inclusive practice?* |
| 1.3 Practitioners 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?* |

|  |  |
| --- | --- |
| **Partnership with parents and carers** | |
| 1.4 There is effective two-way communication between practitioners and parents/carers, including sharing information about their child’s learning and development. | *How do you communicate and share information with parents/carers on a daily and termly basis?* |
| 1.5 Practitioners and parents/carers work in partnership 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 in your setting with SEND. |
| **Listening culture and opportunity to influence change** | |
| 1.6 There are opportunities for staff to give feedback, which is responded to, and acted upon as necessary. | List the ways staff can give feedback and describe a specific example of when a member of staff or staff collectively 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 parents/carers 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 preferences to influence changes to practice and the environment, including pre-verbal and other forms of communication. | List the ways you enable children to express their opinions, views, and preferences  and describe a specific practical, real-life example of when a child/ren’s voice influenced a specific change within the setting – include how their voice was captured, how it was responded to and the action that followed. |
| **Staff professional development and wellbeing** | |
| 1.9 Staff have regular, supportive supervision and reflective practice is encouraged. | *What arrangements are there for supervision and how is reflective practice encouraged?* |
| 1.10 Staff are supported to maintain their own physical and mental health and wellbeing. | *How are staff supported to maintain their own physical and mental health and wellbeing?* |
| 1.11 Staff training opportunities include aspects of health and wellbeing for young children. | *What training has been undertaken within the last two years?*  Provide at least two specific examples of relevant training undertaken by a member(s) of staff. |



**Information**:

* Tick to indicate the policies/procedures are in place.
* Add the date the policy was last reviewed.
* Provide a link if listed on your website or send a copy to your Borough Lead.
* 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: **100-200 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 and procedures in place which are reviewed every 1 to 3 years. They are shared with parents/carers and evident within the practice in the provision.

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | All listed statutory policies are in place, up to date and reviewed within required time frames | | |
| 2.1 The setting has all statutory policies in place, including:   * Safeguarding * Administering medicine to children * Complaints procedure * Attendance | **In place** | | |
| 2.2 The setting has the listed policies in place to support health and wellbeing: | **In place** | **Last review date** | **Add links here or send copies to your Borough Lead:** |
| Food and drink, including breastfeeding |  |  |  |
| Food safety and hygiene *(if not included in Food and drink policy)* |  |  |  |
| Physical activity, including risky play and outside learning |  |  |  |
| Emotional health and mental wellbeing |  |  |  |
| Substance policy, covering smoke free, including vaping, drugs and alcohol |  |  |  |
| Immunisation and infection control |  |  |  |
| 2.3 Please describe how the policies are made available to parents/carers. |  | | |



**Information**

Criteria in this section covers how practitioners support children’s learning and development both **within the setting** 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 setting’s practice, ensuring you cover all aspects of the criterion
* **where requested, include** **a clear, specific, practical real-life example** that shows what this looks like in action.

Word count for each criterion in this section: **200-350 words.**

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

Section 3.

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 assessing, 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.**

|  |  |
| --- | --- |
| Criteria | Please describe how you meet the criteria and give a specific example where requested |
| **Social and emotional health and wellbeing** | |
| **In the setting:** | |
| 3.1 Practitioners understand how to support young children’s development of self-regulation and provide opportunities for children to identify, understand, explore and manage their emotions and behaviour. | *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 The key person:   * ensures their key child(ren) has their social and emotional care needs met; * supports their key child(ren) to develop strong and supportive relationships with adults and to develop positive relationships with other children; * supports their key child(ren) to develop a positive sense of self and have confidence in their own abilities; * obtains, shares and uses information to support the child(ren)’s transitions to and within the provider. | Explain how you meet this criterion by describing your key person 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 Information, activities and support are provided for parents/carers to support children’s social and emotional development. | *What information, activities and support do you provide to parents and carers to support children’s social and emotional development?* |
| **Independence in managing self and hygiene** | |
| **In the setting:** | |
| 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 Information, activities and support are provided for parents/carers to support children’s independence in self-care and hygiene. | *What information, activities and support do you provide to parents and carers to support children’s independence in self-care and hygiene?* |
| 3.6 Practitioners provide information and support to parents/carers with routine medical and health practices. | *How do you promote and encourage 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 the setting:** | | |
| 3.7 Any food/drink served meets the 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 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 The setting’s approach to supporting healthy eating includes:   * Meals and snacks are scheduled at regular times * Fresh drinking water is always available and accessible to children * Staff are aware of appropriate portion sizes for children and encourage children to stop eating when they are full * Whilst eating, children are within sight and hearing of a member of staff, who 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 There is a process for obtaining information, monitoring and managing dietary requirements, preferences, food allergies and intolerances, including when introducing solid foods. | *How do you gain information, monitor and manage dietary needs?* | |
| 3.10 The setting promotes 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 Staff act as positive role models to support children to develop an appreciation of healthy eating. | *How do staff model healthy eating habits and attitudes?* | |
| 3.12 There are 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 Children 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?* | |

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| Supporting parents/carers and the home learning environment: | |
| 3.14 Information, activities and support are provided for parents/carers to support children’s healthy eating. | *What information, activities and support do you provide to parents and carers to support healthy eating?* |
| **Oral health** | |
| **In the setting:** | |
| 3.15 Children learn about oral health: how to keep teeth clean and the importance of going to the dentist. | *What opportunities are provided for children to learn about oral health?*  Include in your response a specific practical, real-life example of an activity or approach you have used to help children learn about oral health. |
| **Supporting parents/carers and the home learning environment:** | | |
| 3.16 Information, activities and support are provided for parents/carers to support children’s oral health. | *What information, activities and support do you provide to parents and carers to support children’s oral health?* | |
| **Physical activity and health** | | |
| **In the setting:** | | |
| 3.17 Staff, the environment, routines and activities   * enable children to be physically active, both inside and outside * enable children to access outdoor space every day and in all weathers * 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 Children are supported to take appropriate risks in their play and to test ideas through trial and error. | *How do staff, the environment, resources and activities encourage children to take risks in their play and to test their ideas?* | |
| 3.19 Practitioners ensure physical activities are accessible and inclusive for all children, including those with SEND. | *How do you organise and adapt the environment, resources and activities to ensure physical activities are accessible 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 to a child/ren with SEND. | |
| 3.20 Active travel is supported and encouraged, both for journeys to and from the setting and for trips. | *How do you support and encourage active travel, for example, walking, scooting, cycling?* | |

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| Supporting parents/carers and the home learning environment: | |
| 3.21 Information, activities and support are provided to parents/carers to support children’s physical activity and health. | *What information, activities and support do you provide to parents and carers to support children’s physical activity and health?* |
| 3.22 Practitioners advise parents and carers on children’s safety to support accident prevention and reduce child injuries, for example, road safety, home safety, water safety, online safety. | *What information and activities on children’s safety are provided 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 the setting:** | |
| 3.23 Practitioners plan and use a range of strategies to support children’s language and communication development. | *What strategies are used to support children’s speech, language and communication 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. |
| 3.24 Practitioners recognise when a child’s speech, language and communication is not following a typical pattern of development. | *How do practitioners recognise when a child’s speech, language and communication is not following a typical pattern of development and what do they do?*  Include in your response a specific practical, real-life example for a child/ren in your setting, explaining how you recognised there was a need and what you did**.** |
| 3.25 Practitioners know how to support children who have English as an additional language. | *What strategies and activities do you use to support children who have English as an additional language?*  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. |
| **Supporting parents/carers and the home learning environment:** | |
| 3.26 Information, activities and support are provided for parents/carers to support children’s communication and language development. | *What information, activities and support do you provide to parents and carers to support children’s communication and language development?* |



**Information**:

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

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

Where a written response is required, the word count is: **100-200 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 practitioners can signpost families to local services and activities to support the health and wellbeing of children and families.

|  |  |  |
| --- | --- | --- |
| Criteria | Please describe how you meet the criteria and give a specific example where requested | |
| 4.1 Practitioners 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 a specific example of when you have supported a family to access external activities or specialist services.* | |
| 4.2 Children and families are supported and encouraged to care for resources and the environment, within the setting, at home, and in the local 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 setting’s 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.**

|  |
| --- |
| **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?* |

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