

## PROJECT INITIATION DOCUMENT

Project Name:	Healthy Early Years London	Document Version:	3
Project Director:	Caroline Boswell/ Helen Walters	Last Updated:	06/07/2016

### 1 - Project Definition

Healthy Early Years London will reach out to every one of London's 13,000 settings, working with early years settings to improve children and young people's health, wellbeing and school readiness. It will use a whole setting approach to increase access to healthy food, provide opportunities to be more physically active, reduce childhood obesity and improve school readiness. It will follow an awards-based scheme, which recognises settings for their healthy practices at different levels.

We wish to develop a Healthy Early Years London programme, to be piloted in early years settings pan-London. The principles underpinning this approach are presented below:

Pilot offer principles	
•	We support and don't undermine programmes currently in place in boroughs
•	We support and don't undermine the progress in early years settings that are already doing well.
•	We encourage a continuum of improvement, sustainability, and demonstrating real change.
•	Well performing early years settings shouldn't have to jump through unnecessary hoops to be recognised by the London programme
•	Encourage action in particular around our identified health priorities
•	Allow early years settings to be recognised for work around the identified health priorities, of both children, staff and their families
•	Boroughs to support early years settings where they can
•	We support boroughs where there are programmes/posts in place
•	Where there aren't programmes/posts in place, we encourage boroughs to find support and help early years settings to engage

#### Stage 1: Scoping (Present-September 2016)

We wish to develop a pan-London Healthy Early Years programme in stage 1, involving the following objectives:

- Continue to consult with stakeholders to identify the process by which settings can apply for a London Award
- Develop a Healthy Early Years London awards programme to address identified health priorities.
- Set up criteria of the Healthy Early Years London awards programme
- Define the process for approving awards including a mechanism for quality assurance

- Develop communications strategy

**Total cost for stage 1: £73,600**

### **Stage 2: Pilot Offer (October 2016-August 2017)**

The pilot offer to early years settings will follow the below criterion:

- 1% of all London early years settings to be signed up to the Healthy Early Years London programme by November 2016. This represents approximately: 130 early years settings.
- We will pilot with settings in up to 6 London boroughs, including those in different geographical localities and those with and without an existing Healthy Early Years programme.
- We will involve settings in boroughs which have lower than London-average health measures.
- Roll out in year 1 will include London children's centres, PVI's and setting-based nurseries.

**Total cost for stage 2: £137,000**

### **Stage 3: Expand Delivery (September 2017- September 2020)**

- Roll out post-pilot in stage 3 to include other early years settings, specifically childminders, playgroups and crèches.
- Central support provided by **FTE** Programme Manager and 0.2FTE Education and Youth-based senior officer at the GLA engaging with existing local Healthy Settings teams and Local Authorities. & FTE admin support
- No direct liaison with settings.
- Engagement with range of partners with the potential to involve private sector sponsors/obtain grant funding in stage 3.

**Total cost for stage 3: £178,500 amend**

## **Background**

- Research shows that a significant proportion of London's children have health problems which may impact on their wellbeing and future school readiness:
  - Almost 1 in 4 children in reception year are overweight or obese.
  - Babies born in London are more likely to be of low birthweight than in England as a whole.
  - 9 in 10 children aged 2-4 years do not meet recommended levels of physical activity.
  - 1 in 3 five-year olds in London have tooth decay.
  - 1 in 10 children aged 0-4 years have a long-standing illness or disability.
  - Immunisation uptake rates are consistently lower in London than the rest of England.
  - 12-14% of children are not reaching expected goals for social and emotional development.
  - 105 per 10,000 0-4-year olds per year were admitted to hospital with unintentional or deliberate injuries.
  - 16-18% of children are not meeting communication or language goals.
- The most effective way to reach the largest number of young children is through early years settings (children centres, nurseries, playgroups, crèche, childminders). A considerable proportion of London's children are spending time in childcare settings on either a full time or part time basis. In 2013, formal childcare was used by 49% of London parents with children under fifteen. This was lower than England (53%), but where it was used by parents they tended to use it for longer hours. In London in 2013 there were:
  - 8,585 registered childminders caring for 40,000 children
  - 2,500 nurseries providing full day-care to the under-fives of which 61% are private sector providers, 31% are voluntary (not-for-profit) providers and 8% are from the public sector.
  - 180 nurseries based in children's centres that provide full day-care to the under-fives



- 700 sessional crèches and pre-schools, providing childcare for part of the day
- 80 nursery schools run by local authorities, most of which take children aged two or above and usually run for 38 weeks of the year.
- 1,300 primary schools with nursery classes attached to them, many of which provide part-time provision over 38 weeks of the year.
- An estimated 30,000 nannies offering childcare in the family home.
- A number of London boroughs, as well as areas outside of London have already implemented healthy early years programmes, incorporating many of the health issues identified above. The GLA is ideally placed to provide pan-London support to the implementation of these programmes, by developing pan-London programme which recognises and builds upon existing tools.
- Evidence indicates that the health of early years workers is not as good as it might be; in particular they have high rates of emotional stress and overweight/obesity. Measures to improve the health of children in early years settings can also have an impact on the staff.
- The Government are implementing a new childhood obesity strategy for early years in January 2016. Our proposed work will complement and support the implementation of this strategy.
- A considerable amount of research has taken place for example on improving nutrition/tackling obesity and promoting physical activity, and it is possible to identify clear and specific evidence based recommendations that can be implemented in early years settings. Evidence from the recent PHE rapid review highlights the need to address health in the early years. In other areas such as improving immunisation uptake, there was much less evidence available. Across all areas a number of components could be identified which were consistently associated with success of interventions. Thus, the below will form the basis of a Healthy Early Years programme:
  - Whole settings approach
  - Involving children, parents, and the local community
  - Training and engagement of staff
  - Partnering with external agencies to support staff to develop knowledge and expertise
  - Ensuring appropriate policies and procedures are in place and followed by staff
  - Childcare is of high quality and delivered in a suitable environment with adequate space and equipment

## **Why address health through early years settings?**

Engaging children through an early years setting helps to:

- support children, staff and young people to develop healthy behaviours
- engage parents and carers in the promotion of healthy practices
- support parents and carers, particularly pre and post-natal mothers experiencing social, emotional and mental health difficulties
- raise the school readiness of children and young people
- reduce health inequalities
- promote social inclusion

## **Healthy Schools London Programme**

In 2011, the Healthy Schools London programme was developed to fill the gap left by the demise of the National Healthy Schools Programme (NHSP) in March 2011. The programme follows an awards scheme that supports and recognises school achievements in pupil health and wellbeing. Healthy Schools London focuses on the whole child and gives schools a framework for their activity with pupils, staff and the wider community. HSL promotes a whole



There are 3 levels of Awards: Bronze, Silver and Gold. Settings submit a self-review tool in order to achieve recognition as a Bronze setting. Settings can then use the HSL logos and display a framed certificate signed by the Mayor of London. For Silver and Gold awards, settings work on their own health related priorities.

All London settings are eligible to join. 1536 (66%) of London settings are currently registered. 681 settings have already achieved a Bronze Award, 170 have achieved a Silver Award and 10 a Gold Award.

An independent evaluation of Healthy Schools London took place Spring 2016.

## Why now?

- The Healthy Schools London programme has seen very strong levels of uptake across London and has shown evidence of positive action to address health and wellbeing. A Healthy Early Years programme has an opportunity to ensure that the good work continuing in London is captured and disseminated with a wider range of Early Years agencies and organisations. We can make use of the infrastructure of support that Healthy Schools London has developed, for example their established local delivery partnerships.
- Evidence has highlighted many London-specific challenges relating to health in the early years, including obesity, low birthweights, lack of physical activity, tooth decay, low immunisation weights and poor communication skills. Expanding the Healthy Schools London programme to include early years children would support overcoming many of these challenges and at an earlier stage in children's development. This is likely to reduce remedial spending on health-focused interventions as these children get older.
- Our research has identified that 28 of the 31 London boroughs support the development of a new Pan London Healthy Early Years programme. There is a need for London to encourage engagement of 'non-healthy settings' and sustain and enhance those with local healthy early years status to support others in achieving healthy early years status.
- From a review of the data and the existing evidence, as well as considering what is being covered in existing award schemes, key areas that a healthy early years scheme should include are:
  - Healthy age appropriate diet (including breastfeeding and weaning).
  - Physical activity-incorporating gross and fine motor development and reducing sedentary behaviour.
  - Oral health.
  - Speech, language and communication.
  - Social and emotional wellbeing.
  - Support for children with chronic conditions and disabilities.
  - Infection control and immunisations.
  - Safety-including reducing injuries.
  - Staff health.
  - Promotion of parenting skills.
  - Sustainability.
- Critical to the success of a healthy years programme are the following components:
  - Whole settings approach
  - Involving children, parents, and the local community.
  - Training and engagement of staff.
  - Partnering with external agencies to support staff to develop knowledge and expertise.
  - Ensuring appropriate policies and procedures are in place and followed by staff.

- Childcare is of high quality and delivered in a suitable environment with

adequate space and equipment.

- A Healthy Early Years programme can support the new mayor's manifesto pledges.

### **Why does health matter to early years settings?**

- The DFE's statutory framework for the early years foundation stage (published September 2014) highlights that providers must ensure the well-being of the children in their care. Additionally, the framework emphasises the importance of a healthy environment. The framework highlights that educational programmes must involve activities and in experiences for children related to a number of the key health areas that research has identified to be lacking London. The bullets below identify the strong link between health and education:
  - Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
  - Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
  - Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- OFSTED's early years inspection handbook, utilised from September 2015 highlights the importance of health in a range of areas. These include:  
*Personal development, behaviour and welfare:*
  - knowledge of how to keep themselves healthy, including through exercising and eating healthily
  - emotional security, through emotional attachments with practitioners and carers, and their physical and emotional health
- Indeed, a setting judged 'outstanding' is required to meet the following objective:
  - Children's health, welfare and well-being are significantly enhanced by the vigilant and highly consistent implementation of robust policies, procedures and practice. High standards of care and hygiene practice support the personal care needs of babies and toddlers.
- 'Healthy Schools' evidence shows a strong association between health promotion and setting improvement, increased attendance and improved learning. It is likely that this can be extended to early years settings.
- Early years setting managers consider health and wellbeing to be at the heart of child development and setting improvement.
- Early years settings like kudos and are competitive. Being associated with Healthy Early Years London will incentivise engagement and reinforce the value a focus on healthy practices.

### **What is the added-value of Healthy Early Years London for London Boroughs?**

- Central support, coordination and management
- LAs having a vehicle for networking, sharing, celebrating, gaining support, advice and resources
- Quality assurance
- Evaluation
- Access to data



- Communications and marketing support
- Prestige from being associated with a respected and easily identified Awards Scheme
- Being part of a reinforced pan-London identity/brand and network

## **Why address obesity through early years?**

- Childhood obesity has important consequences in both the short and long term. These include emotional and psychological consequences, for example as a result of teasing and discrimination, poor sleep and fatigue. Obese children are more likely to be ill and be absent from the setting due to illness, which is likely to impact on performances. They are at increased risk of a range of health problems, for example type 2 diabetes, asthma and musculoskeletal problems. They are also more likely to go on to become obese adults, who are at risk of poor health, disability and premature mortality. Prevention and early intervention are critical as once established obesity is difficult to treat. Although the importance of the home environment should not be ignored, many young children do spend a large proportion of their time in childcare and therefore attention needs to be given to the role early years settings can play in reducing childhood overweight and obesity.
- In London in 2013/14, 23.1% of reception year children were either overweight or obese. This is significantly higher than the figure for England (22.5%) as a whole. There was considerable variation between boroughs from 17.1% in Kingston to 28.6% in Greenwich. The prevalence of obesity in London children in reception year in 2013/14 was 10.8%. Again, this is significantly higher than the England prevalence of 9.5%. This varied from 6% in Kingston to 14.4% in City and Hackney.
- Tackling childhood obesity early is important as the prevalence of overweight and obesity continues to increase throughout life. In 2013/14, 10.8% of reception year children were obese (and a further 12.3% were overweight). The prevalence of obesity in year 6 children was more than double that of reception year children at 22.4% (with a further 15.2% overweight). Among adults, in 2013, 24.9% were obese (with a further 37.2% overweight). Obese children are more likely to become obese adults, so intervening at a young age to establish good lifestyle habits is essential if the rise in obesity is to be reversed.

## **Key Early Years Health messages:**

- Obese children are at risk from a range of health consequences, both physical and psychological. Obesity is likely to impact on school readiness due to illness, poor sleep and consequent absences from early years settings.
- Poor social and emotional wellbeing predicts a range of negative outcomes later in life such as mental health problems, poor social and economic outcomes, criminal behaviour and substance misuse.
- Problems with oral health can affect children's ability to eat, sleep, speak, play and socialise. It is an important part of overall health and can impact on children's school readiness.
- A considerable proportion of London children are either, not receiving routine immunisations or receiving them much later than recommended, increasing the amount of time that they are at risk from vaccine preventable diseases.
- Early intervention in childhood can help reduce physical and mental health problems and prevent social dysfunction being passed from one generation to the next
- Children with speech and language difficulties are at high risk of having difficulty with reading and writing, difficulty making friends, having behavioural problems, low self-esteem and lack of confidence

## Objectives

- Identify the key outcomes that the project is trying to achieve.
- These should be 'SMART' so that LHIB can assess whether they are achievable within the known project constraints, and assess how the project will have been a success when it closes down.
- Objectives should be expressed as outcomes, not interim deliverables, e.g. 'increase the % of projects which are deemed to have a full and effective set of project documentation as required for audit purposes'. Not 'Create a set of project management templates for use by GLA staff'.
- Insert additional rows as appropriate.

Objective 1	Develop a Healthy Early Years London programme, which is ready to pilot across early years settings in a maximum of 6 London boroughs.		A Pan London Healthy Early Years Outcomes Framework has been developed and shared with key stakeholders for feedback May 2016.
Objective 2	Engage 1% of all London early years settings to be participating in the Healthy Schools London by September 2017. This represents approximately: 130 early years settings and boroughs based on selection criteria.	Performance Measure	1% of all London early years settings signed up to Healthy Early Years London (HEYL) by October 2017
Objective 3	Engage with early years settings in all London boroughs by September 2018		Settings across all early years settings are signed up to Healthy Early Years London by September 2017.

## Scope

- Identify the areas, e.g. processes, systems, users and customers which be affected by the project. The scope should be specific enough to avoid ambiguity, and give a general idea of the size and complexity of the project.

The project will work with the following:

- **Systems:** Internet site and toolkit on web
- **Customers:** GLA, London Councils, NHS London
- **Users:** Early Years settings (private and setting nurseries, Children's Centres, school nurseries, crèches, playgroups, childminders) and their users (children, parents, staff).

## Exclusions

- This section should complement the scope: to avoid confusion describe any specific areas that will not be covered by the project.
- There is no need to mention elements that are self-evidently excluded.
- Universities, workplaces
- Sex and relationship & drug education

## Constraints and/or risks

- State factors which that will affect how or when the project may be delivered. These may be the events, processes, or technical / legislative / resourcing factors.

Risk	Action
Mayoral election in May 2016-Mayor may not prioritise programme development	Stage 1 will not be 'launched' as a pilot. Contact made with Stage 1 Local Authorities for support.





<p>Local austerity measures-lack of funding, resources, staff</p> <p>Lack of funding, support, coordination, management, comms/marketing and quality assurance</p> <p>Lack of local governance, partnerships and multi-level champions e.g. loss of local Healthy School steering groups/QUAGS &amp; Healthy Schools Co-ordinators and few established local health/wellbeing boards</p> <p>Project lead in time may be short</p> <p>Evaluation may not be embedded at start</p> <p>Programme may be taken up by one type of setting or borough but not others</p>	<p>Prioritise evaluation from Year 2</p> <p>Ensure that programme objectives are able to be met be settings of all types, i.e./e are as accessible to childminders and children's centres</p>
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## Assumptions

- *State assumptions that have been made which might affect the outcome of the project.*
- *Assumptions must have a reasonable possibility of being proved incorrect and should be logged in a Risk Register.*
- *An assumption should be a factor that cannot be directly controlled or confirmed by the Project Team at this stage*

### Settings:

- will be driven by OFSTED academic requirements (Good Levels of Development (GLD) in early years settings;
- may not see the value of a HEY programme because of levers and will only access if they receive funding/incentives;
- may not see the value of a HEY programme in their context e.g. childminders may not deem it as relevant to them as children's centres;
- LA officers/setting managers may not support implementation/quality assurance.

## Relationship with other events

- *State local, sub-national, national events or projects outside the project scope that will be affected by, or could affect, this project, i.e. external dependencies.*
- *Only mention key events or projects.*
- *Clearly state the impact on, or of, each event or project.*

Event or Project	Impact
<p>Cross-directorate Childcare and Early Years Education Strategy - We have identified that issues of cost, quality and accessibility are key issues for London's early years provision. The current market is very fragmented and we are working across the GLA to scope what further support the GLA can provide. We want to support all young children and their families to access high quality childcare and early years provision, but especially ensure that new models</p>	<p>HEY would go some way to addressing the Quality piece of this strategy by improving standards within settings through a values led, supportive approach which would also upskill the workforce.</p>





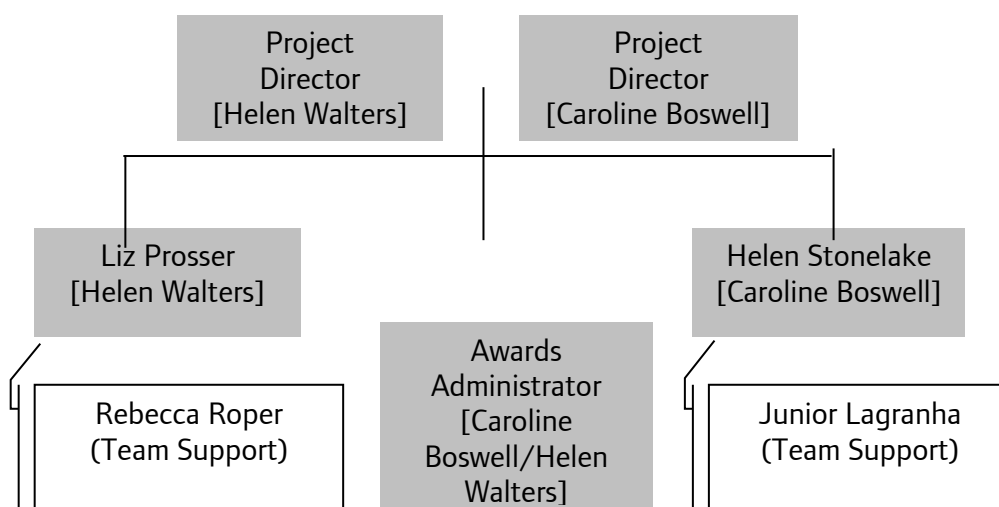
enable disadvantaged children to access the best provision. We are currently exploring activity which can make a difference at the regional level.	
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## 2 - Project Approach

- Identify how the project will be delivered.
- Adapt template below to accurately reflect your team structure and approach.

### Governance, Team Structure & Frequency of Team Meetings

Role	Responsibilities	Name	Reports to	Frequency of team meetings
Project Director	Oversee development of PID	Helen Walters		
Project Director	Oversee development of PID	Caroline Boswell		
Team Member	Stakeholder engagement and consultation. Development of PID objectives and delivery plan. Building pilot programme.	Liz Prosser	Helen Walters	
Team Member	Stakeholder engagement and consultation. Development of PID objectives and delivery plan. Building pilot programme.	Helen Stonelake	Caroline Boswell	
Awards Administrator	Undertake assessment of awards applications and manage the administration of them	TBC-consultant	Helen Walters/Caroline Boswell	
Admin Support	Provide administration support to the team and support with organisation of events	Rebecca Roper	Helen Walters	
Admin Support	Provide administration support to the team and support with organisation of events	Junior Lagranha	Caroline Boswell	





### Delivery Approach

- *Explain how you plan to deliver the project's objectives: what are the critical services / deliverables that need to be produced or procured?*
- *How will the services / deliverables be delivered? E.g. procured 'off the shelf', designed and built in-house, in one go or over many stages, etc.*

Deliverable / Service	Delivery Approach
<b>Stage 1</b>	<b>Scoping</b>
Develop a Healthy Early Years London Awards Programme to address childhood obesity in a 2 staged approach	Consult with stakeholders to identify key priorities in the development of a pilot programme.
Set up criteria for the achievement of the Healthy Early Years London Awards Programme	<p>Define the types of outcomes that settings must aim to achieve in order to apply for an Award.</p> <p>Define the types of activities that settings might engage in, to achieve outcomes (good practice).</p> <p>Define the types of outcomes and activities that may translate into bronze, silver and gold Awards.</p> <p>Define themes that are relevant to the Awards Programme: Healthy Eating, Physical Activity, Emotional Health and Wellbeing, School Readiness.</p>
Define the process by which settings can apply for a London Award	<p>Stage 1: settings identified and invited to apply for an Award.</p> <p>Stage 2: Marketing materials and launch will raise awareness of Healthy Early Years London as well as locally run seminars to provide information and support about the Awards (run by Administration Support). Also heavily utilize existing Healthy Schools London network and contacts.</p> <p>On line application to be agreed by Administration Support and HWB and dependent on proposed outcomes.</p>
Define the process for approving Awards including a mechanism for quality assurance.	<p>Self validation of Awards with moderation of settings undertaken at Local Authority level by local Health and Wellbeing Boards.</p> <p>Sub regional 'steering group' to be set up to advise on quality assurance and award criterion.</p>
Develop communications strategy	<p>Stage 1: Communication to be kept low key due to new mayoral term.</p> <p>Stage 2: Consultation event in September 2017.</p> <p>Stage 3: Pan-London launch event in September 2017.</p> <p>Stage 3 to use ambassadors, champions, well respected Head Teachers/Setting Managers, The Mayor, well-placed childcare focused organisations when launching the Awards Programme.</p> <p>Press releases, written materials and web to be widely disseminated.</p> <p>Part of Communications strategy must include why settings should want to engage highlighting links between obesity, achievement, bullying, behaviour, school readiness, communication skills etc.</p> <p>Awards Scheme must have respect of setting managers and be a 'club' that all settings want to join.</p> <p>GLA to provide 'in kind' support to the project in the form of a dedicated Communications Manager for 0.8 FTE.</p>
Develop networks for sharing good practice and promoting Healthy Early Years London amongst settings	<p>Via Sub-regional or local setting networks, LA Early Years officers and coordinators.</p> <p>Setting/local health, education, transport, planning, third sector, business and other key partners.</p>
Make links with government national and local policies in education and public health	To be included in promotional materials and press releases.

<b>Stage 2</b>	<b>Pilot offer</b>
Implement a Healthy Early Years London Awards pilot programme to address health priorities	<p>A pilot-based approach from October 2016– April 2017 working in approx. 6 London Boroughs targeting a cross section of primary, secondary and special settings in inner and outer London.</p> <p>In Boroughs where there is an existing Healthy Schools coordinator and where there are none.</p> <p>Identify barriers to the success of the Programme and devise solutions to overcome them to ensure the success of the Programme when rolled out to all London areas in stage 3 from September 2017.</p>
Identify sources of data that can be used by settings and partners in order to measure outcomes and impact	<p>Identify relevant information that is routinely collected at setting level to reduce burden on settings.</p> <p>Identify information that is collected by PHOs, Early Years LA officers and CHImat that can be used by settings.</p> <p>Ensure that information sources are understood by settings and are easily accessed by them.</p>
Develop networks for sharing good practice and promoting Healthy Early Years London amongst settings	<p>Via Sub-regional or local setting networks, LA Early Years officers and Co-coordinators.</p> <p>Setting/local health, education, transport, planning, third sector, business and other key partners.</p>
Make links with government national and local policies in education and public health	To be included in promotional materials and press releases.
Develop networks for sharing good practice and promoting Healthy Early Years London amongst settings	<p>Via Sub-regional or local setting networks, LA Early Years officers and Co-coordinators.</p> <p>Setting/local health, education, transport, planning, third sector, business and other key partners.</p>
Make links with government national and local policies in education and public health	To be included in promotional materials and press releases.
Engage key partners in Healthy Early Years London Programme for action on obesity (Local authorities, Health and Wellbeing Boards, Settings, voluntary sector, childcare organisations, School settings)(Part of communications strategy)	<p>In Stage 1: engagement will be restricted to identified areas.</p> <p>In Stage 2: local launches to be held for pilot boroughs providing information to partners and settings about the Awards scheme.</p> <p>In Stage 3: London-wide launches to be held providing information to partners and settings about the Awards scheme.</p>
Develop mechanisms for recognition: Certificates, Plaques, Awards Ceremonies, Inclusion in prestigious list	Stage 2: Develop mechanism for Certificates, Plaques etc.. to be sent out systematically depending on what is valued by settings and what has been valued in Healthy Schools London.

Investigate potential for Sponsorship of part of the Awards scheme by Private sector, or collaborations with public sector in order to provide small grants to settings who need to access funding in order to achieve their outcomes	Consider Change4life/Responsibility Deal/ GLA/PHE partners.
<b>Stage 3</b>	<b>Expand Delivery</b>
Maintain existing and develop additional networks for sharing good practice and promoting Healthy Early Years London amongst settings	Via Sub-regional or local setting networks, LA Early Years officers and Co-coordinators. Setting/local health, education, transport, planning, third sector, business and other key partners.
Utilise links with LA leads in Early Years and Healthy Schools London to engage settings across all London boroughs	Reach target of settings from all London boroughs having signed up to Healthy Early Years London.
Undertake an independent evaluation of the programme	Commission a well-placed organisation to undertake an independent evaluation of the programme at Stage 3.

### Stakeholder Engagement Approach

- *Explain how you plan to engage relevant stakeholders in this project.*
- *You may wish to develop a more specific engagement strategy to supplement this overview.*

Stakeholder / Sector	Engagement Approach
	<p>All engagement will be based on a two-staged approach due to Mayoral election.</p> <p>Stage 1 will run from May 2015 until September 2016</p> <p>Stage 2 will run from October 2016 until August 2017</p> <p>Stage 3 will run from September 2017 to September 2020</p> <p>A steering group will be established for the project which will include: Setting manager, Director of Public Health, Health and Wellbeing Board representative, Director of Children's Services, Healthy Schools Coordinator, voluntary sector</p>

<b>Settings:</b> Children's centres; PVI's; School nurseries; childminders; playgroups; crèches.	Stage 1: Approaches to be made to 4 selected London Boroughs and settings identified within each borough to trial the awards.  Scheme: Stage 2: Local launches to be held with pilot boroughs providing information to partners and settings about the Awards scheme.  Stage 3 to use ambassadors, champions, well respected setting groups, setting managers, Head teachers, The Mayor, well respected childcare focused organization when launching the pan-London Awards Programme.  Press releases, written materials and web to be widely disseminated.  Part of Communications strategy must include why settings should want to engage highlighting links between obesity, school readiness, communication skills and social & emotional health.  Awards Scheme must have respect of setting managers and be a 'club' that all settings want to join.
Local Authorities (Heads of Early Years; DCS')	Health team to write to all Public Health teams to detail plans for the Awards Scheme and invite them to local and Pan-London seminars.  Address a London Public Health Network meeting to detail plans for the Awards Scheme.  To be represented on Steering group.
London Councils	GLA to write to London Councils to detail plans for the Awards Scheme and invite them to local and Pan-London seminars.  To be represented on Steering group.
GLA: London Food Board	Health team to write to London Food Board to detail plans for the Awards Scheme and invite them to local and Pan-London seminars.
<b>Voluntary Sector:</b> Bike it  Lets Get Cooking Setting Food Trust Food for Life FEAST Youth Sports Trust Sport England	Health team to write and detail plans for the Awards Scheme and invite them to local and Pan-London seminars.
Department of Health; Department for Education; Change 4 Life Programme	Health team to write and detail plans for the Awards Scheme and invite them to local and Pan-London seminars.



## Milestone Plan

- *Milestones are critical events; they tend to be key decisions or deliverables. There is no correct number but they lose their communication power if there are too many / too few*
- *At this stage you should know what the project will deliver and by what time, therefore the milestones can be relatively detailed.*

Stage	Milestone #	Milestone Description	Stage Dates
Stage 1: Scoping	Completion of stage 1	Developed a Healthy Early Years London programme, ready to pilot.	Present- September 2016
Stage 2: Pilot Offer	Launch of pilot Awards Scheme	Launch of pilot awards scheme with up to 6 London boroughs including communications activity.	October 2016- August 2017
Stage 3: Delivery	Delivery of awards scheme	<p>Launch of pan-London awards programme.</p> <p>Web and printed materials available/sent out.</p> <p>Seminars delivered across London.</p> <p>Agreed processes for application and recognition in action.</p> <p>Pan-London programme evaluation undertaken.</p>	September 2017- September 2018

## 3 – Required Resources

### Budget

- *The costs related to planning and successfully delivering the project, for the period November 2011 to March 2012, and beyond if possible (add tables and rows as appropriate).*
- *Please identify different types of resources which could include both financial and in kind support, as well as opportunities for commercial/private sector support.*
- *Please identify areas where tendering may be needed and how you plan to approach this (the GLA has guidelines which may be helpful).*

STAGE 1: Resources Needed to September 2016	Description / Activity
2 x Senior Project Officers @ £43000 [1 x 0.25FTE and 1 x 0.5FTE] £51,600	2 Senior Project Officers to develop the Awards Scheme and plan and deliver Stage 1.
Communications Manager @ 30000 [1 x 0.5FTE] £15000	Communications Manager to develop and implement Communications Strategy

Room hire and refreshments for steering groups and stakeholder engagement meetings <i>£2000</i>	Room hire and refreshments to hold meetings regarding set up and delivery of awards scheme.
Brand and logo development <i>£3000</i>	Develop a brand identity for the Awards Programme to be used on web and in printed materials.
Certificates and plaques <i>£2000</i>	To be consistent with the brand and display logo.
<b>TOTAL: £73,600</b>	

<b>STAGE 2: Resources Needed</b> September 2016 to September 2017	<b>Description / Activity</b>
2 x Senior projects officers @ <i>£43000</i> <i>£86000</i>	2 x Project manager to oversee and project development and implementation in stage 2
1 x Administration Support <i>£30000</i>	1 Administration Support to deliver Stage 2 in selected local authorities and settings
Web development <i>£5000</i>	Planning the development of web site and online tool.
Printing of written materials <i>£3000</i>	Printing of written materials to be disseminated amongst stage 1 settings and local authorities.
Printing of written materials <i>£5000</i>	Printing of information packs and fliers.
Room hire and refreshments <i>£2000</i>	For local and pan-London stakeholder meetings.
Certificates and plaques <i>£1000</i>	To be consistent with the brand and display logo.
Awards Ceremony <i>£5000</i>	Venue, speakers, refreshments.
<b>TOTAL: £137,000</b>	

<b>STAGE 3: Resources Needed</b> September 2017 to September 2020	<b>Description / Activity</b>
2 x Senior projects officers @ <i>£55000</i> <i>£165000000</i>	2 x Project manager to oversee and project development and implementation in stage 3
1 x Administration Support <i>£90000</i>	1 Administration Support to support award process and Comms
Web maintenance <i>£15000</i>	Development of interactive website and online tools.
Independent Evaluation <i>£50000</i>	Tender for a London HE institution to undertake process and impact evaluation of Stage 3.
Printing of written materials <i>£15000</i>	Printing of information packs and fliers.
Room hire and refreshments <i>£4500</i>	For local and pan-London stakeholder meetings.
Certificates and plaques	To be consistent with the brand and display logo.

£21000	
Awards Ceremony £15000	Venue, speakers, refreshments.
<b>TOTAL: £776,000</b>	

<b>Present– September 2016: TOTAL</b>	<b>£73,600</b>
<b>September 2016 – September 2017 TOTAL</b>	<b>£137,000</b>
<b>September 2017-September 2020 TOTAL</b>	<b>£776,000</b>
<b>TOTAL</b>	<b>£986, 600</b>

## 4 – Impact Assessments

### Assessments

- Identify the process for conducting impact assessments.
- Impact assessments are a combination of procedures, methods and tools by which a policy, programme or project may be judged as to it's potential effects, and the distribution of those effects within populations.
- Initial assessments should be carried out during PID development stage and include a review and analysis of the project's potential impact on equalities and health inequalities.
- A number of impact assessment tools are available online for guidance.

Assessment	Description / Approach
Equalities	
Health Inequalities	
Other	

## 5 – Project Assurances

- Identify the process for monitoring and authorising any changes to the project scope, budget or timescale. It is vital that you identify who has responsibility for signing off changes and at what level they are authorised to sign them off
- Examples are included below.



Controls		
Control	Responsibility	Frequency
Project Management	Project Director	Ongoing
Maintain risk log	Team Member	Monthly
Track progress against milestones	Team Member	Monthly