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## HEYL Bronze transition support document for childminders

### Purpose

This document has been developed to support childminders 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.

Childminders 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 <b>Bronze Award tool</b> .	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:  <b>Section 1:</b> Ethos, culture, and environment of your provision	Sections in the Bronze and Silver audit tools:  <b>Section A</b> – Personal development, behaviour and welfare

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

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## 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](mailto:HEYL@ncb.org.uk)

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

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## Section 1: Ethos, culture, and environment of your provision

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw on	
	HEYL Bronze audit tool	HEYL Silver audit tool
<b>Vision and ethos</b>		
<b>1.1</b> My vision and ethos supports and promotes the health and wellbeing of all children and adults.		
<b>1.2</b> I celebrate diversity and promote equality and inclusive practice in all aspects of my work with children and families.	<b>Section B</b> – Quality of teaching, learning and assessment  <b>14a</b> Resources reflect the diversity of London as well as children in the setting.	
<b>1.3</b> I support children to develop an understanding, appreciation and respect for different people, families and communities.	<b>Section B</b> – Quality of teaching, learning and assessment  <b>14c</b> I/we support children to develop an understanding, appreciation and respect for different people, families and communities.	
<b>Partnership with parents and carers</b>		
<b>1.4</b> I communicate effectively and work in partnership with parents and carers and provide information about their child's learning and development.	<b>Section A</b> – Personal development, behaviour and welfare  <b>1a</b> I/we effectively and regularly communicate with parents and carers.	

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	<p><b>Section B</b> – Quality of teaching, learning and assessment</p> <p><b>11b</b> I/we provide parents and carers with information about their child's learning and development.</p>	
<p><b>1.5</b> 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).</p>	<p><b>Section B</b> – Quality of teaching, learning and assessment</p> <p><b>12b</b> I/we plan for children with SEND and support parents to meet their child's additional needs.</p>	
<p><b>Listening culture and opportunity to influence change</b></p>		
<p><b>1.6</b> If applicable, there opportunities for assistants to give feedback, which is responded to, and acted upon as necessary.</p>	<p><b>Section C</b> – Leadership and management</p> <p><b>17c</b> There are mechanisms for assistant(s) to give feedback, and this is responded to and acted upon as necessary.</p>	
<p><b>1.7</b> There are opportunities for parents/carers to give feedback, which is responded to, and acted upon as necessary.</p>	<p><b>Section C</b> – Leadership and management</p> <p><b>17a</b> In my setting there are mechanisms parents and carers to give feedback and this is responded to and acted upon as necessary.</p>	
<p><b>1.8</b> There are opportunities for children's opinions, views and preference to influence changes to practice and the</p>	<p><b>Section C</b> – Leadership and management</p>	

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environment, including pre-verbal and other forms of communication.	<b>17b</b> Children's opinions and preferences positively influence changes to practices and environment.	
<b>Professional development and wellbeing</b>		
<b>1.9</b> I regularly reflect on my practice and provision.	<b>Section C</b> – Leadership and management  <b>15a</b> I have regular access to local networks and support from other registered childminders and professionals to encourage my reflective practice.	
<b>1.10</b> There are things I use to support and maintain my physical and mental health and wellbeing, and if applicable, any assistants are supported.		<b>Section C</b> – Leadership and management  <b>13a</b> I/we can confidentially access advice, support and services to maintain my/our own health and wellbeing and healthy lifestyle.
<b>1.11</b> I keep up to date with best practice and equip myself with the knowledge and skills needed to support health and wellbeing.	<b>Section C</b> – Leadership and management  <b>16a</b> I/we have an initial and ongoing professional development to develop the skills, knowledge and understanding to effectively support all aspects of children's health, wellbeing and education.	

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## Section 2: Policies and Procedures

Updated criteria in HEYL Bronze Award tool from September 2025	Previous HEYL criteria to draw	
	HEYL Bronze audit tool	HEYL Silver audit tool
<b>2.1</b> You have all statutory policies/documents in place, including: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Administering medicine to children</li> <li>• Complaints procedure</li> <li>• Attendance</li> </ul>		
<b>2.2</b> You have the listed policies in place to support health and wellbeing: <ul style="list-style-type: none"> <li>• Food and drink, including breastfeeding</li> <li>• Food safety and hygiene</li> <li>• Physical activity, including risky play and outside learning</li> <li>• Emotional health and mental wellbeing</li> </ul>	<b>Section A</b> – Personal development, behaviour and welfare  <b>3a</b> Written food statement  <b>6a</b> Physical activity statement  <b>8a</b> Immunisation statement  <b>Section C</b> – Leadership and management	

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<ul style="list-style-type: none"> <li>• Substance policy, covering smoke free, including vaping, drugs and alcohol</li> <li>• Immunisation and infection control</li> </ul> <p>Note: these do not need to be written</p>	<p><b>17d</b> In my setting there are effective health and safety procedures including fire safety and hygiene requirements.</p> <p><b>17e</b> The setting is a smoke free site.</p>	
<p><b>2.3</b> Please describe how you share policies with parents/carers.</p>		

## 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		



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<p><b>3.1</b> 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.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>1b</b> In my setting there are clear, planned opportunities for children to identify, understand, explore and manage their feelings.</p>	
<p><b>3.2</b> As the key person I:</p> <ul style="list-style-type: none"> <li>• ensure the child(ren) has their social and emotional care needs met</li> <li>• support the child(ren) to develop strong and supportive relationships with adults and to develop positive relationships with other children</li> <li>• support the child(ren) to develop a positive sense of self and have confidence in their own abilities</li> <li>• obtain, share and use information to support the child(ren)'s transitions to and within the provider</li> </ul>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>1g</b> I/we ensure that the key child(ren) has/have their physical, social and emotional care needs met (for example meals, comfort during distress).</p> <p><b>1f</b> I/we obtain, share and use information to support the key child(ren)'s transitions (for example moving setting, transition between home to school).</p>	
<p><b>3.3</b> I provide parents/carers with activities, information and support to support children's social and emotional development, needs and wellbeing.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>1c</b> In my setting there is information available for parents and carers to support children's social and emotional development, needs and wellbeing.</p> <p><b>1d</b> I/we are able to discuss with parents and carers and agree support for children's</p>	

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

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3.6 I provide information and support parents/carers with routine medical and health practices.	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>8a</b> I have a written 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>	
<b>Physical development</b>		
<b>Healthy eating, breastfeeding and starting solid food</b>		
<p>3.7 Any food/drink served meets</p> <ul style="list-style-type: none"> <li>• <a href="#">Safer food, better business for childminders guidance</a> (Food Standards Agency, 2024)</li> <li>• Government guidance for <a href="#">Early Years Foundation Stage nutrition</a> (2025)</li> </ul>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3b</b> In my setting any food served meets the Voluntary food and drink guidelines for Early Years setting in England, within the menu planning checklist.</p>	
<p>3.8 My approach to supporting healthy eating includes:</p> <ul style="list-style-type: none"> <li>• Meals and snacks are scheduled at regular times</li> <li>• Fresh drinking water is always available and accessible to children.</li> <li>• Awareness of appropriate portion sizes for children and encourage children to stop eating when they are full</li> </ul>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3a</b> I have a written food statement which includes my approach to supporting healthy eating and shows that:</p> <ul style="list-style-type: none"> <li>• Meals and snacks are scheduled at regular times</li> <li>• Drinking water is available at all times</li> <li>• I/we are aware of appropriate portion sizes for children and</li> </ul>	

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<ul style="list-style-type: none"> <li>• Children are encouraged to be independent i.e. self-service</li> <li>• 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</li> </ul>	<p>encourage children to stop eating when they are full.</p>	
<p><b>3.9</b> I have a process for obtaining information, monitoring and managing dietary requirements, preferences, food allergies and intolerances, including when introducing solid foods.</p>	<p><b>Section B</b> – Quality of teaching, learning and assessment</p> <p><b>12c</b> I/we record and act on information from parents and carers about a child's dietary needs, including allergies.</p>	
<p><b>3.10</b> I promote a supportive breastfeeding environment, which includes providing a comfortable, private space for breastfeeding and refrigerated storage for expressed breast milk.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>5a</b> I/we provide a supportive breastfeeding environment including:</p> <ul style="list-style-type: none"> <li>• Available space for breastfeeding mothers</li> <li>• Refrigerated storage space for expressed milk which is clearly labelled with name and date</li> </ul>	
<p><b>3.11</b> I act as a positive role model to support children to develop an appreciation of healthy eating.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3d</b> I/we act as positive role models and support children to develop and understanding and appreciation of healthy eating.</p>	

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<p><b>3.12</b> I provide regular opportunities for children to prepare and eat healthy food together, including different cultural foods and practices.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3c</b> In my setting children have regular opportunities to prepare healthy food, which they eat together.</p> <p><b>3f</b> In my setting mealtimes support cultural practices and children's stages of development.</p>	
<p><b>3.13</b> I provide opportunities for children to experience simple food growing activities and learn about where food comes from.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3e</b> I/we plan opportunities for children to learn and experience food growing and where food comes from.</p>	
<p><b>3.14</b> I provide parents/carers with activities, information and support to support children's healthy eating.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>3g</b> In my setting there is information available for parents and carers to support children's healthy eating.</p> <p><b>3h</b> In my setting there is information available for parents on Healthy Start.</p> <p><b>3i</b> I/we are able to discuss with parents and carers and advise on good eating habits and healthy eating.</p>	

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<b>Oral health</b>		
<b>3.15</b> Children learn about oral health: how to keep teeth clean and the importance of going to the dentist.	<b>Section A</b> – Personal development, behaviour and welfare  <b>4a</b> In my setting children learn about oral health: how to keep teeth clean and the importance of going to the dentist.	
<b>3.16</b> I provide activities, information and support for parents and carers to support children's oral health.	<b>Section A</b> – Personal development, behaviour and welfare  <b>4b</b> In my setting there is 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	
<b>Physical activity and health</b>		

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<p><b>3.17</b> In my provision, the environment, routines and activities</p> <ul style="list-style-type: none"> <li>• enable children to be physically active, both inside and outside</li> <li>• enable children to access outdoor space every day and in all weathers</li> <li>• support children to meet the <a href="#">Chief Medical Officers' recommendations</a> for the amount and type of activities for under-fives, including not yet walking (see pg.21-23)</li> </ul>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>6a</b> I have a physical activity statement which includes an approach to supporting physical activity including:</p> <ul style="list-style-type: none"> <li>• The Chief Medical Office's recommendations</li> <li>• The way I/we support physical activity, physical development (fine and gross motor skills) and reducing sedentary behaviour</li> </ul> <p><b>6b</b> I/we have a positive attitude and actively support children's outdoor experiences.</p> <p><b>6c</b> My environment, resources and planned activities enable children to be physically active, both inside and where possible outside.</p> <p><b>6d</b> In my setting, children are taken outside regularly, regardless of the weather.</p> <p><b>6e</b> In my setting I/we work to minimise the amount of time children spend being sedentary for extended periods (except time spent eating and sleeping). Routines support children to sit less and move more.</p>	
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<p><b>3.18</b> I support children to take appropriate risks in their play and to test ideas through trial and error.</p>	<p><b>Section B</b> – Quality of teaching, learning and assessment</p> <p><b>13b</b> Children are supported to take appropriate risks in their play.</p> <p><b>13c</b> Children are encouraged to speculate and test ideas through trial and error.</p>	
<p><b>3.19</b> I ensure physical activities are accessible and inclusive for all children, including those with SEND.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>6f</b> I/we know how to differentiate age-appropriate activities for all children, including those with SEND.</p>	
<p><b>3.20</b> I support and encourage active travel, both for journeys to and from my provision and for trips.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>9a</b> In my setting active travel (for example. walking scooting) is supported and encouraged, both for journeys to and from the setting and for trips.</p>	
<p><b>3.21</b> I provide parents and carers with activities, information and support to support children's physical activity and health.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>6g</b> In my setting there is information available for parents and carers to support children's physical activity, physical development and reducing sedentary behaviour.</p>	



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	<b>6h</b> I/we are able to advise individual parents on physical development, physical activity, reducing sedentary behaviour.	
<b>3.22</b> I 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.	<b>Section A</b> – Personal development, behaviour and welfare  <b>1e</b> I/We 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).	

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Communication and language		
Speech, language and communication		
<b>3.23</b> I plan and use a range of strategies to support children's language and communication development.	<b>Section A</b> – Personal development, behaviour and welfare  <b>2b</b> I/we plan and use a range of strategies to support children's speech, language and communication development.	
<b>3.24</b> I recognise when a child's speech, language and communication is not following a typical pattern of development.	<b>Section A</b> – Personal development, behaviour and welfare  <b>2a</b> I/we are able to recognise when a child's speech, language and communication is not following a typical pattern of development.	
<b>3.25</b> I know how to support children who have English as an additional language (EAL).	<b>Section B</b> – Quality of teaching, learning and assessment  <b>14b</b> I/we know how to support children who have English as an additional language.	
<b>3.26</b> I provide parents and carers with activities, information and support to support children's communication and language development.	<b>Section A</b> – Personal development, behaviour and welfare  <b>2c</b> In my setting there is information available for parents and carers to support children's language and communication development, including information on the use of dummies and free flow cups, screen time and Bookstart.	

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	<b>2d</b> I/we are able to discuss with parents and carers and agree support for children's speech, language and communication.	
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## 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
<b>4.1</b> I access and use local services with my minded child(ren) for example at the library, family hub, children's centre etc.		
<b>4.2</b> I signpost parents/carers to local and wider activities and specialist services.		<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>1b</b> I/we 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><b>2a</b> I/we 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>

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		<p><b>3a</b> I/we link with and support 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><b>4b</b> In my setting 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><b>6a</b> I/we refer/signpost families to specialist services to help parents and carers access additional support for children where there are physical development concerns.</p> <p><b>10</b> Adult health and wellbeing: childminders can provide information for parents and carers about support available in the following areas:</p> <p>10a Mental health</p> <p>10b Domestic violence</p> <p>10c Smoking cessation and smoke free homes</p> <p>10d Alcohol and substance use</p> <p>10e Maternity services</p> <p>10f Support for teenage parents</p> <p>10g Particular needs of fathers</p> <p>10h Support relating to worklessness</p>
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		<p>10i Volunteering opportunities 10j Healthy eating, physical activity and weight management</p> <p><b>Section C</b> – Leadership and management</p> <p><b>12a</b> I/we know who on the health visiting team can be contacted regarding concerns relating to individual children or for general advice, or to support children's progress check at the age of two.</p> <p><b>12b</b> Links with the local and wider services, for example:</p> <ul style="list-style-type: none"> <li>• Children's centre</li> <li>• Speech and language</li> <li>• CAMHS</li> <li>• Nutrition and dietetics</li> <li>• Oral health</li> <li>• Family Support</li> </ul>
<p><b>4.3</b> I provide opportunities for children and families to learn to look after the local environment, both within my provision, at home, and in the local community.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>9b</b> In my setting there are age-appropriate opportunities for children to learn how to look after the environment.</p>	<p><b>Section A</b> – Personal development, behaviour and welfare</p> <p><b>9b</b> In my setting there are activities and information available for parents and carers to support sustainability including: active travel, recycling or energy saving.</p>