

MAYOR OF LONDON

HEYL Bronze transition support document for early years settings

Purpose

This document has been developed to support settings that achieved a HEYL Bronze Award before September 2025, in transitioning to the updated Bronze Award tool when renewing their Bronze Award from September 2025 onwards.

Settings can use information and evidence from their previous Bronze and Silver audit tools to help complete the updated Bronze Award tool.

The updated **Bronze Award tool** includes:

- Changes to the format and structure
- Revisions to the criteria
- Tweaks to language
- Updates to relevant government guidance

Key changes to HEYL award tools

From September 2025 onwards	Before September 2025
The document you use to apply for the Bronze Award is now called the Bronze Award tool .	The document was called the Bronze audit tool
No Silver audit tool	A Silver audit tool was required to achieve silver (note: this was removed in September 2024)
Sections in the Bronze Award tool: Section 1: Leadership, ethos, culture, and environment	Sections in the Bronze and Silver audit tools:

MAYOR OF LONDON

<p>Section 2: Policies and procedures</p> <p>Section 3: Areas of learning and development, with health areas set out under the 3 Primes areas of the EYFS</p> <p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Social and emotional health and wellbeing • Independence in managing self and hygiene <p>Physical development</p> <ul style="list-style-type: none"> • Healthy eating, breastfeeding and starting solid food • Oral health • Physical activity and health <p>Communication and language</p> <ul style="list-style-type: none"> • Speech, language and communication <p>Section 4: Linking with the local community and signposting to external services</p>	<p>Section A – Personal development, behaviour and welfare, with health areas set out in sub-sections</p> <ol style="list-style-type: none"> 1. Social and emotional health and wellbeing 2. Speech, language and communication 3. Healthy eating 4. Oral health 5. Breastfeeding and starting solid food 6. Physical activity 7. Independence in self-care and hygiene 8. Immunisation and infection control 9. Sustainability (active travel, recycling, energy saving) <p>Section B – Quality of teaching, learning and assessment</p> <p>Section C – Leadership and management</p>
<p>For each criterion requiring a written response:</p> <ul style="list-style-type: none"> • A clear description of your setting's current practice. • Where requested, include a specific real-life example. <p>Note: some responses have a tick box</p>	<p>Evidence requested: multiple specific examples for each criterion.</p>

MAYOR OF LONDON

How to use the table below

1. Organisation

- The table is divided into each *section* and *sub-section* of the updated Bronze Award tool.

2. Columns explained

- **Column 1:** Lists all criteria included in the updated Bronze Award tool
- **Column 2:** Shows where the relevant content appears in your *previous* Bronze audit tool or Silver audit tool, so you can reference and reuse your existing material where relevant.

3. Previous criteria not listed

- Any criteria from the previous Bronze and Silver audit tools that are not listed in Column 1 do not need to be included in your renewal application using the updated Bronze Award tool

As you renew your Bronze Award on the updated tool, you can draw on your original responses and evidence where relevant, but you must carefully review each updated criteria to ensure your previous content is still relevant and sufficient.

Be sure to read both the updated Bronze Award tool and the accompanying guidance pack carefully to further understand what to include in your responses.

Further support

The HEYL Bronze Award tool contains guidance to help you complete each section.

The HEYL guidance pack includes detailed examples and resources to support you through each step of the process.

For additional help, you can:

- Contact your HEYL Borough Lead
- Reach out to the HEYL Project Team: HEYL@ncb.org.uk

Visit the [HEYL website](#) for more support, including helpful videos on how to complete the Award Tools.

MAYOR OF LONDON

Section 1: Leadership, ethos, culture, and environment

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw on	
	HEYL Bronze audit tool	HEYL Silver audit tool
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.		
1.2 All practitioners celebrate diversity and promote equality and inclusive practice in all aspects of work with children and families.	Section B – Quality of teaching, learning and assessment 14a Resources reflect the diversity of London as well as children in the setting.	
1.3 Practitioners support children to develop an understanding, appreciation and respect for different people, families and communities.	Section B – Quality of teaching, learning and assessment 14c Practitioners 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	Section A – Personal development, behaviour and welfare	

MAYOR OF LONDON

information about their child's learning and development.	<p>1a There is effective communication between the practitioners, parents and carers.</p> <p>Section B – Quality of teaching, learning and assessment</p> <p>11b Parents and carers are provided with information about their child's learning and development.</p>	
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)	<p>Section B – Quality of teaching, learning and assessment</p> <p>12b Practitioners plan for children with SEND and support parents to meet their child's additional needs.</p>	
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.	<p>Section C – Leadership and management</p> <p>17c There are mechanisms for staff to give feedback, and this is responded to and acted upon as necessary.</p>	
1.7 There are opportunities for parents/carers to give feedback, which is responded to, and acted upon as necessary	<p>Section C – Leadership and management</p> <p>17a There are mechanisms parents and carers to give feedback and this is responded to and acted upon as necessary.</p>	

MAYOR OF LONDON

<p>1.8 There are opportunities for children's opinions, views and preference to influences changes to practice and the environment, including pre-verbal and other forms of communication.</p>	<p>Section C – Leadership and management</p> <p>17b Children's opinions and preferences positively influence changes to practices and environment.</p>	
<p>Staff professional development and wellbeing</p>		
<p>1.9 Staff have regular, supportive supervision and reflective practice is encouraged.</p>	<p>Section C – Leadership and management</p> <p>15a All staff have regular, supportive supervision to encourage reflective practice.</p>	
<p>1.10 Staff are supported to maintain their own physical and mental health and wellbeing.</p>		<p>Section C – Leadership and management</p> <p>13a All staff can confidently access advice, support and services to maintain their own health and wellbeing and healthy lifestyle.</p>
<p>1.11 Staff training opportunities include aspects of health and wellbeing for young children.</p>	<p>Section C – Leadership and management</p> <p>16a Staff training opportunities include aspects of health, wellbeing and education for young children.</p>	

MAYOR OF LONDON

Section 2: Policies and Procedures

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw on	
	HEYL Bronze audit tool	HEYL Silver audit tool
2.1 The setting has all statutory policies/documents in place, including: <ul style="list-style-type: none"> • Safeguarding • Administering medicine to children • Complaints procedure • Attendance 		
2.2 The setting has the listed policies in place to support health and wellbeing: <ul style="list-style-type: none"> • Food and drink, including breastfeeding • Food safety and hygiene • 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 	Section A – Personal development, behaviour and welfare 3a Written food statement 6a Physical activity statement 8a Immunisation statement Section C – Leadership and management 17d There are effective health and safer procedures including fire safety and hygiene requirements.	

MAYOR OF LONDON

	17e The setting is a smoke free site.	
2.3 Please describe how the policies are made available to parents.		

Section 3: Areas of learning and development

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw on	
	HEYL Bronze audit tool	HEYL Silver audit tool
Personal, social and emotional development		
Social & emotional health and wellbeing		

MAYOR OF LONDON

<p>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.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>1b There are clear, planned opportunities for children to identify, understand, explore and manage their feelings.</p>	
<p>3.2 The key person:</p> <ul style="list-style-type: none"> • 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 their key child(ren)'s transitions to and within the provider 	<p>Section A – Personal development, behaviour and welfare</p> <p>1g The key person ensures that their key child(ren) has their physical, social and emotional care needs met (for example meals. Comfort during distress).</p> <p>1f The key person obtains, shares and uses information to support their key child(ren) transitions to and within the setting (for example moving setting, transition between rooms).</p>	
<p>3.3 Information, activities and support are provided for parents/carers to support children's social and emotional development.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>1c There are activities and information available for parents and carers to support children's social and emotional development, needs and wellbeing.</p>	

MAYOR OF LONDON

	1d Practitioners are able to discuss with parents and carers and agree support for children's social, emotional health and wellbeing, including parenting skills, sleep and sleep routines.	
Independence in managing self and hygiene		
3.4 Children learn about self-care and hygiene and are taught to develop good practices and manage their personal needs independently.	<p>Section A – Personal development, behaviour and welfare</p> <p>7a Children learn about self-care and hygiene and are taught to manage health practices independently.</p> <p>7b Children are toilet trained, when they are developmentally ready.</p> <p>7d Practitioners support children's intimate care routines including nappy changing procedures and toilet training.</p>	
3.5 Information, activities and support are provided for parents/carers to support children's independence in self-care and hygiene.	<p>Section A – Personal development, behaviour and welfare</p> <p>7e There are activities and information available for parents to support children's independence in self-care and hygiene, including toilet training and infection control.</p>	

MAYOR OF LONDON

<p>3.6 Practitioners provide information and support parents/carers with routine medical and health practices.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>8a An immunisation statement that includes an approach to promoting and supporting the uptake of immunisations for children under five including a system for recoding children's immunisation status.</p>	
Physical development		
Healthy eating, breastfeeding and starting solid food		
<p>3.7 Any food/drink served meets the Government guidance for Early Years Foundation Stage nutrition (2025)</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>3b Any food served meets the voluntary food and drink guidelines for Early Years settings in England, within the menu planning checklist.</p>	

MAYOR OF LONDON

<p>3.8 The setting's approach to supporting healthy eating includes:</p> <ul style="list-style-type: none"> • 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 	<p>Section A – Personal development, behaviour and welfare</p> <p>3a Written food statement includes setting approach to supporting healthy eating and shows that:</p> <ul style="list-style-type: none"> • Meals and snacks are scheduled at regular times • Drinking water is available at all times • Staff are aware of appropriate portion sizes for children and encourage children to stop eating when they are full 	
<p>3.9 There is a process for obtaining information, monitoring and managing dietary requirements, preferences, food allergies and intolerances, including when introducing solid foods.</p>	<p>Section B – Quality of teaching, learning and assessment</p> <p>12c Practitioners record and act on information from parents and carers about a child's dietary needs, including allergies.</p>	
<p>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.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>5a The setting provides a supportive breastfeeding environment including:</p> <ul style="list-style-type: none"> • Secluded space for breastfeeding mothers 	

MAYOR OF LONDON

	<ul style="list-style-type: none"> Refrigerated storage space for expressed milk which is clearly labelled with name and date 	
3.11 Staff act as positive role models to support children to develop an appreciation of healthy eating.	<p>Section A – Personal development, behaviour and welfare</p> <p>3d All staff act as positive role models and support children to develop and understanding and appreciation of healthy eating.</p>	
3.12 There are regular opportunities for children to prepare and eat healthy food together, including different cultural foods and practices	<p>Section A – Personal development, behaviour and welfare</p> <p>3c Children have regular opportunities to prepare healthy food, which they eat together.</p> <p>3f Mealtimes support cultural practices and children's stages of development.</p>	
3.13 Children experience simple food growing activities and learn about where food comes from.	<p>Section A – Personal development, behaviour and welfare</p> <p>3e There are regular opportunities for children to learn and experience food growing and where food comes from.</p>	

MAYOR OF LONDON

<p>3.14 Information, activities and support are provided for parents to support children's healthy eating.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>3g There are activities and information available for parents and carers to support children's healthy eating.</p> <p>3h There is information available on Healthy Start.</p> <p>3i Practitioners are able to discuss with parents and carers and advise on good eating habits and healthy eating.</p>	
<p>Oral health</p>		
<p>3.15 Children learn about oral health: how to keep teeth clean and the importance of going to the dentist.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>4a Children learn about oral health: how to keep teeth clean and the importance of going to the dentist.</p>	
<p>3.16 Information, activities and support are provided for parents and carers to support children's oral health.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>4b There are activities and information available for parents and carers to support children's oral health including: dummies and bottles, healthy snacks and drinks, sugar consumption and local dentists.</p>	
<p>Physical activity and health</p>		

MAYOR OF LONDON

<p>3.17 Staff, the environment, routines and activities</p> <ul style="list-style-type: none"> • 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 for the amount and type of activities for under-fives, including not yet walking (see pg.21-23) 	<p>Section A – Personal development, behaviour and welfare</p> <p>6a Physical activity statement includes an approach to supporting physical activity including:</p> <ul style="list-style-type: none"> • The Chief Medical Office's recommendations • The way settings support physical activity, physical development (fine and gross motor skills) and reducing sedentary behaviour <p>6b All staff have a positive attitude and actively support children's outdoor experience.</p> <p>6c The environment, resources and planned activities enable children to be physically active, both inside and outside.</p> <p>6d Settings that have accessible outside space have a free-flow play available in all weathers (except when children are eating and sleeping).</p> <p>Where settings do not have accessible outside space children are taken outside every day, regardless of the weather.</p> <p>6e The setting works to minimise the amount of time children spend being</p>	
--	---	--

MAYOR OF LONDON

	sedentary for extended periods (except time spent eating and sleeping). Routines support children to sit less and move more.	
3.18 Children are supported to take appropriate risks in their play and to test ideas through trial and error.	Section B – Quality of teaching, learning and assessment 13b Children are supported to take appropriate risks in their play. 13c Children are encouraged to speculate and test ideas through trial and error	
3.19 Practitioners ensure physical activities are accessible and inclusive for all children, including those with SEND.	Section A – Personal development, behaviour and welfare 6f Practitioners know how to differentiate age-appropriate activities for all children, including those with SEND.	
3.20 Active travel is supported and encouraged, both for journeys to and from the setting and for trips.	Section A – Personal development, behaviour and welfare 9a Active travel is support and encouraged, both for journeys to and from the setting and for trips.	
3.21 Information, activities and support are provided for parents/carers to support children's physical activity.	Section A – Personal development, behaviour and welfare 6g There are activities and information available for parents and carers to support children's physical activity, physical	

MAYOR OF LONDON

	<p>development and reducing sedentary behaviour.</p> <p>6h Practitioners are able to advise individual parents on physical development, physical; activity, reducing sedentary behaviour</p>	
<p>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.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>1e All practitioners are able to advise parents and carers on children's safety to support accident prevention and reduce child injuries (for example road safety, home safety).</p>	

MAYOR OF LONDON

Communication and language		
Speech, language and communication		
3.23 Practitioners plan and use a range of strategies to support children's language and communication development.	Section A – Personal development, behaviour and welfare 2a Practitioners plan and use a range of strategies to support children's language and communication development.	
3.24 Practitioners recognise when a child's speech, language and communication is not following a typical pattern of development.	Section A – Personal development, behaviour and welfare 2a Practitioners are able to recognise when a child's speech, language and communication is not following a typical pattern of development.	
3.25 Practitioners know how to support children who have English as an additional language.	Section B – Quality of teaching, learning and assessment 14b Practitioners know how to support children who have English as an additional language.	
3.26 Information, activities and support are provided for parents/carers to support children's communication and language development.	Section A – Personal development, behaviour and welfare 2c There are activities and information available for parents and carers to support children's communication and language development, including information on the use of dummies, free flow cup, screen time and Book Start.	

MAYOR OF LONDON

	2d Practitioners are able to discuss with parents and carers and agree support for children's speech, language and communication.	
--	--	--

MAYOR OF LONDON

Section 4: Linking with the local community and signposting to external services

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw on	
	HEYL Bronze audit tool	HEYL Silver audit tool
<p>4.1 Practitioners signpost parents/carers to local and wider activities and specialist services.</p>		<p>Section A – Personal development, behaviour and welfare</p> <p>1b Practitioners link with and enable families to access specialist services and parenting programmes, to help parents and carers access additional support for children with social, emotional health and wellbeing difficulties.</p> <p>2a Practitioners link with and enable families to access specialist services and workshops, to help parents and carers access additional support for children with language concerns/delays.</p> <p>3a Practitioners link with and enable families to access specialist services and healthy eating programmes, to help parents and carers access additional support for children with eating or weight concerns.</p> <p>4b Practitioners are able to discuss and advise parents and carers on children's</p>

MAYOR OF LONDON

		<p>oral health and enable families to access specialist services.</p> <p>6a Practitioners refer/signpost families to specialist services to help parents and carers access additional support for children where there are physical development concerns.</p> <p>10 Adult health and wellbeing: staff and practitioners can provide information for parents and carers about support available in the following areas:</p> <p>10a Mental health 10b Domestic violence 10c Smoking cessation and smoke free homes 10d Alcohol and substance use 10e Maternity services 10f Support for teenage parents 10g Particular needs of fathers 10h Support relating to worklessness 10i Volunteering opportunities 10j Healthy eating, physical activity and weight management</p> <p>Section C – Leadership and management</p> <p>12a The setting knows who on the health visiting team can be contacted regarding</p>
--	--	---

MAYOR OF LONDON

		<p>concerns relating to individual children or for general advice or to support eh children's progress check at the age of two.</p> <p>12b Links with the local and wider services, for example:</p> <ul style="list-style-type: none"> • Children's centre • Speech and language • CAMHS • Nutrition and dietetics • Oral health • Family Support
<p>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.</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>9b There are age-appropriate opportunities for children to learn how to look after the environment (both within the setting and in the community).</p>	<p>Section A – Personal development, behaviour and welfare</p> <p>9b There are activities and information available for parents and carers to support sustainability including: active travel, recycling or energy saving.</p>