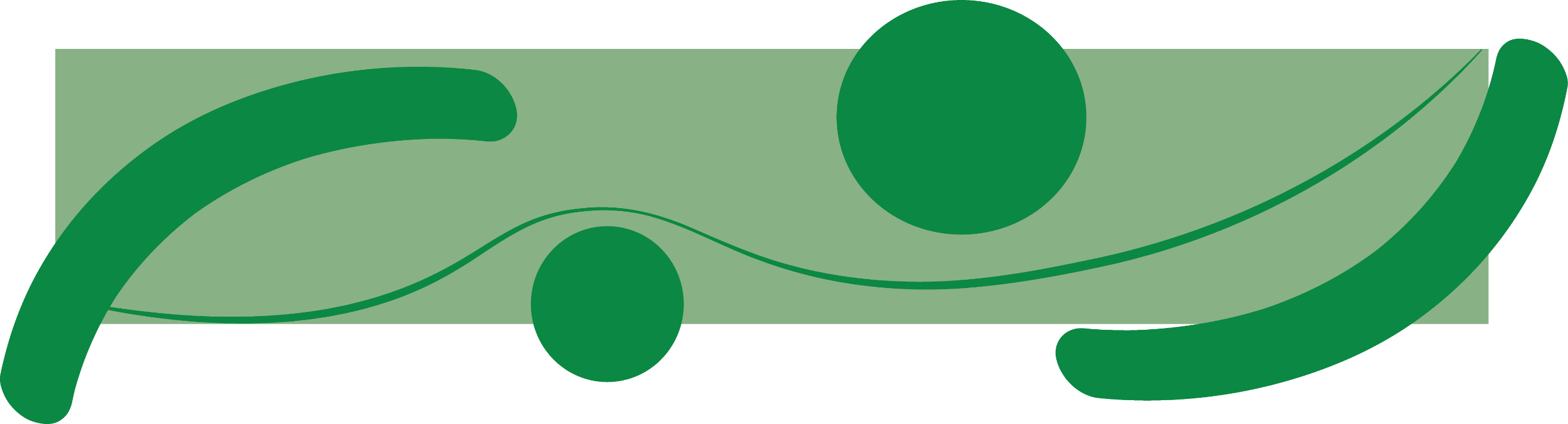
 Healthy Early Years London Gold Award logo


**Healthy Early Years London**

**Gold Award transition pathway for childminders**

The Mayor of London’s  
Award Programme

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Introduction

**This document outlines the pathway for those childminders who hold an in-date Silver Award from the previous programme and want to progress to their Gold Award under the updated programme.**

**This includes any childminders whose Silver Awards are due for renewal and where these renewal requirements were removed as part of the September 2024 updates.**

How this transition pathway differs from the updated programme

Under the updated programme, the Silver and Gold Awards process is divided into two clearly defined stages:

1. To apply for the Silver Award, childminders use the Silver Award tool to plan and implement a new health and wellbeing initiative.
2. To apply for the Gold Award, childminders use the Gold Award tool to evaluate and report on its impact.

Each award stage requires a separate submission, completed at different points in time. Childminders achieve a Silver Award when their Silver Award tool is approved and a Gold Award when their Gold Award tool is approved.

In contrast, this transition pathway combines both stages into a single process as they already hold a valid Silver Award from the previous programme. Rather than completing and submitting a new Silver Award and then a separate Gold Award, childminders following this pathway complete both steps internally but only submit once, once their reporting is complete, similar to the previous programme’s case study-style submission process used to achieve the Gold Award.

This transition pathway has been introduced to ensure that your existing Silver Award is recognised and valued. Without this transitional option, you would need to re-complete the Silver Award under the updated programme before progressing to Gold. The transition pathway removes that duplication, allowing you to move directly to Gold, in recognition of your prior achievement.

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| **As part of this transition pathway, there are two steps:**   1. **Complete the planning section:**  * This evidences that you have identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority. * The plan must be for work that the setting is planning to do and cannot be retrospective. * Implement your action plan. New approaches, practices, activities and interventions undertaken as part of your plan should run over at least 2 terms or 6 months.  1. **Complete the reporting section:**  * This recognises that you have demonstrated the impact and sustained the outcomes of this new approach, project, practice or intervention. * The Report is to evaluate the activities that you carried out and their outcomes/results.   When completing both tools, your responses should be concise and clear and bullet points are welcome where appropriate. |

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| Silver Award | Gold Award |
| A childminder will identify a main health and wellbeing priority and focus area/s for their provision and devise a new approach, practice, activity or intervention to target the priority. | A childminder will evaluate, sustain and learn from the outcomes and impact of the new approach, practice, activity or intervention introduced in the planning section. The childminder will demonstrate excellent practice in supporting children to achieve and maintain good health and wellbeing. |
| **To achieve the Silver Award, a childminder should:**   * Hold an in-date HEYL Bronze Award * Hold an in-date HEYL Silver Award * Identify the health and wellbeing issues affecting children in the setting (needs analysis) * Use the information gathered (needs analysis) to identify and define who will benefit * Develop a project with planned measurable outcomes and an action plan to achieve these outcomes * Show how you will monitor and evaluate the project to measure success and demonstrate improvements | **To achieve the Gold Award, a childminder should:**   * Have completed the planning section and implemented their action plan * Record results and outcomes * Reflect on approach taken * Provide analysis of results and share impact * Explain how activity is being sustained |

**Further information and guidance to support you**

Information included within this tool is to help you complete each section. More detailed examples, practical examples and links to resources can be found in the Healthy Early Years 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)**.**

Provision details

**Complete the table below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** |  | | **Borough** |  |
| **Date achieved Bronze Award** | |  | | |
| **Date achieved Silver Award** | |  | | |

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Planning section

**When completing this section, your responses should be concise and clear. Bullet points are welcome where appropriate.**

**The word count for each section is**

**100 – 250 words.**

# Purpose

**What are you trying to achieve?**

|  |  |  |
| --- | --- | --- |
| Health and wellbeing priority | | |
| **Choose a main priority from the following list.**  Your chosen priority should be informed by your needs assessment. |  | *Tick one priority:* |
| Social and emotional health and wellbeing |  |
| Independence in managing self and hygiene |  |
| Oral health |  |
| Healthy eating, breastfeeding and starting solid food |  |
| Physical activity and health |  |
| Speech, language and communication |  |
| Family wellbeing |  |

# Needs analysis

**Why are you focusing on this priority and who will benefit?**

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| --- | --- |
| National and local data and evidence | |
| **Describe and provide evidence of how your selected health and wellbeing priority links to national, regional and local level public health priorities**.  **Examples of data that could be included:**   * Data - Local Authority Child Health Profiles (for example, obesity oral health indicators) * Guidance and Reports – Office for Health Improvement and Disparities (OHID), Department for Education for example, EYFS * Evidenced-Based practice – reference research or best practices for example, Education Endowment Fund, Development Matters, Birth to 5 Matters, Education Endowment Fund   Ask your Borough Lead to support you to gather the data for this section. |  |

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| Data and evidence from your provision: | |
| **Describe and provide evidence of the unique health and wellbeing issues affecting the children in your provision.**  **Examples of data that could be included:**   * Conversations with parents * Observations * Surveys * Skills checklist * Child’s voice |  |

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| Group | |
| **Describe who will benefit from this work and why you have chosen to focus on them.** This could be all the children in your provision, an individual child, parents/carers  **Examples:**   * All children in your provision * An individual child or smaller group of children * Parents/carers   **Describe how you will ensure that you address health inequalities:** How will your approach be inclusive such as for children with special educational needs and disabilities.  **Example:**  I observed that two of my children were less confident in outdoor movement activities and needed extra support to join in fully. In response, I introduced movement sessions to build confidence and engagement. I also added inclusive resources like balance bikes and textured stepping stones to make physical play more accessible for all children. These changes have helped increase participation and enjoyment in active play for all children.” |  |

# Planned outcomes and monitoring

**How will you monitor and measure the results?**

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| Planned outcomes | Monitoring & measurement methods |
| **List your outcomes (between 3-7) and how you intend to monitor and measure them.**  You should include a combination of outcomes for an individual child/all children in your provision and for parents/carers.  **Examples:**   * Individual child – For child to be signed up to and have visited the dentist * Individual parent – To increase the parent’s confidence in supporting their child’s oral health * All children – To develop a calming, sensory area by the outside space. | **List the methods that you will use to monitor whether your activities are being implemented as planned.**  **Examples:**   * Discussion with parent, photo * Parent feedback * Observation, photos * Daily timetable |
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|  |  |
|  |  |
| *Please add further rows as required* |  |

# Action plan

**What do you intend to do?**

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| --- | --- | --- |
| Activities, practices, or interventions | Timescale | Lead |
| **Describe the new approaches, practice, activities or interventions that you are planning to implement to achieve the above outcomes.** | List the month & year when you expect each activity to take place. | **If not you**, list who is responsible for leading on each activity. |
| **Examples:**  Child: Use role-play with dolls and props to help children become familiar and comfortable with what to expect during a real dentist appointment. | September 2025 | Sharon Goodall, childminding assistant |
| Parents: Share local dentist contact details, NHS resources, and a simple handout on healthy brushing habits. | November 2025 |  |
|  |  |  |
| *Please add further rows as required* |  |  |

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Reporting section

**When completing this section, your responses should be concise and clear. Bullet points are welcome where appropriate.**

**The word count for each section is**

**100 – 250 words.**

Complete this section when your above activities in the planning section have been concluded and you are ready to apply for the Gold Award.

# Results and impact

**What have you achieved and what has been the impact?**

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| Intended outcomes | |
| **Describe whether you were able to achieve your planned outcomes and the difference this has made (positive or negative). Describe any external or unanticipated factors that had an effect on your project.**  You could include photos, observations and notes on parent conversations. Check your data reflects the planned outcomes.  **Example:**  Outcome: Increase the percentage of children who eat two or more portions of vegetables or salad with dinner (Target: 75%)   * Baseline (Sept 2022): 30% (1 child out of 3 children in my provision) * Endline (July 2023): 100% (All 3 children) * Outcome status: Target Met and Exceeded   All children now eat two or more portions of vegetables or salad with their dinner. I introduced a “Veggie of the Week” tasting table, food-themed storytime, and a simple take-home “Dinner Plate Challenge.” I also modelled positive eating habits and shared recipes with families. Parent feedback showed increased willingness to try new vegetables at home, and some families reported the changes influenced older siblings too.” |  |

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| Unintended outcomes | |
| **Describe any unintended outcomes (positive or negative).**  This could be anything that happened as a result of the interventions you made which were not necessarily planned for but still had a positive or wider impact on the health and wellbeing of children, parents and carers and community.  **Example:**  An unexpected outcome was the enthusiasm from parents, who began sharing photos of their children helping to prepare meals at home. This sparked conversations about family cooking and different recipes to try, and several parents decided to create a book of their recipes to share with each other. |  |

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| Activities | |
| **Explain if the activities in your action plan were delivered as intended, or if there were any changes and why. Describe any external or unanticipated factors that influenced your project.**  **Example:**  I delivered all planned activities as intended, including “Veggie of the Week” tasting sessions and the take-home “Dinner Plate Challenge,” which were both enjoyed by the children and positively received by families.  An unexpected opportunity came up as the local Family Hub was running informal workshops for families on healthy food swaps and simple, child-friendly vegetable recipes. I was able to share this with my parents, and it was great to see one parent who had been unsure about changing food routines feel encouraged to go along. |  |

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| Lessons learnt | |
| **Describe what went well, what didn’t go so well, and what recommendations you would make for the future.**  **Example:**  I introduced a daily song session to support a child with speech and language delays. This helped boost their confidence, and I noticed they grew more confident in joining in with repeated phrases, and I noticed more spontaneous speech during play.  I planned to support the parents by sending take-home rhyme sheets, but they did not engage with this very well. So, I plan to trial sending links to short, familiar rhyme videos shared via WhatsApp to make support at home more accessible. |  |

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| Sustainability | |
| **Describe your next steps to keep your new approach going and to develop further.**  **This could be achieved by:**   * Embedding in the daily routines, activities, environment * Continued investment into resources * Include as part of discussions with new parents |  |

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| Photographs and quotes |
| **Include photographs, quotes, feedback, or other evidence either here or throughout the document, to help illustrate and support your responses for each individual section.** |
|  |