

MAYOR OF LONDON



The Mayor of London's Award Programme

Healthy Early Years London

Guidance pack for
childminders



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About this guidance pack

This Healthy Early Years London Guidance pack sets out:

- The overall aims and principles of the programmes;
- The process for achieving and maintaining the awards;
- Detailed guidance to support completion of the HEYL Bronze, Silver and Gold awards

Separate practice guidance, 'Healthy Schools London and Healthy Early Years London: Transitional arrangements 2025' sets out the process for settings who had already started on the awards before the updated HSL and HEYL became available in September 2025.

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Introduction

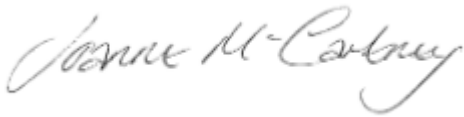
The Mayor of London is committed to making London the greatest place in the world to grow up in; where every young person has the support and opportunities they need to thrive. The Mayor also believes, that by taking bold action, we can make London the healthiest city to live in. From protecting children's lungs by cleaning up London's air, to reducing exposure to unhealthy advertising on the transport network, the Mayor will continue to take action to improve the health and wellbeing of young people and their families.

We know that every stage of a young person's development – from birth through early childhood, school years, adolescence, and their first steps into adulthood shapes their future health and life chances. However, for far too many children in our city, the circumstances in which they live, learn, and play mean that they face additional barriers to living healthy lives.

Healthy Schools London (HSL) and Healthy Early Years London (HEYL) play a key role in helping every child to have the best start in life, regardless of their background. They recognise the vital role schools and early years settings are playing across the capital in improving healthy eating, promoting physical activity, and supporting mental health and emotional wellbeing. Since the programmes began, over 4,500 schools, nurseries and childminders have joined with us in our mission to tackle the unfair and avoidable health inequalities that are holding families back and preventing all our young people from reaching their full potential.

Building on this success, and following engagement with London boroughs, the programmes were updated in September 2025 to reflect the most current challenges facing children and young people and to improve our offer to settings and boroughs. We hope that, as we move forward together, even more schools, early years settings, and childminders will join us in creating environments that help secure the health and happiness of the next generation of Londoners.

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Joanne McCartney,

Deputy Mayor for Children and Families

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The Awards programme

There are awards at three different levels:

Bronze Award	Silver Award	Gold Award
		
<p>Acknowledges and celebrates that the childminder has a high-quality embedded approach to health and wellbeing for all children in the provision.</p>	<p>Provides evidence that the childminder has identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority.</p>	<p>Recognises that the childminder has evaluated the impact and sustained the outcomes of this new approach, project, practice or intervention.</p>
<ul style="list-style-type: none"> • Review of policies and practices that support health and wellbeing outcomes 	<ul style="list-style-type: none"> • Undertake a simple needs analysis • Use the needs analysis to identify and define group/s • Develop planned measurable outcomes and an action plan • Show how they will monitor and evaluate the project to measure success and demonstrate improvements 	<ul style="list-style-type: none"> • Record results and outcomes • Reflect on approach taken • Provide analysis of results and share impact • Explain how activity is being sustained

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The Awards pathway

Bronze Award

Achieving the Bronze Award recognises and celebrates that a childminder has established a high-quality approach to health and wellbeing that is embedded for all children. The Bronze Award forms the foundation of the Healthy Early Years London (HEYL) programme, covering the key themes of health and wellbeing and underpinning any future Silver or Gold Award achievements.

To ensure this foundation remains relevant and reflective of current practice, the Bronze Award is renewed every three years.

Silver and Gold Awards

Childminders build on this foundation by progressing to the Silver and Gold Awards, which demonstrate how they have developed their approach further. These awards celebrate childminders that have built on the good practice evidenced in their Bronze Award and taken clear, purposeful action to improve outcomes for their children.

After achieving both Silver and Gold Awards for a particular priority, the childminder may begin the process again - either by selecting a new health and wellbeing priority, or by continuing with the same theme but focusing on a different aspect.

While a childminder achieves and renews one Bronze Award, they can go on to achieve multiple Silver and Gold Awards, marking their continued commitment to supporting and improving children's health and wellbeing.



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Progression through the Awards

Registration	<ol style="list-style-type: none">1. Register for award on GLA website<ul style="list-style-type: none">- Complete a simple registration process on website.2. Contact Borough Lead<ul style="list-style-type: none">- Discuss your next steps and support available with your Borough Lead (BL).
Bronze Award	<ol style="list-style-type: none">1. Contact Borough Lead<ul style="list-style-type: none">- Discuss your Bronze Award application with your BL.2. Complete Bronze Award tool<ul style="list-style-type: none">- Record your current practice using the Bronze Award tool, ensure all criteria are met and provide evidence to support all criteria.3. Submit Bronze Award tool<ul style="list-style-type: none">- Your award tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Healthy Early Years London team.
Bronze renewal: Every three years	<ol style="list-style-type: none">1. Notification:<ul style="list-style-type: none">- You will receive notifications via email advising you to contact your Borough Lead before beginning renewal.2. Review Bronze Award tool and record updates<ul style="list-style-type: none">- Review your original Bronze Award tool in full and update any changes.3. Reflect<ul style="list-style-type: none">- Reflect on your progress, priorities and next steps for health and wellbeing.4. Submit updated Bronze Award tool and any accompanying documents<ul style="list-style-type: none">- Your renewed award tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Healthy Early Years London team.

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Silver Award	<p>1. Bronze Award is in date - Your Bronze Award has been either achieved or renewed within 3 years of your Silver application.</p> <p>2. Contact Borough Lead - Discuss your Silver application with your BL.</p> <p>3. Complete Silver Award tool - Undertake a needs analysis, identify a health and wellbeing priority, develop an action plan to implement a new approach to address the priority.</p> <p>3. Submit Silver Award tool - Your tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Healthy Early Years London team.</p>
Gold Award	<p>1. Bronze and Silver Award in date - Your Bronze Award has been either achieved or renewed within 3 years of your Gold application. - We encourage you to apply for your Gold within 3 years of achieving your Silver Award.</p> <p>2. Contact Borough Lead - Discuss your Gold application with your BL.</p> <p>3. Complete Gold Award tool - Evaluate the outcomes and impact of the new practice, activity or intervention implemented through Silver action plan, describe sustainability plans.</p> <p>4. Submit Gold Award tool - Your tool will be considered for approval by your Borough Lead and feedback will be given where relevant. Your award will be validated by the Healthy Early Years London team.</p>
Further progression	<p>Once a Gold Award is achieved, childminders can:</p> <ul style="list-style-type: none">a) Apply for new Silver/Gold awards in a different health and wellbeing priority.b) Revisit the same priority but focus on a new aspect or approach.

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Certificates and logos

Once your award has been approved by your Borough Lead and validated by the HEYL team, you will receive a dated certificate that you can display to celebrate your achievement with children, families, and visitors to your home.

You will also receive a digital award logo, which you can use in your communications, such as your website, social media, email signature, or welcome materials, to show your commitment to children's health and wellbeing.

The role of Borough Leads

Borough Leads (BL) play a key role in the HEYL awards programme. Borough Leads are responsible for leading the HEYL programme locally across each borough. The way BLs are organised is dependent on how the role is managed locally and BLs work differently in different boroughs.

Borough Leads support childminders as they complete their applications and progress through the awards process. They review award tools, provide feedback where needed, and recommend them for validation. Final approval of awards is carried out by the Greater London Authority (GLA) team.

There are varying levels of support available across boroughs. Where Borough Lead support may be limited or unavailable, childminders can access support with the awards programme through the HEYL team.

Further support

For support:

- Contact your HEYL Borough Lead, or
- Reach out to the HEYL team: HEYL@ncb.org.uk

You can also find more information, support and guidance on the [HEYL website](#)

Bronze Award tool guidance

Introduction

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

This guidance is designed to support you to work your way through the Bronze Award tool.

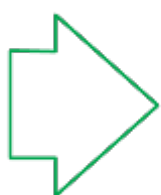
The Bronze Award tool is divided into four sections and within each section there are a series of criteria that you need to demonstrate that your provision meets.



Each criterion is listed below with

- A short summary of what the criterion focuses on.
- A set of questions/prompts to help you reflect on your practice and think about what to include in your response.

For criterion requiring a written response, all responses should provide a clear description of your practice, describing what you do in your provision, not just what you aim to do. This should explain how you meet the criterion, covering all aspects of the criterion.



Where requested (indicated by an arrow), **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.

Where required, there is **further information on how to complete your response**, also indicated by an arrow.

You should use concise and specific language - bullet points are welcome. There is a suggested word count to guide the length of your responses.

If you do not have assistants working with you, write 'Not applicable' or 'N/A' for criterion which relate to assistants.

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When describing how you meet the criteria, you can draw on a wide range of evidence, such as:

Documentation: Show how your approach to health and wellbeing is clearly set out and communicated through your written materials and information shared.

Daily routines: Explain how your everyday routines help promote children's wellbeing, independence, confidence, and learning.

Learning environment (indoors and outdoors): Show how your environment is organised to offer a safe, nurturing and engaging space for learning and wellbeing.

Adult-child relationships: Reflect on how your everyday interactions with children build trust, support emotional wellbeing, and promote language and independence.

Activities: Describe the activities and experiences you provide to promote healthy development and learning in your provision and the wider community.

Inclusive practice: Show how you meet the needs of all children in your care, including those with special educational needs and disabilities (SEND), English as an additional language (EAL) or other additional needs.

Strategies, interventions and programmes: Mention any tools, approaches or programmes you use to support children's wellbeing, development, or behaviour.

Information and support for parents/carers: Show how you share health and wellbeing information with families and build strong, trusting partnerships.

Links with the local community: Describe how you stay connected to your local area and make use of nearby support, activities or services.

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Online resources:

On the [Healthy Early Years London website](#), you will find a wide range of useful links to help support your award journey. These include toolkits and templates, example documents, key information and details of programmes and initiatives you might want to get involved in. While not exhaustive, the collection of resources signposts you to high-quality, practical support aligned with the different aspects of health and wellbeing.

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

This section focuses on your overall approach and commitment to supporting physical and mental health and wellbeing for children, parents and if applicable, any assistants.

It helps you reflect on your vision and values, your partnership with parents/carers, how you promote a culture of listening, and if applicable, the ways in which you support assistants who work with you.

The word count for each criterion in this section is **50-150 words**.

Vision and ethos

1.1 My vision and ethos supports and promotes the health and wellbeing of all children and adults.

This criterion focuses on how your vision and core values prioritise the health and wellbeing of children, parents/carers and if applicable any assistants.

In your response, consider the following questions:

Does your vision and core values show a clear commitment to health and wellbeing?

Reflect on the language you use and whether your vision and core values for our provision make explicit reference to health and wellbeing. This does not need to be a written vision and core values, but your overall approach and intention for your provision.

How do you communicate your commitment to health and wellbeing?

Think about how your commitment to health and wellbeing is communicated through information provided to families and your interactions with parents/carers.

How is your ethos demonstrated through the ways you support and promote the health and wellbeing of children, parents/carers and if applicable, assistants?

Consider how your everyday practice, such as daily routines, relationships, interactions, environment, supports and nurtures health and wellbeing.

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How is your ethos demonstrated through the ways you support and promote the health and wellbeing of children, parents/carers and if applicable, assistants?

Consider how your daily routines, relationships, environment and communication all reflect a shared commitment to nurturing wellbeing.

1.2 I celebrate diversity and promote equality and inclusive practice in all aspects of my work with children and families.

This criterion focuses on ensuring that you demonstrate inclusive, respectful, and equitable practice in all aspects of your work with children and families, including planning, daily interactions and communication with parents.

In your response, consider the following questions:

How do you actively celebrate and reflect the diverse backgrounds, cultures, and identities of the children and families in your provision and local and wider community?

Think about how you acknowledge different cultures, identities, and experiences in your resources, routines, activities and celebrations.

How do you ensure your practice is inclusive and accessible to all children, including those with SEND, EAL, or from different family structures or cultural backgrounds?

Reflect on how you plan for access, adapt activities, remove barriers, and celebrate difference as part of your inclusive approach.

1.3 I support children to develop an understanding, appreciation and respect for different people, families and communities.

This criterion focuses on how you help children begin to make sense of the world around them and understand that people are all different and all equally valued.

In your response, consider the following questions:

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How do you help children notice and talk about similarities and differences in a way that fosters curiosity, kindness and respect?

Think about how you use books, conversations, observations, children's experiences to open up inclusive discussions.

How do you create an environment where all families feel welcome, respected, and actively involved in your provision?

Consider how you create an environment where all families feel welcome, respected and involved.

Partnership with parents and carers

1.4 I communicate effectively and work in partnership with parents and carers and provide information about their child's learning and development.

This criterion focuses on how you build strong partnerships with parents and carers through open, ongoing and meaningful communication, particularly around each child's learning, development and wellbeing.

In your response, consider the following questions:

How do you communicate with parents/carers and share meaningful updates with parents about their child's learning, development, and wellbeing

Think about how often you share information and what methods you use, such as informal chats at drop-off and pick-up, daily handovers, simple tools like daily diaries or secure apps (for example, Tapestry or Family) to share messages, photos and updates. Consider if you display key information in a visible area to keep families informed about activities and news.

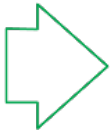
How do you build trusting relationships with parents and carers so they feel comfortable discussing their child's development, wellbeing, or family circumstances?

Think about the ways you create safe, non-judgemental spaces for open communication and how you enable parents/carers to feel involved and valued in their child's learning journey.

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1.5 I work in partnership with parents and carers to plan support to meet the additional needs of children with special educational needs and disabilities (SEND).

This criterion focuses on how you work collaboratively with parents and carers to understand, plan for, and meet the unique needs of children with SEND.



Include in your response a specific practical real-life example of how you have supported a child with SEND.

or

If you haven't yet supported a child with SEND, please describe any relevant training you've completed and explain where you would go for advice or support if needed.

In your response, consider the following questions:

How do you involve parents and carers in identifying and planning support for children with SEND?

Think about how you gather their insights, share observations, create joint strategies that reflect the child's strengths and needs and ensure the support is tailored to their individual needs. Consider how you review progress, celebrate success and adapt support plans.

How do you prepare to support a child with SEND?

Think about who you would go to for advice and support, such as your local authority, SENDCo support networks, or specialist service, any trusted resources you're aware of or any training you've completed.

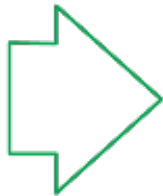
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Listening culture and opportunity to influence change

1.6 If applicable, there opportunities for assistants to give feedback, which is responded to, and acted upon as necessary.

This criterion is about fostering a culture where assistants feel listened to, respected, and involved in influencing change to practice within the provision.

If you do not have any assistants working with you, write 'Not applicable' or 'N/A' as your response.



List the ways your assistant(s) can give feedback.

and

describe a specific example of when an assistant(s) gave their views

In your response, consider the following questions:

How do you give your assistant(s) regular chances to share ideas, feedback, or concerns?

Think about informal chats during quiet moments, planned one-to-one check-ins, or simple ways for them to suggest ideas for example, shared notebook or message board.

How do you show that feedback from assistant(s) is listened to, valued, and followed up with meaningful action?

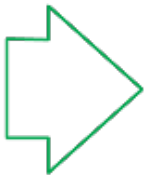
Describe a specific example of when an assistant(s) gave their view - include how the feedback was captured, how it was responded to, and the action that followed.

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1.7 There are opportunities for parents/carers to give feedback, which is responded to, and acted upon as necessary.

This criterion focuses on how you encourage, value, and respond to parent and carer feedback as part of a strong partnership with parents.

List the ways parents/carers can give feedback.



and

describe a specific example of when a parent/carer gave their views

In your response, consider the following questions:

How do you give parents/carers regular and easy ways to share feedback?

Think about what you use such as informal chats, short surveys, feedback forms, text messages, or check-ins at pick-up/drop-off. Reflect how you make sure all families, including those who speak English as an additional language or face other barriers, feel comfortable giving feedback.

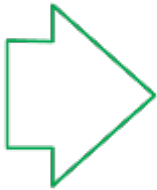
How do you show that parents and carers feedback is listened to, valued, and followed up with meaningful action?

Describe a specific example of when parents/carers gave their views - include how the feedback was captured, how it was responded to, and the action that followed.

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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.

This criterion focuses on how children’s voices are heard, valued, and used to shape your learning environment, routines, and approaches. It includes ensuring that all children can give their views, 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 your provision

In your response, consider the following questions:

How do you create regular opportunities for children to express their views, choices, and interests through play, interactions, and other forms of communication?

Think about how you tune into children’s verbal and non-verbal cues, and how you follow their lead in day-to-day practice. Reflect on how you include all children including those with SEND, EAL, or communication differences for example, through using visual aids, choice boards, Makaton, and small group conversations to ensure every child is heard

In what ways do children’s ideas, preferences or behaviours influence how you plan, adapt routines, or make changes to the learning environment?

Describe a specific example of when a child/ren’s voice influenced a specific change within your provision – include how their voice was captured, how it was responded to and the action that followed.

Professional development and wellbeing

1.9 I regularly reflect on my practice and provision.

This is about how you take time to think about what's working well and what could be improved in your day-to-day care. It could be as simple as reviewing how an activity went, considering a child's changing needs, or thinking about how to make your environment more supportive.

In your response, consider the following questions:

How do you take time to reflect on what's working well and what could be improved in my daily practice?

Think about how you review routines, activities, or interactions and whether you use a journal, quiet moments during the day, or discussions with others to reflect.

What changes have you made recently based on something I noticed, learned, or received feedback about?

Consider small adjustments to your environment, practice, communication with families, or how you support individual children and how these changes have helped.

1.10 There are things I use to support and maintain my physical and mental health and wellbeing, and if applicable, any assistants are supported.

This focuses on what you do to support your own physical and mental health and wellbeing, and if applicable, how you support any assistants who work with you.

In your response, consider the following questions:

What do you do regularly to look after your physical and mental wellbeing?

Think about things such as taking regular breaks, eating well, getting outside, having someone to talk to, or accessing support when needed.

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If you work with an assistant, how do you support their physical and mental wellbeing?

Consider how you check in with them, listen to their needs, and make time to talk about their wellbeing or offer support.

1.11 I keep up to date with best practice and equip myself with the knowledge and skills needed to support health and wellbeing.

This is about taking steps to stay informed about current guidance and approaches that support children's health and wellbeing. It could include reading updates from trusted sources, completing training (online or in person), joining local networks.



Include at least one specific example of relevant training you have undertaken within the past two years.

In your response, consider the following question:

What recent learning or training have you completed that has helped you support children's physical and mental health and wellbeing?

Think about how you stay informed about current guidance and best practice, for example, how often you read updates from trusted organisations (for example, NHS, DfE, Coram PACEY, Ofsted), attend training, or connect with other childminders or professionals.

Reflect on anything new you've learned (for example, areas such as brain development, nutrition, physical activity, oral health, self-regulation, emotional wellbeing and mental health, trauma-informed practice, first aid, internet safety, food safety and hygiene) and how it has changed or improved your practice.

Section 2: Policies and Procedures

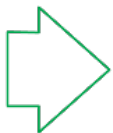
This section focuses on ensuring that you have clear, up-to-date policies that reflect current legislation, and best practice to support health and wellbeing. These policies should guide day-to-day practice and shared with families in an accessible way.

Childminders solely registered on the early years register or with an early years CMA are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the CMA with which they are registered). Childminders must ensure any assistants follow these policies and procedures. ([EYFS](#), 2025, pg.16 3.6)

2.1 You have all statutory policies/documents in place, including:

- **Safeguarding**
- **Administering medicine to children**
- **Complaints procedure**
- **Attendance**

To meet this criterion, you should ensure that all required statutory policies and documents are in place and reviewed within the required time frames.



Tick the box to confirm that these policies are in place, up to date, and meet statutory requirements.

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2.2 You have the listed policies in place to support health and wellbeing:

- **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**

To meet this criterion, you should have in place up-to-date policies, documents, or procedures that cover the following areas:

Food and drink, including breastfeeding – An effective food and drink policy should explain how you support healthy eating and regular access to water, respect children’s individual dietary needs and cultural backgrounds, and ensure safe feeding practices for all children, including those who are breastfed or just starting solid foods.

Food safety and hygiene - An effective food safety and hygiene policy ensures that all food handling, preparation, and storage practices meet legal requirements and protect the health and wellbeing of children. It should demonstrate your commitment to high standards of cleanliness, food safety, and training.

Physical activity, including risky play and outside learning - A physical activity policy should reflect your commitment to promoting movement, exploration and healthy development through daily physical activity, outdoor play, and safe opportunities for appropriate risk-taking. It should outline how you plan for and support active learning, ensure safety, and meet children’s physical needs in line with national guidelines

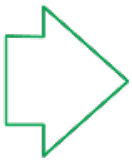
Emotional health and mental wellbeing - An effective emotional health and wellbeing policy should outline how you promote a culture of emotional safety, inclusion, and care for children and families. It should reflect a commitment to nurturing positive mental health, early intervention, and strong relationships.

Substance policy, covering smoke free, including vaping, drugs and alcohol - An effective substance use policy should clearly outline expectations for a smoke-free and

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substance-free environment, safeguarding the health, wellbeing and safety of children, and adults. It should reflect current legislation and promote a positive example for children.

Immunisation and infection control - An effective immunisation and infection control policy helps protect the health of yourself, children and families by promoting best practice in hygiene, illness management, and vaccination. It should reflect statutory guidance and support your commitment to minimising the spread of preventable diseases.



Tick the box to confirm the policy/procedure is in place and indicate if it is a written policy.

Any written policies, send a copy to your Borough Lead

List the date of the last review

One policy may cover one or more of the listed policies. If this is the case, please indicate.

2.3 Please describe how you share policies with parents/carers.

This criterion focuses on how you ensure that policies are shared with parents and carers.

Word count for this criterion: **50 – 150 words**

In your response, consider the following question:

How do you make sure parents and carers can easily access and understand your key policies?

Think about how you share them for example, through discussion, in a welcome pack, by email, or on a noticeboard, how you support parents/carers who may need extra help understanding them, and how you respond to any questions or feedback.

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Section 3: Areas of learning and development

This section focuses on how you support children's learning and development across the three prime areas of the **EYFS**, which are crucial to promoting children's long-term wellbeing, resilience, and readiness to learn.

It recognises the vital role you play not only in delivering high-quality learning experiences within your provision but also in building strong partnerships with parents and carers to extend and reinforce children's development at home through the information and support offered to parents and carers.

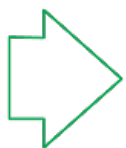
Word count for each criterion in this section: **100-250 words**

Personal, social and emotional development

Social & emotional health and wellbeing

3.1 I provide opportunities for children to identify, understand, explore and manage their emotions and I understand how to support young children's development of self-regulation.

This criterion focuses on how you nurture children's ability to manage their emotions, behaviour and responses over time, through warm relationships, consistent routines, and age-appropriate strategies and activities.



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

In your response, consider the following questions:

What daily routines and strategies do you use to support children in developing their ability to self-regulate their emotions and behaviour?

Consider how supportive relationships, consistency, transitions, modelling, and co-regulation feature in your practice.

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How do you use your learning environment to support emotional regulation and wellbeing for all children, including those with SEND?

Reflect on the use of cosy spaces, visual prompts (for example, now/next boards), sensory tools, and flexible access to outdoor areas.

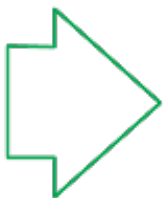
What activities do you use to help children identify, explore, and understand their feelings and behaviours?

Think about storytelling, emotion cards, role-play, small group work, or sensory-based activities.

3.2 As the key person, I:

- ensure the child(ren) has their social and emotional care needs met
- support the child(ren) to develop strong and supportive relationships with adults and to develop positive relationships with other children
- support the child(ren) to develop a positive sense of self and have confidence in their own abilities
- obtain, share and use information to support the child(ren)'s transitions to and within the provider

This criterion focuses on your vital role as the key person in promoting children's emotional wellbeing, secure attachments, and self-confidence. It recognises that consistent, responsive relationships are essential for young children's wellbeing and development.



Explain how you meet this criterion by describing your approach, ensuring you cover each of the bullet points.

and

include in your response a specific practical real-life example to demonstrate one of these aspects in action.

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In your response, consider the following questions:

How do you build warm, trusting relationships with your child(ren) to ensure their social and emotional care needs are consistently met?

Consider how you respond to individual cues, provide comfort and security, and support emotional wellbeing throughout the day.

How do you support your child(ren) to develop supportive relationships with other adults and to form positive relationships with their peers?

Think about how you build confidence in new situations, support transitions, and encourage safe attachments beyond yourself. Reflect on how you model empathy, strategies you use to encourage friendships, shared play, turn-taking, cooperation with peers and how to respond to social challenges or conflicts.

How do you nurture your child(ren)'s confidence and help them develop a positive sense of self and belief in their abilities?

Consider how you encourage children to explore, try new things, and express their preferences and the ways you help children celebrate achievements, build independence, and feel proud of who they are.

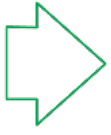
How do you gather, share, and use information to support smooth and sensitive transitions for your child(ren) as they move into, within or from your provision?

Reflect on your settling-in and transition procedures, how you work in partnership with parents/carers, to understand each child's needs, preferences, and routines, and how you use this information to help them feel supported emotionally and practically.

3.3 I provide parents/carers with activities, information and support to support children's social and emotional development, needs and wellbeing.

This criterion highlights the importance of working in partnership with parents and carers to help them support their child's social and emotional development at home and in everyday life.

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Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting social and emotional development.

In your response, consider the following questions:

What activities and ideas do you share with parents to help them understand and support their child’s social and emotional development at home?

Think about simple activities or strategies you suggest for families to try at home, such as emotion games, storybooks, mindfulness activities, or simple daily routines that encourage sharing and turn-taking. Resources you may send home (for example, books, calming jars, visuals) or make available through lending libraries.

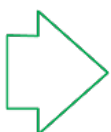
What evidence-based information or support do you offer families if they have concerns about their child’s emotions or behaviour?

Consider how you talk with parents, share helpful tips or leaflets, signpost to trusted websites or to extra support if needed for example, health visitors or local services.

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.

This criterion focuses on how you actively support children to develop independence in managing their personal care and hygiene routines. Building these skills lays the foundation for lifelong healthy habits.



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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In your response, consider the following questions:

How do you support children to understand and practise self-care and good hygiene routines, such as handwashing, nose-wiping, and toileting?

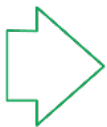
Consider how these are consistently modelled, explained, and reinforced through daily routines, and any songs or specific activities you use to help children.

How do you encourage children to become more independent in managing their personal needs?

Think about how you create time and space for children to try things themselves, how you praise their efforts, and how you adjust your approach for different ages and abilities.

3.5 I provide parents/carers with activities, information and support to support children's independence in self-care and hygiene.

This criterion focuses on how you work in partnership with families to promote children's confidence and independence in managing personal care routines.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting independence in self-care and hygiene.

In your response, consider the following questions:

What activities and ideas do you share with parents/carers to help children build independence in self-care and hygiene at home?

Think about whether you give tips during daily conversations, suggest simple routines such as handwashing songs, or send home activities or links.

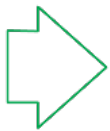
How do you work with parents to support children who are learning key self-care skills such as toileting, handwashing dressing, or other daily routines?

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Consider how you communicate progress, share strategies you're using, and check what works well at home so there's consistency.

3.6 I provide information and support parents/carers with routine medical and health practices.

This criterion recognises the important role that you play in helping families access and understand routine medical and health guidance that supports children's development and wellbeing.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around routine medical and health practices.

In your response, consider the following questions:

How do you promote the importance of childhood immunisations and encourage families to access them in a way that is inclusive, non-judgemental, and culturally sensitive?

Consider how you create opportunities for open conversations, use trusted resources, and respond respectfully to questions or concerns. Reflect on how you support families who may be hesitant or unsure about vaccines.

How do you share accessible and up-to-date information with families about other key health services, such as dental care, vision and hearing checks, weight and growth monitoring, and the two-year health review?

Think about how and when you provide this information for example, through leaflets, displaying information, discussions with parents/carers, or digital platforms.

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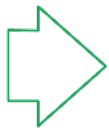
Physical Development

Healthy eating, breastfeeding and starting solid food

3.7 Any food/drink served meets:

- [Safer food, better business for childminders](#) guidance (Food Standards Agency, 2024)
- Government guidance for [Early Years Foundation Stage nutrition](#) (DfE, 2025)

This criterion asks you to confirm any food or drink served to children aligns with the [Safer food, better business for childminders](#) guidance (Food Standards Agency, 2024) and the Government guidance for [Early Years Foundation Stage nutrition](#) (2025).



Tick to confirm your menus meet the guidelines
Attach a copy of your menu

3.8 My approach to supporting healthy eating includes:

- Meals and snacks are scheduled at regular times
- Fresh drinking water is always available and accessible to children
- Awareness of appropriate portion sizes for children and encourage children to stop eating when they are full
- Children are encouraged to be independent i.e. self-service
- Children are within sight and hearing of myself (and/or an assistant if applicable) whilst eating and an adult sits facing them to be alert to choking or allergic reactions

This criterion focuses on how you create a safe, supportive and developmentally appropriate approach to healthy eating and drinking for young children.

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In your response, consider the following questions:

How do you promote a healthy, balanced diet throughout the day including the timing of meals and snacks, and ensuring drinking water is always available?

Reflect on how your approach supports healthy habits, encourages independence and promotes positive mealtime experiences. Think about whether drinking routines are child-led, accessible and how children are encouraged to stay hydrated throughout the day.

How do you use your knowledge of portion sizes and children's hunger cues to support healthy eating in a positive way?

Think about how you encourage children to listen to their bodies, avoid pressure, and support them to stop eating when they're full.

How do you make sure children are safely and consistently supervised during mealtimes?

Think about how you stay present and attentive while children eat, how you manage risk (for example, choking), and how you maintain a calm, social mealtime atmosphere.

3.9 I have a process for obtaining information, monitoring and managing dietary requirements, preferences, food allergies and intolerances, including when introducing solid foods.

This criterion ensures you take a consistent and proactive approach to gathering and responding to children's individual dietary needs. It includes health-related requirements (such as allergies and intolerances), as well as cultural, ethical, or religious preferences and family preferences.

In your response, consider the following questions:

How do you gather detailed and up-to-date information from families about each child's dietary requirements?

Consider the forms or conversations you use at induction, and how you ensure this

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information is accurate and clearly recorded. If applicable, reflect on how you make sure any assistant(s) are aware of individual needs.

How do you keep children's dietary information up to date, especially when they start solids or their needs change over time?

Think about how you talk with parents regularly about food preferences, allergies or routines, and how you record and respond to any updates.

3.10 I promote a supportive breastfeeding environment, which includes providing a comfortable, private space for breastfeeding and refrigerated storage for expressed breast milk.

This criterion recognises the role you can play in supporting infant feeding choices, particularly breastfeeding. A welcoming, inclusive environment can make a significant difference for breastfeeding families by reducing barriers and promoting health and attachment.

In your response, consider the following questions:

How do you support families who choose to breastfeed or provide expressed breast milk?

Think about whether you offer a welcoming, private space for feeding if needed, and how you store, label, and handle expressed milk safely.

How do you make sure parents feel comfortable discussing their feeding choices with you?

Consider how you talk openly with families about their preferences, respect different approaches, and show that their choices are supported in your provision.

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3.11 I act as a positive role model to support children to develop an appreciation of healthy eating.

This criterion focuses on how you demonstrate and promote healthy eating behaviours in your daily interactions with children, helping them to build positive attitudes toward food and mealtimes.

In your response, consider the following question:

How do you model healthy eating habits and attitudes to help children develop a positive attitude toward food?

Think about how you talk about food, the choices you make during mealtimes, and how you encourage children to explore and enjoy a variety of healthy foods.

3.12 I provide regular opportunities for children to prepare and eat healthy food together, including different cultural foods and practices.

This criterion focuses on how you provide regular, meaningful opportunities for children to prepare and enjoy healthy food as part of daily learning and routines. It also highlights the importance of including food experiences that reflect different cultures and traditions.

In your response, consider the following questions:

What opportunities do children have to prepare, taste, and enjoy healthy food together through daily routines and planned activities?

Think about how regularly these experiences take place and how they support social development, independence, and life skills. Think about how you make opportunities accessible for all children, including those with dietary needs or sensory sensitivities.

How do you ensure that food-based experiences are inclusive and reflect the cultural backgrounds and traditions of children and families in your provision?

Reflect on how you involve families, introduce new foods respectfully, and celebrate food as part of cultural identity.

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3.13 I provide opportunities for children to experience simple food growing activities and learn about where food comes from.

This criterion recognises the importance of helping children connect with nature and develop an early understanding of where food comes from. Food growing experiences encourage curiosity, promote healthy eating habits, and offer valuable learning opportunities across all areas of development.

In your response, consider the following questions:

How do you plan and provide opportunities for children to take part in simple food growing activities?

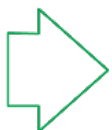
Consider how you can build hands-on experiences in your environment using the space available. This could be simple growing activities indoors for example, growing seeds on a windowsill; a growing area created in the outside environment; food such as tomatoes grown in pots outside; or you may have access to an area in the local community where children can be involved in growing food.

How do you help children understand where food comes from and make connections between growing, preparing, and eating healthy food?

Think about how you use stories, discussions, displays, or cooking to link growing with real-life eating habits.

3.14 I provide parents/carers with activities, information and support to support children's healthy eating.

This criterion recognises the important role you play in working with families to promote healthy eating habits both in your provision and at home.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting healthy eating

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In your response, consider the following questions:

What activities and ideas do you share with parents/carers to support healthy eating at home?

Think about whether you offer recipes, talk about meals during handovers, send home activity ideas, or use photos or updates through an app or diary.

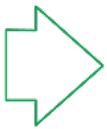
How do you support parents/carers to feel confident about their child's eating habits and nutrition?

Consider how you listen to concerns, provide reassurance, share helpful tips or leaflets, and offer consistent messages between home and your provision.

Oral health

3.15 Children learn about oral health: how to keep teeth clean and the importance of going to the dentist.

This criterion recognises the role you can play in laying the foundations for good oral health. Supporting children to develop an early understanding of how to care for their teeth helps promote lifelong healthy habits and prevent tooth decay.



Include in your response a specific practical, real-life example of an activity or approach you have used to support children learn about oral health.

In your response, consider the following questions:

What activities or routines do you use to support children in understanding how to look after their teeth?

Consider the use of songs, role-play, stories, puppets, visual aids, games or through daily routines. Think about how you help children understand healthy food and drink choices and how they learn about the importance of brushing their teeth.

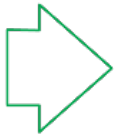
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How do you help children feel confident and positive about visiting the dentist?

Reflect on how you prepare children for dental visits through books, pretend play, or discussions.

3.16 I provide activities, information and support for parents and carers to support children's oral health.

This criterion recognises the important role you play in promoting good oral health by working in partnership with families.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting oral health

In your response, consider the following questions:

What information, activities and ideas do you share with parents and carers to help them understand the importance of oral health and support healthy habits at home?

Think about any activities or resources you share, consider how you discuss habits like brushing teeth twice a day, limiting sugary foods and drinks, and whether you signpost to local dental services or guidance when needed.

Physical activity and health

3.17 In my provision, 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 for the amount and type of activities for under-fives, including not yet walking (see pg.21-23)

This criterion highlights how you promote physical activity as a daily part of every child's experience, supporting healthy development, movement skills, and overall wellbeing. It applies to all children, including babies and those not yet mobile.

In your response, consider the following questions:

How do you actively promote and encourage physical movement throughout the day, both indoors and outdoors, for all children?

Consider how you interact with children during active play, model movement, and adapt activities for different abilities. Reflect on how your space is organised, whether children have access to a variety of spaces and equipment that support large and small movements.

How do you make sure children go outside every day, whatever the weather, and how do you work with families to make sure they're dressed appropriately?

Think about how you build outdoor play into your daily routine, how you handle challenges like weather or clothing, and how you encourage families to value outdoor learning.

3.18 I support children to take appropriate risks in their play and to test ideas through trial and error.

This criterion focuses on how you create an environment where children feel safe, confident, and curious enough to explore, experiment, and challenge themselves through play. Supporting risk-taking and problem-solving helps children develop resilience, independence, and critical thinking skills.

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In your response, consider the following questions:

How do you support children to take safe, age-appropriate risks in their play?

Think about how you provide resources like climbing equipment, loose parts, or messy play, and how you support children to try things independently while staying safe.

How do you support children to explore, make mistakes, and learn through trial and error?

Consider how you respond when a child's idea doesn't work, how you encourage problem-solving, and whether you give them time and space to try again.

3.19 I ensure physical activities are accessible and inclusive for all children, including those with SEND.

This criterion highlights the importance of ensuring that all children, including those with SEND have regular and meaningful opportunities to be physically active.



Include in your response a specific practical, real-life example of how you have adapted physical activities to ensure they are accessible for example, for a younger child or a child with SEND

In your response, consider the following questions:

How do you make sure physical activities are accessible and enjoyable for all children, including those with SEND?

Think about how you adapt activities to meet different needs, use a range of equipment or spaces, and work with families to understand what supports each child to take part confidently and safely.

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3.20 I support and encourage active travel, both for journeys to and from my provision and for trips.

This criterion recognises the role you can play in promoting healthy, environmentally friendly ways of travelling.

In your response, consider the following questions:

How do you encourage families to choose active travel options, such as walking, scooting, or cycling, for journeys to and from your provision when possible?

Consider how you promote these options through conversations, or displays, and how you acknowledge families' efforts. Reflect on practical support you offer to make active travel more accessible and appealing for example, bike/scooter storage

How do you incorporate walking or physical travel into regular outings or local trips with children?

Think about how you use the local area to build movement into daily experiences and model active lifestyles.

3.21 I provide parents and carers with activities, information and support to support children's physical activity and health.

This criterion recognises the importance of working in partnership with families to encourage young children to be physically active every day. You can play a key role in helping parents understand the benefits of active play, offering practical ideas, and supporting healthy habits at home.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting physical activity.

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In your response, consider the following questions:

What information, activities and ideas do you share with parents/carers to encourage physical activity at home?

Think about whether you suggest outdoor play ideas, send home simple movement games, or share photos and updates about active play in your provision. Consider how you talk with parents about the benefits of movement, model active routines, or provide information about recommended activity levels and screen time.

How do you create regular opportunities to talk with parents and carers about their child's physical development, movement skills, and levels of activity?

Reflect on how these conversations are built into everyday interactions. Consider how confident you are in offering advice or practical suggestions to support physical activity at home, particularly when a child may be less active or has specific needs.

3.22 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.

This criterion recognises the role you play in promoting children's safety and wellbeing by working in partnership with families. Sharing clear, practical advice helps parents and carers reduce risks and prevent common injuries in everyday environments, both at home and in the community.



Explain how you meet this criterion by describing the support you offer to parents/carers specifically around children's safety

In your response, consider the following questions:

How do you provide parents and carers with information or guidance on preventing common childhood accidents, both in and out of the home?

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Consider how you share tips on topics such as road safety, burns, choking, falls, and water safety and whether the information is timely and accessible.

How do you share advice on digital and online safety in an age-appropriate and practical way for families with young children?

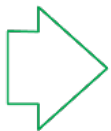
Think about how you help parents/carers understand early screen habits, supervision, and safe device use.

Communication and language

Speech, language and communication

3.23 I plan and use a range of strategies to support children's language and communication development.

This criterion focuses on the role you play in supporting every child's communication and language development. Through warm, responsive interactions and intentional planning, you can help children build the skills they need to express themselves, understand others, and engage meaningfully with the world around them.



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.

In your response, consider the following questions:

How do you use daily routines and everyday play opportunities to model and encourage interactions?

Consider how these moments are intentionally used to support language development in real, meaningful contexts.

What strategies do you use to support and extend children's communication?

Consider approaches such as commenting, repeating, expanding, using open-ended questions, and giving children time to respond. Reflect on how you adapt strategies for

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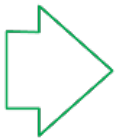
children at different stages of development, including those with speech, language or communication delays, EAL, or SEND.

What activities or programmes are used to build children’s communication skills?

Think about how books, songs, storytelling, role play, and small group work are used to support language in engaging ways. Mention any specific programmes you are using.

3.24 I recognise when a child’s speech, language and communication is not following a typical pattern of development.

This criterion emphasises the role you play in noticing when a child may be struggling with speech, language or communication (SLC). Identifying these needs early enables appropriate support and intervention to be put in place, helping children make progress and reducing the likelihood of future difficulties.



Include in your response a specific practical, real-life example for a child/ren in your provision, explaining how you recognised there was a need and what you did

or

If you haven’t yet supported a child with SLC needs, please describe any relevant training you’ve completed and explain where you would go for advice or support if needed.

In your response, consider the following questions:

How do you notice when a child’s speech, language or communication may not be developing typically?

Think about how you observe and track children’s communication, how familiar you are with typical milestones, and what steps you take if you have concerns, such as discussing with parents or seeking advice from a health visitor or speech and language professional.

Reflect on any training you’ve undertaken to support you.

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3.25 I know how to support children who have English as an additional language.

This criterion emphasises the role you have in supporting children who are learning English as an additional language (EAL), ensuring they feel included, understood, and confident to participate fully. It recognises the importance of valuing children's home languages, cultures and identities, while providing meaningful opportunities to develop English in a supportive and language-rich environment.



Include in your response a specific practical, real-life example of when you have supported a child with EAL, including how you supported the parents/carers.

or

If you haven't yet supported a child with EAL, please explain where you would go for advice or support if needed.

In your response, consider the following questions:

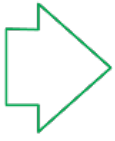
How do you support children who are learning English as an additional language (EAL)?

Think about how you use home language where possible, provide visual aids or gestures, and work with families to understand and celebrate the child's language and cultural background while building confidence in English.

3.26 I provide parents and carers with activities, information and support to support children's communication and language development.

Early years practitioners play a vital role in helping families support their child's communication through everyday routines. This criterion emphasises working in partnership with parents and carers to promote children's language development both in your provision and at home, including recognising when additional support may be needed and working together to provide it.

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Explain how you meet this criterion by describing the support you offer to parents/carers specifically around supporting communication and language development

In your response, consider the following questions:

What evidence-based information, activities and ideas do you share with parents/carers to help support their child's communication and language at home?

Think about whether you suggest songs, stories, or simple games, and how you use daily conversations, learning journals or apps to pass on ideas and updates.

How do you work with parents/carers to help them feel confident supporting their child's speech and language development?

Consider how you share observations, listen to their concerns, offer tips or resources, and let them know when to seek extra advice or support if needed.

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

This section focuses on how you connect with the wider community to enhance the support you offer to families. It recognises the important role you play in helping families access trusted services, resources and opportunities beyond your provision that promote health, wellbeing and inclusion.

4.1 I access and use local services with my minded child(ren) for example, at the library, family hub, children's centre etc.

This criterion means making use of local places like libraries, family hubs, playgroups, or children's centres to support children's learning, development, and social experiences.

In your response, consider the following questions:

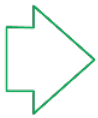
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What activities in the local community do you take part in?

Think about the activities you access for example, at the library, family hub, children's centre etc, how regularly you take part, what children gain from these experiences, and how they help build confidence, language, and social skills

4.2 I signpost parents/carers to local and wider activities and specialist services.

This criterion highlights the important role you play in supporting families beyond your provision by connecting them with relevant services, groups, and opportunities in the wider community.



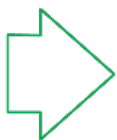
Tick all services/activities that apply
Add any others in where relevant



Describe a specific practical, real-life example of how you have supported a family to access external activities or specialist services

4.3 I provide opportunities for children and families to learn to look after the local environment, both within my provision, at home, and in the local community.

This criterion focuses on fostering a culture of respect, responsibility and sustainability. It encourages children and families to take an active role in looking after their environment (both indoors and outdoors) and to understand how their actions can have a positive impact on their community and the wider world.



Include in your response a specific practical, real-life example of an activity or approach you have used to support developing sustainable practices

In your response, consider the following questions:

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How do you model and teach children to respect and care for the toys, materials, and shared spaces in your provision?

Consider how daily routines, expectations, and language reinforce responsibility and care.

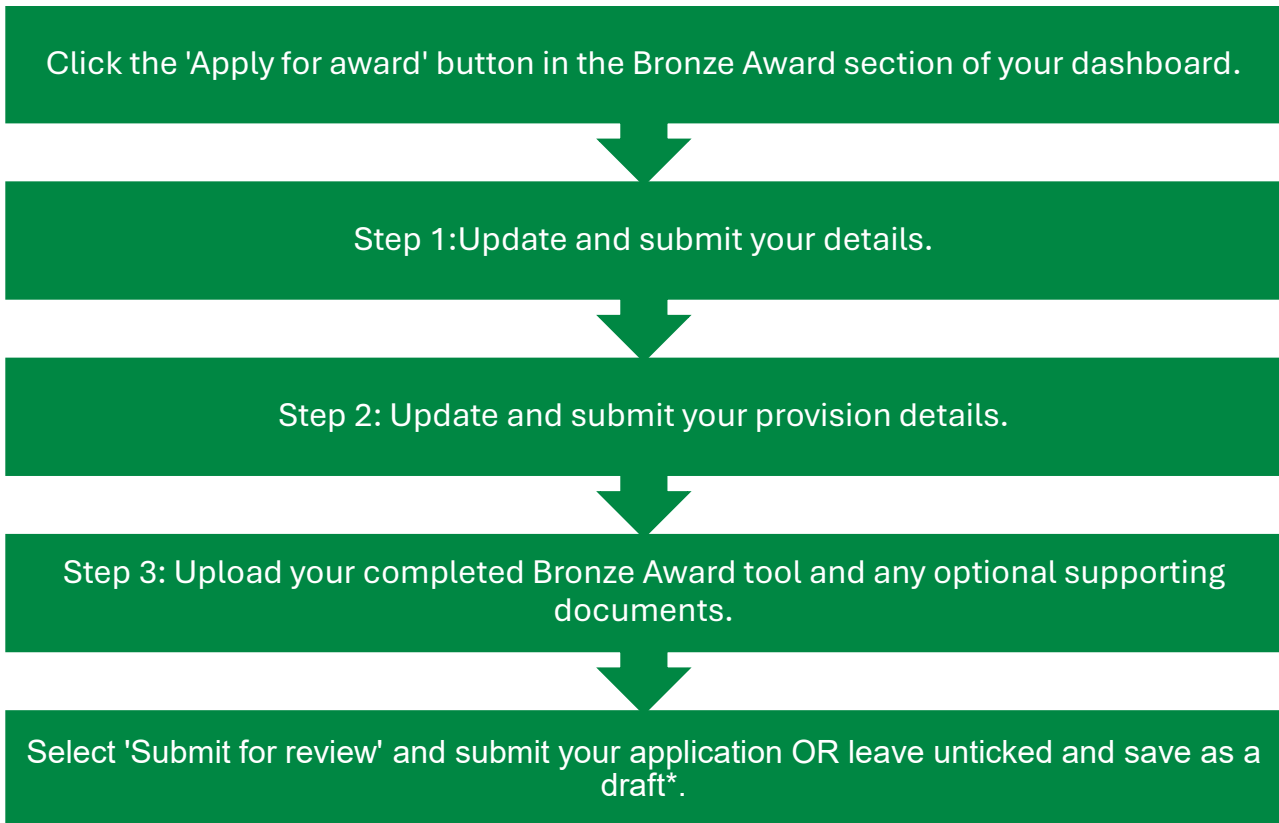
What activities and conversations do you use to help children and families learn about caring for the environment (for example, recycling, growing food, reducing waste)?

Think about how you include environmental awareness in everyday routines such as composting, reusing materials for crafts, or planting and how you encourage families to get involved or continue these practices at home.

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Bronze Award submission process

All Healthy Early Years London award applications are submitted through your online dashboard:



*If you save an application as a draft, the button will display 'Continue draft' on your dashboard.

When returning to a draft application with files already uploaded, the system will display this message:

"Files have already been successfully uploaded as part of this application. You may submit the application without any further action to keep these files as part of the application or, overwrite the previously saved files by uploading new files below."

Bronze renewal guidance

Achieving the Bronze Award recognises that you have established a high-quality approach to supporting health and wellbeing. It demonstrates that key policies and practices are in place and embedded in your provision, laying the foundation for Silver and Gold Awards.

However, to ensure these approaches remain up to date and meaningful, the Bronze Award must be renewed every three years. Renewing the award provides a valuable opportunity to:

- Review and refresh your provision's work on health and wellbeing
- Celebrate what's working well
- Identify areas for improvement or development
- Plan your next steps toward a Silver or Gold Award

Bronze Award renewal process

The Bronze Award renewal process has two parts: **update** and **reflect**.

First, you'll review and update your original Bronze Award tool to capture any improvements or changes. Then, you'll complete a short reflection to consider your progress, future priorities, and next steps.

Update

As part of the Bronze Award renewal process, you should review your original Bronze Award tool in full and update any sections where your policies, practices or provision have changed, improved, or expanded since the award was first submitted.

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This is your opportunity to:

- Reflect on what has developed or been strengthened in your approach to health and wellbeing.
- Provide the most accurate and up-to-date picture of your current provision.
- Showcase areas of improvement or innovation that have taken place since achieving your Bronze Award.

You do not need to rewrite the entire document, only revise the relevant criteria where updates are needed.

Reflect

This stage of the Bronze Award renewal process encourages you to pause and reflect on your progress, priorities, and next steps for health and wellbeing.

Complete the three short reflection questions at the end of the renewal tool:

- **Areas identified for further development:**

Identify any specific criteria you plan to strengthen or improve going forward.

Examples could include building your confidence in supporting social and emotional development, improving mealtime supervision or increasing outside physical activity opportunities.

- **Next steps:**

Outline what actions you will take next to build on your progress. Will you update a policy, introduce new activities, or complete further training? Use this space to note whether you plan to begin a Silver Award project focused on one of your development areas.

- **Reflections on Silver or Gold Awards (if applicable):**

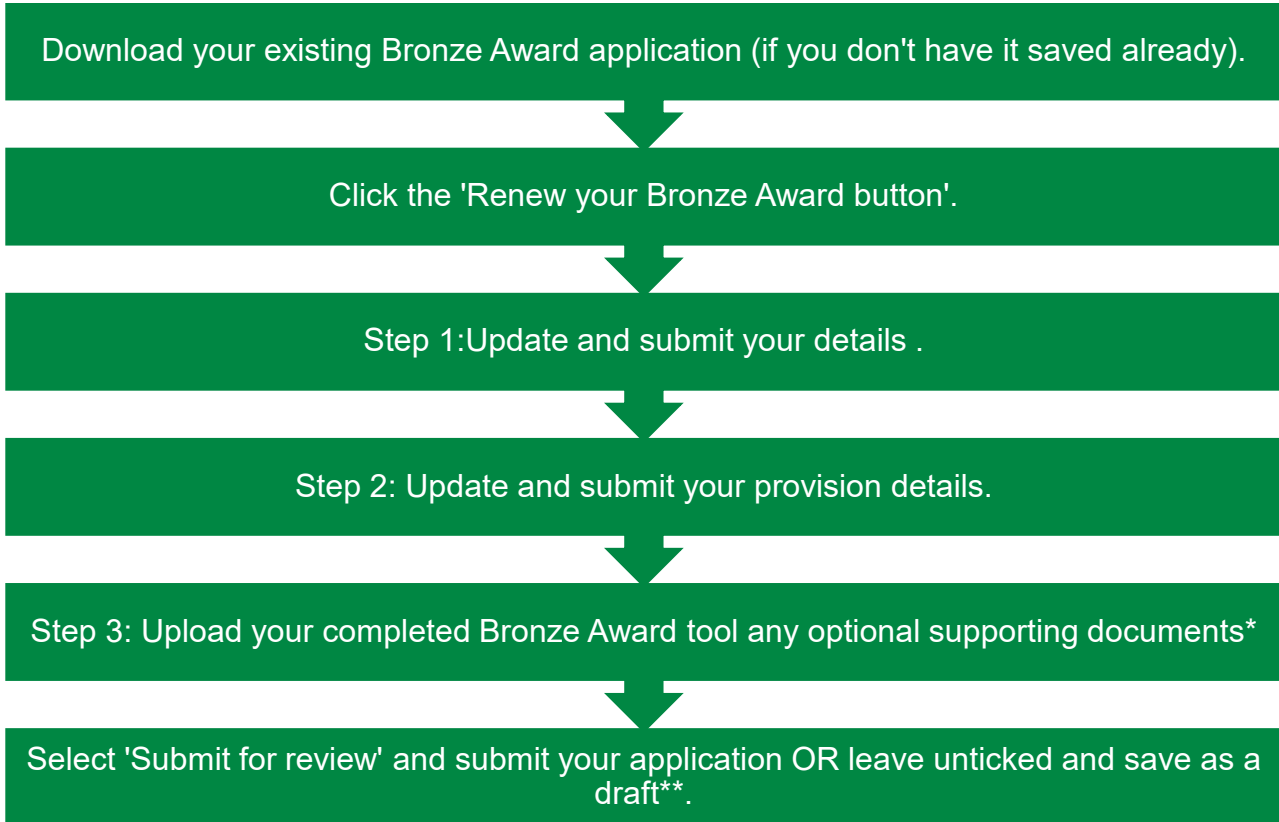
If you've already achieved a Silver or Gold Award, reflect on how that work is progressing.

- For **Silver**, describe how the action plan is being delivered and how outcomes are being tracked.
- For **Gold**, highlight the sustained impact and any improvements or changes that have happened since achieving the award.

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Bronze Award renewal submission process

All Healthy Early Years London award applications are submitted through your online dashboard:



* A pop-up will inform you that 'Uploading a new file will overwrite the previous file on the system'.

**If you save an application as a draft, the button will display 'Continue draft' on your dashboard.

Silver Award tool guidance

The Silver Award tool evidences you have identified a health and wellbeing priority and devised a new approach, project, practice or intervention to target the priority.



To achieve a Silver Award, you should:

- Hold an in-date HEYL Bronze Award
- Identify the health and wellbeing issues affecting child(ren) in your provision (needs analysis)
- Use the information gathered (needs analysis) to identify and define group/s and number of children for example, individual child/group of children
- 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

This guidance is designed to support you to work your way through the Silver Award tool.

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Purpose: What are you trying to achieve?

This section is the foundation of your Silver Award action plan. It asks you to clearly define the health and wellbeing priority you are focusing on, and to explain what you are trying to achieve, and for whom.

Health and wellbeing priority:

Your chosen priority should be informed by a needs assessment. This is gathering information and finding out the health and wellbeing issues affecting children in your provision – it could include data, observation, discussion with parents/carers, child's voice, or your reflections.

Looking at the information you've gathered (needs analysis) will help you decide which health and wellbeing priority to focus on. Your chosen priority should reflect an area where you want to make measurable improvement for children or families.

In your response, you should tick one health and wellbeing priority from the list below:

- 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

When you submit your Silver Award application online, you will also be asked to select one or more focus areas.

For example:

Main Priority – Healthy eating, breastfeeding and starting solid food

Focus area – Healthy eating and food growing

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Main priority	Focus area
<p>You must select one focus area for your Silver and Gold Award.</p>	<p>You must select at least one focus but can select multiple.</p>
<p>Social and emotional health and wellbeing</p>	<ul style="list-style-type: none"> • Mental health • Transitions • SEND needs • Curriculum and teaching and learning • Impact of Covid • Online safety, screen time, digital literacy • Self-regulation • Attachment and relationships • Self-esteem and confidence • Other – Please indicate the focus
<p>Independence in managing self and hygiene</p>	<ul style="list-style-type: none"> • Personal hygiene • Self-care needs • Immunisation • Toileting needs • Health awareness • SEND needs • Other – Please indicate the focus
<p>Oral health</p>	<ul style="list-style-type: none"> • Oral health awareness • Supervised toothbrushing • Access to dental services • Other – Please indicate the focus
<p>Healthy eating, breastfeeding and starting solid food</p>	<ul style="list-style-type: none"> • Healthy weight • Healthy eating • Food provision • Food growing • Breastfeeding and infant feeding • Baby friendly initiative

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	<ul style="list-style-type: none"> • Food poverty/insecurity • SEND needs • Other – Please indicate the focus
<p>Physical activity and health</p>	<ul style="list-style-type: none"> • Physical activity • Active travel • Play, including risky play • Gross and fine-motor skills • Home safety, accident prevention and reducing injuries • Preventing unplanned hospital admissions for under 5s • Long-term conditions prevented and managed • Asthma • Air quality • SEND needs • Other – Please indicate the focus
<p>Speech, language and communication</p>	<ul style="list-style-type: none"> • Speech and language development • English as an additional language • Communication and social skills • SEND needs • Other – Please indicate the focus
<p>Family wellbeing</p>	<ul style="list-style-type: none"> • Domestic abuse • Mental health • Alcohol and substance misuse • Smoking and vaping • Vaccination hesitancy • Cost of living • Poverty and deprivation • Maternal health • Other – Please indicate the focus

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Needs analysis: Why are you focusing on this priority and who will benefit?

National and local data and evidence:

This section asks you to show how your selected health and wellbeing priority links to national, regional, or local public health priorities and evidence. This helps demonstrate that your project is not only meaningful for your provision but also aligns with wider population health needs and best practice.

In your response, you should include a range of evidence to support your chosen priority. This might come from:

Data sources

Include any relevant statistics that highlight the scale or urgency of the issue you're addressing. This might include:

- Local Authority Child Health Profiles
(for example, obesity rates, mental health needs, physical activity levels, oral health indicators)
- Your borough's Joint Strategic Needs Assessment (JSNA)
- Ward-level or local deprivation data
- National or local early years survey data

Example:

In our borough, many young children are showing delays in their development, especially in communication and language. Recent figures show that nearly 1 in 4 children aged 2 to 2½ are not meeting expected levels, higher than the national average of 17.4%.

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Guidance and reports

Reference national and local strategies, frameworks, statutory guidance or reports that support your priority.

These might include:

- Department for Education (for example, EYFS)
- Office for Health Improvement and Disparities (OHID)
- Public Health England (legacy content)
- Your Local Authority's Health and Wellbeing Strategy
- Government obesity, oral health or mental health policies
- Organisations for example, Royal foundation Centre for Early Education, Education Policy Institute, Coram Family and Childcare

Example:

Evidence shows that well developed social and emotional skills are essential for our mental and physical health. These have their foundations in early childhood and parents and other caring adults play a vital role in supporting the development of these skills (The Shaping Us Framework, Royal Foundation Centre for Early Childhood, 2025).

Evidence-based practice

Refer to research and best practice that demonstrates why your selected approach will be effective for your children. This might include:

- Education Endowment Foundation (EEF) for example, Early Years Evidence Store
- Non-statutory guidance for example, Development Matters, Birth to five Matters, EYFS Nutrition guidance
- Organisations for example, Royal Foundation Centre for Early Education, A Better Start
- Peer-reviewed research or recommended models of good practice

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Example:

The EEF's Early Years Evidence Store, approaches and practices to support communication and language development in the early years, highlights that strong communication and language skills are crucial for young children's development and future learning. It recommends using multiple approaches to support the development of children's communication and language, including high-quality interactions, storytelling and play and engaging families to support language development at home.

Your data and evidence:

This section focuses on your needs analysis which is key to identifying and understanding the specific health and wellbeing priorities affecting your children and families. The aim is to ensure that your Silver Award action plan is based on real evidence from your provision, not just general borough or national data.

In your response, you should describe the evidence you have gathered to inform your chosen priority.

This might include:

- Parent/carer surveys
- Parent/carer feedback through discussions or conversations for example, about oral health, physical activity, eating habits at home
- Your observations for example, behaviour patterns, children's independence skills, eating habits in your provision
- Child's voice for example, discussions with children, children's comments during play
- Skills checklists

Examples:

I recently had discussions with parents and carers to learn about their children's experiences with going to the dentist. From the four families in my provision, only one had taken their child to the dentist. Some parents were unsure about when to take their child to

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the dentist or how to register. I plan to provide support and activities to help the parents and carers with this.

In the garden, I noticed one child avoids physical activities, saying, “I don’t like running” and “It’s too cold outside.” They prefer quiet indoor play and staying close to me. I plan to offer support for the child and parents to develop their confidence with engaging in physical activities and going outside.

Group:

In this section, you will describe who your chosen health and wellbeing actions are aimed at, and why you have chosen to focus on that group. This could include all the children in your provision, an individual child/group of children and/or parents/carers.

In your response, you should include:

1. Define the group/s who will benefit

Children

Be clear about whether your actions will apply to **all children** in your provision or a **targeted group** which may be **an individual child or smaller group of children** who have been identified through your needs assessment as having distinct health and wellbeing needs.

Examples:

All children will benefit from increased opportunities for physical activity in the outdoor environment.

One child who rarely engages in physical activities outside will receive targeted support to help them feel confident engaging in the physical activities on offer.

Parents/Carers

You may also include actions in your plan specifically targeted at supporting parents/carers.

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Example:

Parents will receive information and guidance about supporting their children's oral health.

2. Explain why you have chosen this group

Use evidence from your needs assessment to explain why you have chosen this group for your project. Be clear about the issue you are addressing and the impact it's having on your chosen group.

Examples:

Observations showed that opportunities for physical activity in the outdoor environment were limited and not engaging the children's interest. It was also noticed that one child rarely chose to engage in any of the physical activities on offer.

Discussions with parents showed that they lack confidence and knowledge around keeping their children's teeth healthy and taking them to the dentist.

3. Address inclusion and health inequalities

If applicable, describe how your work will be inclusive of children who may face additional barriers to health and wellbeing, including:

- Child with Special Educational Needs or Disabilities (SEND)
- Child with English as an Additional Language (EAL)
- Other individuals experiencing inequity or disadvantage

This could include adapting delivery, offering flexible or sensory-friendly environments, or involving families where appropriate.

Example:

My approach to supporting emotional regulation includes sensory-friendly activities for a child with autism and will be adapted in partnership with the parents to meet individual needs.

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Planned outcomes and monitoring: How will you monitor and measure the results?

Planned outcomes & monitoring & measurement methods

This section asks you to set out clearly what you want to achieve (your outcomes) and how you will measure success.

Planned outcomes: You should list a minimum of 3 and a maximum of 7 outcomes, which can be a mix of:

Child outcomes

This could be for all children in your provision or for an individual child/smaller group of children, such as:

- Embedding daily routines that support physical and emotional health
- Changes to the learning environment (indoors or outdoors)
- Changes to children's behaviour, understanding, attitudes, or involvement in activities

Parent/carer outcomes

- Parental/carer engagement, knowledge or understanding

Your outcomes should be SMART:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**ealistic
- **T**ime-bound

SMART Example:

By the end of June, introduce taking all children to the local woods for a weekly 30-minute nature session.

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Not SMART:

Introduce a nature opportunity.

Examples of Child Outcomes:

For all children:

- I will develop a calming, sensory area in my outside space to support children's emotional regulation.
- All children will be supported to wash their hands independently before meals, with at least 85% doing so confidently without a reminder
- Over the next 6 weeks, children will take part in daily outdoor physical activity, with at least 90% engaging in active play (for example, running, climbing, ball play) for a minimum of 30 minutes each day.

Individual/group of children:

- Within 6 weeks, Child A will identify and name at least three different feelings (for example, happy, sad, angry) during daily check-ins using the emotion board.
- Across a 3-week period, Child B will participate in daily outdoor play for at least 20 minutes and attempt at least one new gross motor activity (for example, climbing, balancing, jumping) each week to build physical confidence.

Examples of Parent Outcomes:

- I will offer a 10-minute wellbeing chat to every parent or carer, to check in on home routines and offer personalised support or signposting.
- I will provide all parents with a simple oral health information sheet and toothbrush chart, aiming for 100% of families to begin supporting toothbrushing routines at home.

Monitoring and Measurement Methods: You should use a range of tools to measure both the implementation of your activities and the impact, including both quantitative and qualitative methods.

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Quantitative methods involve collecting and using numbers or data that can be measured and counted, such as percentages, scores, or frequencies, to help understand patterns or outcomes, such as:

- Parent/carer questionnaires
- Snack or meal choice tallies (for example, how many children choose fruit each day)
- Participation counts (for example, number of children taking part in an activity or group)
- Physical activity logs (for example, how often outdoor play is accessed)
- Toilet training or independence skill records (for example, percentage of children who can wash hands independently)

Example of quantitative method:

You count how many children choose fruit at snack time each day for two weeks. Before the project, only one child regularly chose fruit. After you implemented the project, you count again using the same method and all of the children in your provision (three) regularly choose fruit. This helps you measure the impact of your healthy eating activities using numbers (quantitative data).

Qualitative methods involve collecting descriptive information like words, observations, or stories to understand people's experiences, feelings, or behaviours, such as:

- Informal conversations with parents/carers during drop-off/pick-up
- Observations of children's play, language, interactions and emotional responses
- Learning journals or child profiles that capture development over time
- Story-based feedback (for example, "a day in the life" or case studies of individual children)
- Floor books where children contribute ideas through drawings, photos or scribing

Example of qualitative method:

You have discussions with parents/carers to support with toilet-training and share ideas and activities to try at home. Following this, you gather informal feedback through short conversations and a comment box. These conversations and comments can help you understand how helpful the parents/carers found the support you gave them, what they learnt and what they intend to try at home to support their child.

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If you're unsure how to structure your outcomes, baseline data or data collection methods, your Borough Lead can help you create a focused and measurable plan.

Action plan: What do you intend to do?

Approaches, activities, practices, or interventions, timescale & lead

This section is where you outline the specific actions you will take to deliver the changes identified in your needs assessment and achieve the planned outcomes. Your action plan should focus on new or enhanced approaches, practices, activities or interventions that will support children and families.

You should use the table provided to clearly list:

- The approach, activity, change in practice or intervention that you plan to implement
- The timescale (start and end date, using month and year)
- **If not you**, list who is responsible for leading on each activity

Your plan should include actions for the following groups:

- You and any assistants (if applicable)
- Children
- Parents/carers

Approaches, activities, practices and interventions

Focus on **new approaches, practices, activities or interventions** that directly respond to implementing your planned outcomes. Include any external partners, services or resources that will support your activities.

Examples:

- Creating a cosy wellbeing area with books, sensory items, and calm-down strategies
- Starting regular movement sessions (for example, yoga, obstacle courses, or nature walks)
- Using emotional check-in boards or visuals to help children express how they feel
- Planning activities focused on friendship, empathy, and turn-taking

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- Engaging in training for example, mental health awareness or trauma-informed practice
- Healthy eating recipes provided for families
- Providing information to promote active travel

Timescale

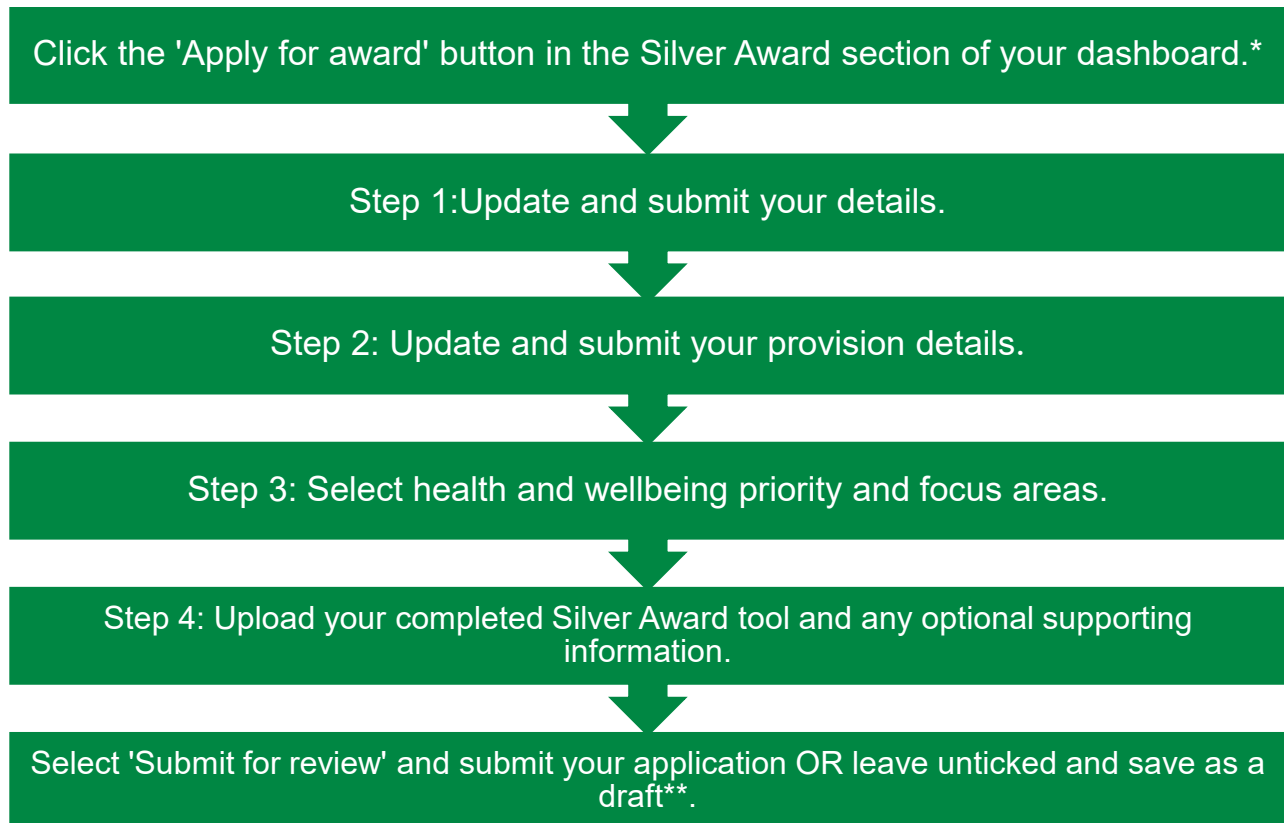
Provide a clear month and year for each activity. This will help track progress and ensure your action plan is realistic and time-bound.

Lead

If not you, list who is responsible for delivering or overseeing each action. This person will ensure the activity happens and monitor progress.

Silver Award submission process

All Healthy Early Years London award applications are submitted through your online dashboard:



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*If 'Apply for Award' button doesn't appear for the Silver Award, this means that your Bronze Award is not in date and will need renewing.

**If you save an application as a draft, the button will display 'Continue draft' on your dashboard.

Gold Award tool guidance

The Gold Award tool recognises that you have evaluated the impact and sustained the outcomes of the new approach, project, practice or intervention in your Silver Award tool.



To achieve the Gold Award, you should:

- Hold an in-date HEYL Bronze Award
- Have achieved the HEYL Silver Award
- Record results and outcomes
- Reflect on approach taken
- Provide analysis of results and share impact
- Explain how activity is being sustained

This guidance is designed to support you to work your way through the Gold Award tool.

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Results and impact: What have you achieved and what has been the impact?

Intended outcomes:

This section is where you reflect on the impact of your project. You should evaluate whether you achieved your planned outcomes and describe the difference your actions have made to children, parents/carers, and your practice.

Your response should include:

- **Achievement of your planned outcomes**
 - Clearly state whether each of your original SMART outcomes were achieved
 - If applicable, use baseline and endline data (numbers and percentages) to show impact
 - Refer directly to the planned outcomes you included in your Silver Action Plan
 - Highlight both quantitative and qualitative results

Examples:

Outcome 1: Increase the number of children who have visited the dentist. (Target 100%)

- **Baseline:** September 2023: 33% (1/3)
- **Endline:** July 2024: 100% (3/3)

Target met

I introduced activities to promote good oral health through role-play, stories, songs and puppets. I went to the dentist myself and was able to take photos to create a book about my visit to share with the children. I spoke to the parents about the importance of taking their children to the dentist, which encouraged two parents to take their child to the dentist for the first time.

Outcome 2: Increase the number of parents who feel confident about supporting their child's oral health. (Target 100%)

- September 2023: 33% (1/3)

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- July 2024: 100% (3/3)

Outcome met

I started a supervised toothbrushing scheme with all the children after lunch and shared information with parents/carers about how to support their children to keep their teeth clean. I also provided families with a toothbrush set to use at home.

Outcome 3: Introduce daily supervised toothbrushing for all children in my provision

Target met

This was a new initiative that I introduced for the children in which all the children were encouraged to clean their teeth after lunch. I used role-play and stories to introduce children to how to keep their teeth clean and healthy.

You should include evidence where possible:

Such as:

- Parent/carer surveys
- Before/after comparisons (observations, logs of engagement)
- Photos of activities, events, displays, or environments
- Quotes from children, parents/carers who took part

Unintended outcomes

This section is your opportunity to reflect on any unexpected results of your project whether positive or negative. Sometimes the actions we take to improve health and wellbeing have broader or different impacts than originally planned. Capturing these can be just as important as measuring planned outcomes.

Describe anything that happened as a result of your interventions that you did not plan for, but which still had a noticeable impact.

This could be:

Positive unintended outcomes, such as:

- Increased **family engagement**, such as widening to include siblings or grandparents
- New **link** established with an activity or service within the local community

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Negative or challenging outcomes, such as:

- Lack of engagement or interest from the children
- Capacity or resource pressures
- Parental disengagement or resistance

(If these occurred, explain how you addressed or learned from them.)

Examples:

Healthy Eating Week had a really positive impact. The children enjoyed a daily simple recipe activity, which led to lots of great conversations about healthy food and snacks during play and mealtimes. The children brought in photos of healthy snacks they made at home, and parents said they'd had fun trying new recipes with their child. One grandparent even created a book of healthy recipes for their granddaughter, which she brought in for me to try with the other children in my provision. It was a lovely way to involve families and build interest in healthy eating.

Activities:

This section is where you review what was delivered as part of your action plan.

You should explain whether your planned activities went ahead as intended, and if not, describe what changed and why.

Your response should include:

Whether each activity went ahead as planned:

- Was the activity delivered fully, partially, or differently?
- If it changed, why?

Any adaptations made and the reasons:

- Did you replace, postpone or expand activities?
- Were there unexpected opportunities you built in?

Any external or unanticipated factors that had an effect:

- Local authority projects or support

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- Capacity or funding issues
- Local community initiatives or projects

Examples:

I introduced a range of activities to help children recognise and manage their emotions. This included daily check-in boards using feelings visuals, and story time focused on naming and understanding emotions. I modelled co-regulation strategies, such as breathing techniques and gentle problem-solving language.

I had planned to take the children to the local woods for a daily nature session. Unfortunately, I couldn't do this activity as the road to the woods was closed due to roadworks and there was not another suitable route for me to take.

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.

Lessons learnt:

This section is your opportunity to reflect on your experience delivering your project, thinking about what worked well, what challenges you encountered, and what you would do differently in future.

In your response, you should include:

- **What went well?** What successes would you want to repeat?
- **What didn't go so well?** What were the barriers or challenges?
- **What would you recommend for the future?** What would you change, improve or avoid next time?

Examples:

I introduced short mindfulness sessions to help children calm their bodies and minds. At first, the children were restless or unsure what to do and became distracted during the

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activity. I realised that children needed more time, consistency, and modelling from adults to understand and benefit from the routine. After introducing mindfulness at the same time each day and joining in myself, the children began to look forward to it and engage more calmly. I've learned that building mindfulness into the daily routine and keeping it short and playful makes it more successful for young children.

Sustainability

This section focuses on how you will sustain and build on the progress you've made. Now that you've delivered your action plan, it's important to show how your new approach will continue to benefit children, and families over the long term.

You should describe your next steps and explain how your work will be embedded, ensuring that the improvements made are not one-off, but part of a consistent and ongoing approach to health and wellbeing.

Describe how you plan to continue and develop your approach.

This might include:

- Embedding your health and wellbeing approach into your daily routines, activities, environment
- Continued investment into resources
- Building and maintaining partnerships with your local childminding network, family hub or children's centre
- Celebrating children's progress in health and wellbeing through certificates or sharing achievements with families
- Keeping families informed and involved through regular updates
- Include as part of discussions with new parents

Examples:

Mindfulness is now a regular part of our daily routines, and children, and families have shared how much they've benefited. I plan to develop this further by creating a new mindfulness area in the garden, co-designed with the children and featuring calming

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elements like chimes, flowers and sensory artwork. I plan to keep the link I made with my local family hub and will continue to signpost families to activities and services there.

Photographs & quotes:

This section gives you the opportunity to bring your project to life by including visual and verbal evidence that supports the work you've described throughout the document.

These can be added here or included in the relevant sections of your report to support and illustrate your responses. Make sure any images are appropriate and consented, and that quotes are linked to the outcomes or activities you've described.

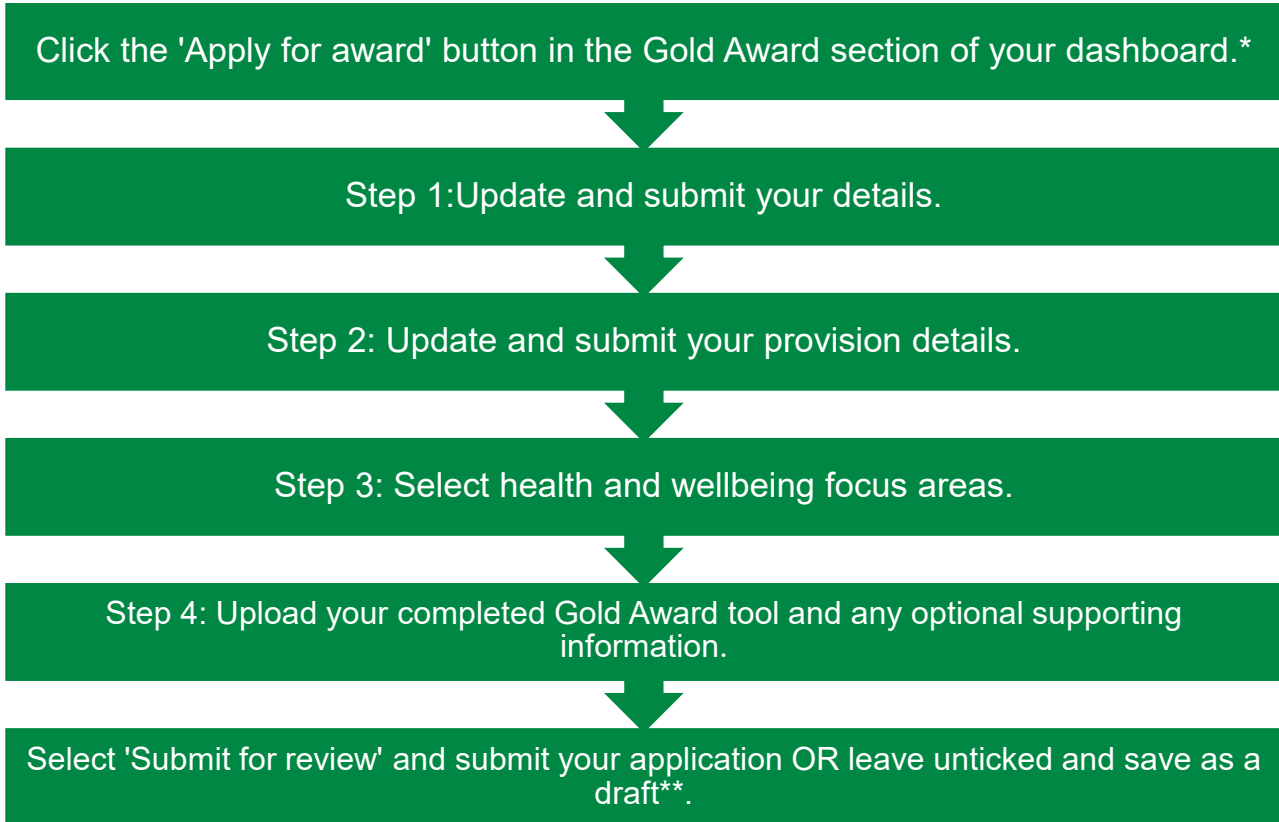
You can upload or embed:

- **Photographs** of activities, events, displays, or environments (use captions to explain what each photo shows or supports)
- **Child or parent/carer quotes** that reflect impact, engagement or feedback
- **Written feedback** collected from parents/carers

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Gold Award submission process

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