

Early movers

Helping under-5s live active & healthy lives

3 Planning and organisation for early years managers



BHF National Centre
physical activity+health

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*We've used the terms 'physically active play' and 'physical activity' interchangeably throughout this section. Both refer to play involving movements of all the major muscle groups.

Developing a whole setting approach to physical activity



The importance of a whole setting approach

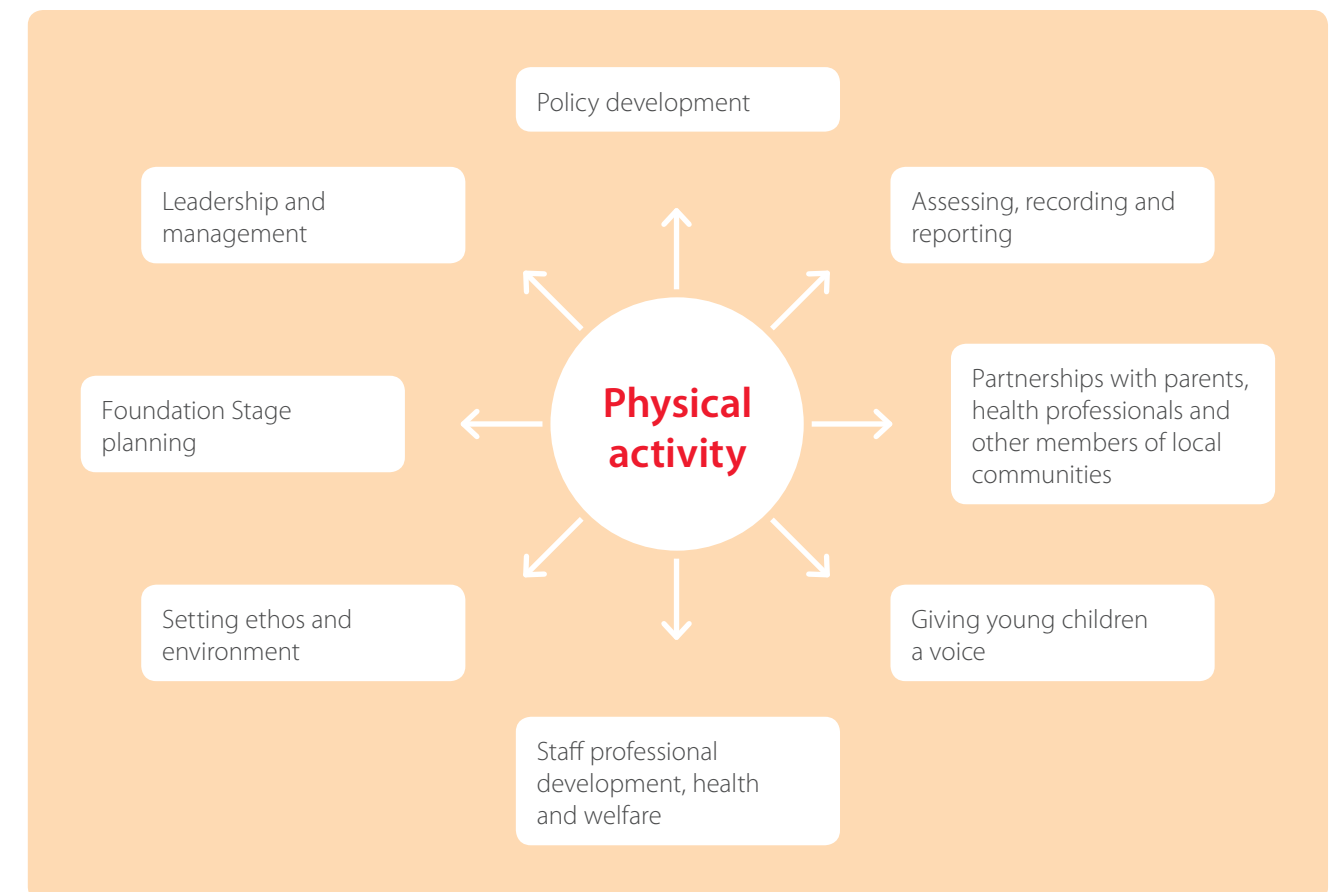
This section of the guide is designed to help you reflect on your current provision and policies for physically active play, and provide you with the ideas and tools to adopt and develop a whole setting approach to physical activity.

For maximum impact, good physical activity provision needs a whole setting approach. It should support and reinforce the value of physical activity across all areas of your setting, and involve the children, your staff, parents, carers and the wider community.

A whole setting approach:

- provides a model to support change and development
- brings together your staff, parents and carers, and external agencies to ensure children are getting the best possible early physical activity experiences
- can have a significant effect on staff, parents' and children's attitudes towards physical activity both in and beyond your setting
- can contribute towards babies and young children meeting the relevant physical activity guidelines.

Whole setting approach model



Ethos and environment

A whole setting approach provides a supportive environment through:

- ensuring safe, stimulating and enabling indoor and outdoor environments which provide the maximum physical activity opportunities and participation for all children. For more information see Section 4, pages 6–23.
- providing appropriate, varied and stimulating equipment and resources which encourage progressive learning
- ensuring your staff feel confident to plan for, set up and deliver physical activities
- encouraging your staff to get involved in and enjoy participating in physical activities with the children
- supporting your staff to be physically active themselves, eg, by providing changing facilities and storage for bikes for those who use active travel to get to work.

Key points

- Physical activity should have a high profile throughout your setting. This is reflected in the layout of the indoor and outdoor play areas and the equipment and resources available.
- Physical activity should be valued by all your staff. This is reflected in their attitudes to it and their recognition of children's participation and achievements through photo boards, sticker charts, local community events adverts etc.
- Physical activity should be encouraged outside your setting, eg, take-home bags, organised events, buggy/trike/scooter storage area, to encourage active travel to and from the setting.



For lots of ideas on developing a positive ethos and enabling environment for physically active play, see Section 4 pages 6–23.



Leadership and management

The impact of a whole setting approach on physical activity will be much greater if everyone at your setting supports and promotes physical activity. So it's important to get them all involved from the start.

You might like to assess new staff members' attitudes to physical activity on induction. For example, do they actively encourage children in their play both indoors and outdoors? Do they get involved when children are playing outside or do they stand with their arms folded? You could use the top tips in Section 6 page 13 as a starting point. It's important to encourage a positive ethos and instil the confidence in all your staff to get actively involved.

They'll be more committed if:

- they understand the benefits of physical activity to the overall development of both babies and young children
- they're encouraged to be active role models and to value the benefits of physical activity for themselves
- they're consulted and fully involved in the planning and delivery of physical activity sessions
- you draw up a set of principles for your setting – 'This is what our setting believes in.' These can be displayed in your setting and shared with parents. For example:

At our nursery, we believe:

- all children should have regular opportunities to be physically active every day
- physically active play should be fun, inclusive and appropriate for every child's development
- all our staff are positive about physical activity and this is shown in their interactions with the children
- in encouraging our parents and carers to be physically active with their children away from our setting.

Key points

- Identify someone to be in charge of developing physical activity provision for your setting. They'll be responsible for developing the physical activity policy and leading the planning of physical activity sessions.
- Encourage and support your staff's continuing professional development (CPD) and identify what tools/resources are available to help them.
- Support your staff when they're delivering physical activity sessions by, eg, mentoring, observing sessions and providing feedback and giving them time to observe other staff members.
- Ensure your staff talk with parents and carers about the development of physical activity, eg, rewarding children with stickers/certificates, Family Learning sessions, sponsored walks/events.



For ideas see Section 7, pages 14–19.



Developing your policy

A Foundation Stage Physical Activity Policy is essential to your whole setting approach.

This allows everyone involved to share an understanding of agreed practices. Although your policy will be geared to meet the needs of your individual setting, there are likely to be common themes, eg, how will physical activity be incorporated into your setting's daily activities?

You may choose to develop a separate Physical Activity Policy, or you may prefer to develop one as part of a wider policy, eg, Healthy Setting Policy, which incorporates other areas such as healthy eating and sun safety.



For more detailed information on developing a physical activity policy, see pages 18–27.



Partnerships with parents, health professionals and local communities

Your whole setting approach should involve parents, relevant health professionals and community members in the planning and delivery of your physical activity programmes.

Parents and carers are a vital link in helping their children enjoy physical activity both in and out of your setting. The Early Years Foundation Stage (EYFS) in England strongly emphasises working with parents and carers as partners (see sections 2.1–2.5 of the framework). It's important for parents to support activities, in particular, by sending their children to your setting appropriately dressed for physical activity in all weather conditions. For more information on engaging with parents and carers, see Section 7.

Your staff need to feel comfortable liaising with health professionals, eg, health visitors, if a child has a particular need or requires additional support. But, they'll need parental consent before sharing any information. In England the two-year EYFS progress check at aged two is intended to identify if any additional support is required from other agencies.

Key points

- It's good to involve parents and carers in planning and supporting your physical activity policy, eg, by using active travel to your setting.
- Parents and carers need to encourage and practise physical activities at home.
- Health professionals, eg, physiotherapists or health visitors may need to be approached (with parental knowledge) if concerns are raised about a child's development.
- Community members, eg, Children's Centre staff or a physical activity development officer, can be involved in helping to extend physical activity provision either through providing expertise, a venue or resources.



For lots of ideas on developing closer partnerships with parents and carers, see Section 7.

We've included two leaflets 'Help your baby move and play every day' and 'Help your child move and play every day' to encourage parents and carers to play more with their children. To order more leaflets, please visit: [bhf.org.uk/teachers](https://www.bhf.org.uk/teachers)
Or call the BHF Orderline on 0870 600 6566
Or email orderline@bhf.org.uk
Please quote the order code number.

Giving young children a voice

It's important that your staff talk to the children about your physical activity programme, including the activities they'd like to take part in, the equipment available, and the physical indoor and outdoor environments.

Key points

- Encourage your staff to ask the children about what physical activities they like, either individually, in small group discussions, or by getting them to draw smiley faces next to photographs of activities they enjoy.
- Use a 'Wow' board where parents and carers post photographs and notes about their weekend activities. And, encourage your staff to ask the children about them.
- Observe children every day to see what activities they prefer to help you modify your plans.
- Make staff aware that children sometimes express their preferences through picture drawing, choosing story books and role play.
- As a setting, respond to feedback by adapting and including activities that fit the children's interests.

Your staff's professional development, health and welfare

A planned and coordinated approach to your staff's development will ensure they have the knowledge and confidence to plan and provide activities, and to help children to take part.

Key points

- Plan and coordinate your approach to staff training.
- Encourage your staff to attend training to develop their confidence to plan and deliver physical activities.
- Some of your staff may need additional support after training, eg, mentoring or follow-up.
- Give your staff the chance to practise what they've learned.
- They'll also benefit from the opportunity to share their ideas with other members of staff.



Staff training opportunities

In England, your local authority will have details of local staff training opportunities. Other relevant training can be found on the following websites:

- **Children and young people units**
contact through local authorities
- **Children’s centres**
www.direct.gov.uk – a search facility available for local children’s centres.
- **Department for Education**
www.education.gov.uk
- **Education Scotland**
www.educationscotland.gov.uk/earlyyears
- **Family Information Service**
directory of services available in local areas, accessed via local authority websites.
- **Foundation Years website**
www.foundationyears.org.uk – Events section
- **Maternal and Early Years for early years workers (Scotland)**
www.maternal-and-early-years.org.uk
- **National Childminding Association (NCMA)**
www.ncma.org.uk Email: info@ncma.org.uk
- **National Children’s Bureau**
www.ncb.org.uk/earlyyears
- **National Day Nurseries Association**
www.ndna.org.uk
- **Northern Ireland Council for Curriculum, Examinations & Assessment**
www.rewardinglearning.org.uk
- **Nursery World**
www.nurseryworld.co.uk
- **Peytu**
www.peytu.org.uk
- **Play England**
Active play in early years training
www.playengland.org.uk
- **Pre-school Learning Alliance**
www.pre-school.org.uk Tel. 01732 363070
- **Welsh Government Foundation Phase**
www.wales.gov.uk
- **Youth Sport Trust**
‘Start to move’ training aimed at practitioners and teachers working with 4–7-year-olds
www.youthsporttrust.org.uk

Promoting the value of physical activity to your staff

It’s vital that your staff recognise the value of physical activity and take part in it regularly to benefit their own health. By appreciating its importance, as well as getting involved with the children’s physical activities, they’ll be acting as good role models.

Key points

- State your intention to promote the importance of physical activity to staff by including it in your physical activity policy.
- Promote the benefits of physical activity to your staff and provide them with information about it, eg, visit: bhfactive.org.uk and/or hand out leaflets.
- Make your staff aware of physical activity opportunities in the community. A staff noticeboard which advertises local opportunities can help.
- Develop an active travel policy and encourage your staff to walk or cycle to work.
- Organise staff activity social evenings, eg, a badminton league or sponsored walk.

Planning your curriculum

When you're adopting a whole setting approach to planning, consider the following:

- Are there opportunities for physical activity to be included at regular intervals throughout the day?
- How can physical activity be linked with other areas of learning and development in the Foundation Stage curriculum? For an example, see Appendix i on pages 40–41.
- Who's responsible for coordinating your planning?
- Do you provide a wide range of physical activities in line with national guidance and cater for the needs of all your children?
- Are activities planned according to each child's stage of development?
- Can your staff observe children taking part in activities and modify the activities accordingly?
- Are your physical activity resources appropriate for all children who'll be taking part in the activities?
- Do you use external agencies to facilitate children's participation where appropriate?



Key points

- Give all your children planned, varied opportunities to be physically active throughout each day.
- Ensure that physical activities meet the learning and development requirements of the relevant home country curriculums.
- Make a plan that ensures close links with other areas of learning and development, eg, language used in movement, social skills encouraged in group activities. For an example of a daily planner showing links across all areas of learning and development (EYFS), see Appendix i on pages 40–41. For a blank template see Appendix ii on 42–43.
- Make sure your staff can identify barriers to participation in physical activity and opportunities to remove them.
- Encourage your setting to access a range of expertise in the community to deliver quality physical activity sessions, eg, music and movement, baby yoga/massage, as part of your planned programme.

Case study

The Patch Day Nursery

The Patch Day Nursery in Sandwell recognises the importance of physical development when planning all their activities. They welcome physical development becoming a prime area for children's development in the Early Years Foundation Stage. In their planning, they aim to provide their children with some form of physical development in all their experiences and activities, both indoors and outdoors.

They also recognise the need to consider both gross and fine motor development, and each child at the nursery has their own individual targets to support their learning in each area of development.

Weekly sessions are delivered by an external organisation specialising in movement and this enables each child to work through various levels and achieve success.

The Day Care and Family Support Manager at the nursery says, "As Sandwell has quite a high proportion of obese children, it's vital that early years professionals support both children and families with the knowledge and experience of physical development and the benefits it has on us as a whole."



Assessing, recording and reporting

Your whole setting approach should make it clear how staff are expected to assess, record and report on children's participation in physical activity and their progress in physical development. It should be clear how this information will be recorded and reported to parents, carers and relevant professionals.

It's important that your staff feel confident to observe and assess children's participation in physical activities and their progress in these activities. This is important for planning future activities and for recording and reporting purposes.

It's important too that children are able to record and report their own physical activity participation, both in your setting and elsewhere. These achievements should be recognised and celebrated.



For guidance on assessing, recording and planning for the various UK curriculums, refer to the relevant curriculum documents in Section 1, pages 23–24.



Key points

- Your staff can attend training (either external or internal) to ensure they're confident in observing children to assess progress in activities, to record and report on children's progress to: i) meet curriculum requirements and ii) inform the planning of progressive physical activities.
- Put in place an agreed method for assessing and reporting children's development, eg, in England, agreement on how the progress check at age two and the Early Years Foundation Stage Profile (at end of the EYFS) will be carried out or agreeing on your own method of recording an individual profile for each child.
- Set up a physical activity sharing board where parents and carers can post photographs or highlight family physical activities carried out the previous week.



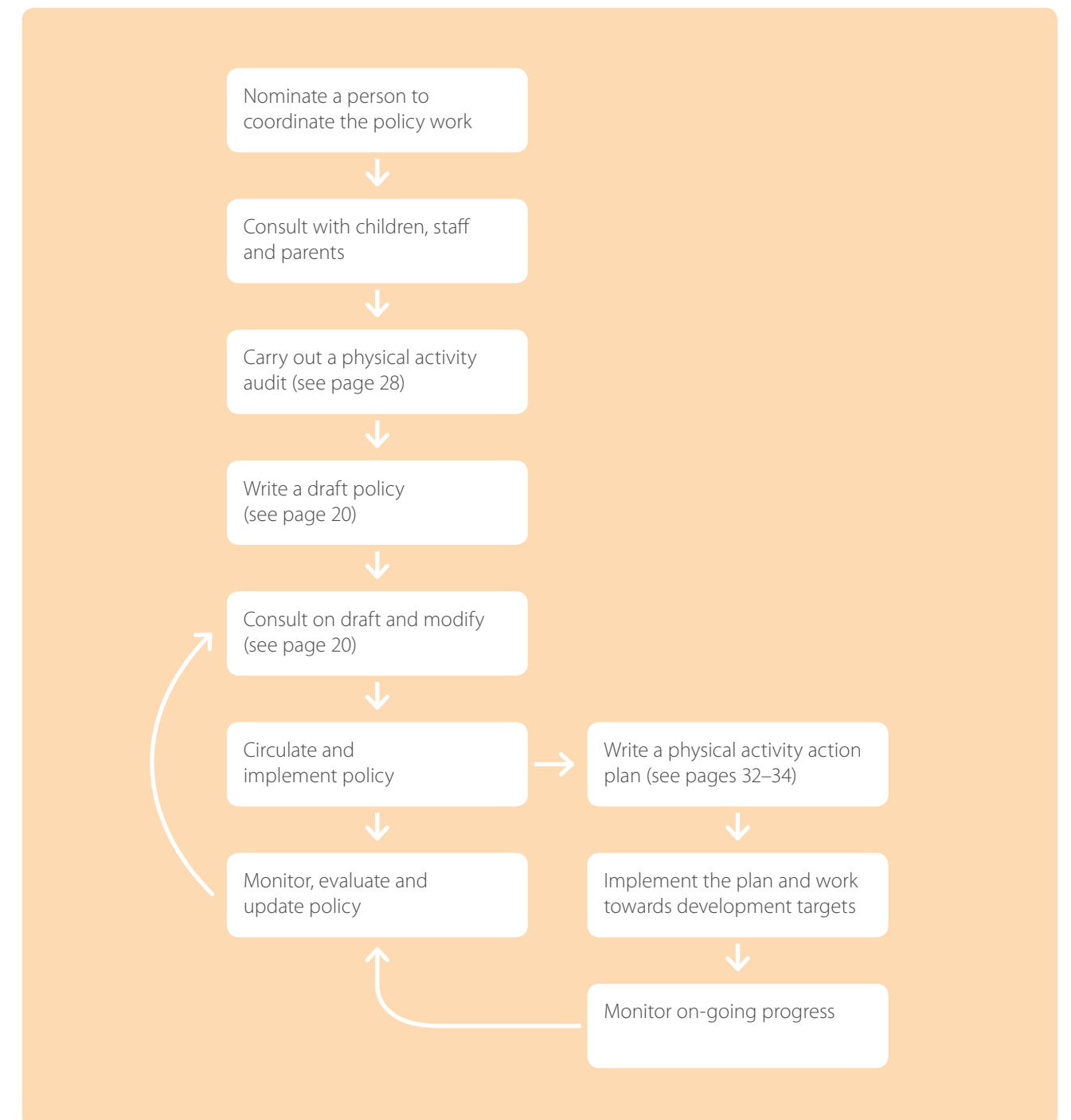
Developing your physical activity policy



Key steps in developing your physical activity policy

A physical activity policy should provide a concise outline of your setting's commitment to developing a consistent and coherent whole setting approach to promoting physical activity.

The diagram below highlights the key steps and shows how this links with writing your physical activity plan (see page 32).



Nominate a person

- Identify an individual or group to take overall responsibility.

Consult with children, parents, carers and staff

- Ensure your staff are fully involved in the consultation process, that children are given a voice about the activities they enjoy doing and that parents and carers are kept fully informed of the whole process and able to contribute their ideas. It may also be worth consulting with any community members who work with children at the setting, eg, Physical Activity Development Officer or the governing body in schools.
- Consider how different methods of consultation will best suit the different groups, eg, small group discussions, a questionnaire or suggestion box.
- When you're consulting with children, consider all the ways in which they express themselves, eg, picture drawing, role play, selection of activities.

Carry out an audit

This is useful to help you identify what you're currently providing, and identify any gaps in your provision. An audit should identify:

- current physical activity provision
- evidence of existing measures for promoting physical activity and where this can be found
- action needed
- priorities for action.

For more information on carrying out a physical activity audit, see page 28.

Write a draft policy

- Use information from the audit to help develop your policy.

For some of the areas you may want to include in your physical activity policy, see page 23.

Consult on the draft policy and modify

- Advertise the consultation process to raise awareness and create ownership by everyone associated with your setting.
- Allow adequate time for feedback, but set a deadline for responding. Be prepared to keep reminding people to respond.
- Modify your policy according to the feedback.
- In schools, governing body approval may need to be sought.

Circulate and implement your policy

- Ensure the policy is accessible to all those associated with the setting.
- Make sure the policy is used as a working document.
- Identify who'll be responsible for implementing different aspects.

Monitor, evaluate, and update your policy

- Put measures in place to assess whether the objectives of the policy are being met and the outcomes achieved.
- Amend and update as necessary to reflect developments, changes and revised priorities.

Celebrate your successes

- Make a point of recognising and celebrating any successes, no matter how small.





Your policy content

Consider the key areas below when you're developing a physical activity policy or planning to incorporate physical activity into other policies, eg, a Healthy setting policy.

Background information

- Basic information about your setting eg, whether you offer full daycare, the numbers on your role, the age range you cater for.
- Date the policy was agreed.
- Review dates.
- Name of the person responsible for implementing your policy.
- Links to other curriculum requirements and policies, eg, health and safety, first aid and risk assessments.

Rationale

- Why is the policy important? Eg, because it contributes towards gaining a Healthy Setting Award, meets curriculum requirements, gives children varied experiences which take account of all areas of learning and development to best prepare them for starting school.

Aim

- What is your overall ambition for physical activity? Eg, to provide varied developmentally appropriate physical activities for all children to enjoy regularly throughout the course of every day.

Objectives

- What do you want to achieve?
- What are your setting's agreed priorities? Eg, more energetic sessions for children across age groups, more staff participation in activities, an increase in active travel among staff, parents and carers travelling to and from your setting with their children.



Ethos and environment

- How does the whole setting ethos and environment reinforce and support the value of physical activity?
- Are the physical activities provided inclusive and do they allow all children to be physically active regularly throughout the day?
- Are indoor and outdoor spaces designed to maximise physical activity?
- Can children move freely between the indoor and outdoor environments?

Staff coordination and development

- Who's taking overall responsibility for the policy and development?
- How are your staff coordinated, supported and monitored?

Resource provision and facilities

- What's your budget for the development of physical activity and how is it best used?
- Do you have appropriate storage for equipment?
- Do staff and children wear suitable clothing/ footwear for physical activities and different weather conditions?

Early years curriculums/frameworks

- How much time is allocated to physical activity?
- What's the balance between child-initiated and adult-led physical activity?
- What links are there to other areas of the curriculum?

Community links

- What external links do you have to help you provide more physical activity?
- Are you making the most of facilities/play areas in the community?

Active travel

- Do you have an active travel policy?
- How can you encourage and support families using active transport to and from your setting?

Assessment/recording/reporting

- How will you assess, record and report children's progress?
- To whom and how differently does this information need to be reported, eg, parents, carers and health professionals.

Consultation

- Who do you consult?
- How do you consult differently for different audiences? What do you need to consult about?
- Can you specify the changes that have been introduced, influenced and adapted as a result of consultation?

Involving staff

- How are your staff informed about the benefits of physical activity?
- How are your staff encouraged to be more active themselves?
- How are your staff encouraged to participate in the children's physical activity?





Involving parents

- How are parents and carers informed about the benefits of physical activity? Eg, leaflets, newsletters, a noticeboard, a physical activity day, workshops.
- How are parents and carers informed about policy developments and kept up-to-date with reviews and changes?
- How are parents and carers encouraged to take part in more physical activity with their children? Eg, play workshops, take-home bags, activity cards.

Training and development

- How are your staff's training needs identified? Eg, through an appraisal system.
- What career professional development (CPD) opportunities are available to those who are interested?
- How is this learning shared with other staff?

Safety

- What procedures are in place to ensure the safety of everyone taking part in physical activity?

Monitoring and evaluation

- How will you monitor and evaluate your policy? Eg, by agreeing dates to amend and update to reflect developments, changes and revised priorities.
- How will you measure progress?
- How will you monitor children's participation in physical activity? Eg, by observing their preferences, talking to them.
- How will you know if you're meeting your objectives? Eg, by putting measures in place to assess whether the objectives of your policy are being met and outcomes achieved, (this could be a questionnaire to assess whether more staff, parents, carers and children are now using active travel to and from the setting).

Key development targets

- What are your top five realistic physical activity development targets? These should be based on your objectives, eg, to increase the amount of active travel to and from your setting by staff, parents and carers and their children.

Auditing your physical activity provision



The importance of an audit

The audit can be useful to:

- gather evidence to identify how well you are meeting your objectives or action plan
- develop your physical activity policy
- identify gaps in provision
- decide what development targets to prioritise.

The audit is intended as a tool to help you reflect and plan some positive steps for development. You shouldn't expect to develop all areas of the audit (or attempt to do so) in your action plan. As a basic starter, you could simply ask yourself:

- What are we offering now? Eg, free-flow, or opportunities to play outside regularly.
- What are the main gaps/areas for development? Eg, staff training, improving outdoor provision, parent engagement regarding activities carried out at our setting.
- What are we going to prioritise for development?



Carrying out the audit

There's an audit template (Appendix iii on pages 42–47) to help you, which you can adapt to suit your individual circumstances.

Development areas

- Consider the different areas and tick the relevant box to state whether 'yes' developed, 'being developed' or 'no' if not developed.

What are you doing currently to support this?

- Write a brief summary of your current situation for each of the different areas.

How could this be developed further?

- Identify developments needed and use the other sections of the guide for ideas. Relevant sections are signposted on the template.
- You could decide on a few areas for priority rather than trying to make too many changes all at once.

Comments and date to be completed

- Look at all the developments you've identified and prioritise them. Select the top five realistic development targets to include in your physical activity action plan.



Writing your physical activity action plan



What to include in your action plan

- **Development targets** – Keep these realistic and prioritise them.
- **Specific tasks needed to reach target** – These should be small incremental steps to help you reach your target, ie, a list of ‘to dos’.
- **Who will lead each development?** – Identify different members of your staff to take on different areas for development, so one person doesn’t feel like they’re being expected to do everything on their own.
- **Resource/cost implications** – This needs researching carefully, especially if the target is a large project such as renovating the outside play area. It may be that you also need to build fundraising into your development plan.
- **Timeline for overall target and intermediate steps** – This needs to be realistic and agreed with staff so they know what’s expected of them.
- **Success criteria/expected outcomes** – How are you going to decide if you’ve achieved your targets?

Tips for writing your action plan

- Use your audit and identified development targets as a starting point.
- Limit the number of changes you introduce at one time – keep it realistic.
- Include all relevant staff at the development stage.
- Break down overall goals into smaller targets or steps.
- Identify possible partnerships and alliances, which could help you to reach your targets.

Once you’ve identified your targets, it’s useful to make an action plan to ensure that everyone involved knows what’s required of them and by when.

We’ve included a template (Appendix iv on pages 46–47) to help you write your plan.



Part 5

Appendices



Appendix i

Daily session plan example

Theme
Healthy lifestyles

Date
Monday 18th June 2012

Adult-led	Areas of learning	EYFS statement	Indoor	Outdoor	Activity & resources
	Personal, social and emotional	Can play in a group extending and elaborating play ideas, eg, building up a role play activity with other children.	✓		Fruit and vegetable shop. Plastic fruit and veg, real fruit and veg, till, phone, pen and paper.
	Physical	Experiments with different ways of moving.		✓	Zumba and mini-yoga.
	Communication and language	Maintains attention, concentrates and sits quietly during appropriate activity.	✓		Growing puzzles.
	Literacy	Ascribes meaning to marks that they see in different places.		✓	Whiteboards and pens. Making lists for the fruit and veg shop.
	Mathematics	Beginning to talk about the shapes of everyday objects.	✓		Using shapes to draw different fruit and vegetables.
	Understanding of the world	Comments and asks questions about aspects of their familiar world, such as the place they live or the natural world.		✓	Build a town. City blocks, farm set, train track.
	Expressive art and design	Choose particular colours to use for a purpose.	✓		Painting our favourite fruit. Paint and paper. Real and plastic fruit.
	Circle time				'I have one head' song. Kim's game with different fruit.

This daily session plan has been kindly provided by Heatherbrook Pre-School, Leicester.

Play & exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating & thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Evaluation am

Evaluation pm

Comments

Appendix ii

Daily session plan

Theme Date

Adult-led	Areas of learning	EYFS statement	Indoor	Outdoor	Activity & resources
	Personal, social and emotional				
	Physical				
	Communication and language				
	Literacy				
	Mathematics				
	Understanding of the world				
	Expressive art and design				
	Circle time				

Play & exploring

- Finding out and exploring
- Playing with what they know
- Being willing to have a go

Active learning

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating & thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

Evaluation am

Evaluation pm

Comments

Appendix iii

Physical activity audit

General	What are you currently doing to support this?	How could this be developed further?	Comments and date to be completed
1. Does your setting have a physical activity policy? YES / DEV / NO	Date policy written: Date due for review?:	See pages 18–27 of this section	
2. Do you have a named person who's responsible for developing and monitoring this policy? YES / DEV / NO	Name:		
3. Is the policy monitored and evaluated? YES / DEV / NO	How often?		
4. Does the setting have an ethos and environment that promote physical activity? YES / DEV / NO		See Section 4	
Physical activity provision			
5. Does the setting provide free flow for all age groups? YES / DEV / NO			
6. Do the children have opportunities to choose the activities? YES / DEV / NO			

	What are you currently doing to support this?	How could this be developed further?	Comments and date to be completed
7. Do you consult with the children about the activities they enjoy doing at the setting? YES / DEV / NO	How?		
8. Are staff able to identify barriers to children's participation in physical activity and opportunities to remove them? YES / DEV / NO			
9. Does your setting provide a balance of child-initiated and adult-led activities? YES / DEV / NO		See Section 6	
Curriculum			
10. Are physical activities planned according to the individual child's stage of development? YES / DEV / NO		See Section 2, pages 12–14	
11. Is physical activity linked to other areas of learning and development? YES / DEV / NO		See pages 40–41	
12. Does the setting have a clear, planned approach to providing a broad range of activities that promote physical development? YES / DEV / NO			
13. Does the setting monitor children's physical development to inform planning and provision? YES / DEV / NO			

Partnerships/ community links and active travel	What are you currently doing to support this?	How could this be developed further?	Comments and date to be completed
14. To encourage the children to move more, do you work with other agencies? Eg, local sports and leisure facilities, health visitor YES / DEV / NO			
15. Do you encourage and support parents and staff to use active transport to travel to and from the setting? Eg, provide secure buggy/scooter/bike parking space YES / DEV / NO		See Section 7	
Involvement of staff and parents/ carers			
16. Can parents/carers get involved in the planning and delivery of physical activities in the setting? YES / DEV / NO			
17. Are parents made aware of the benefits of physical activity for themselves and their children? YES / DEV / NO		See Section 7 and parent leaflets	
18. Are parents encouraged to participate in physical activities with their children? Eg, At the setting? At home? YES / DEV / NO		See Section 7 and parent leaflets	

	What are you currently doing to support this?	How could this be developed further?	Comments and date to be completed
19. Are staff encouraged to be physically active for themselves? YES / DEV / NO			
20. Are staff encouraged to join in the activities with the children? Do they feel comfortable doing this? YES / DEV / NO			
Qualifications, training and resources			
21. Are staff training needs reviewed and identified regularly? YES / DEV / NO			
22. Are staff able to attend appropriate physical activity training when required? YES / DEV / NO			
23. Are staff confident to deliver physically active play sessions? YES / DEV / NO			

We've adapted this template from various early years settings audits, many of whom had modified the physical activity element of the Department for Children, Schools and Families and Department of Health's 'National Healthy Schools Whole School Health and wellbeing audit tool'.

Appendix iv Action plan

Development targets	Specific tasks needed to reach target	Who will lead each development?	Resource/cost implications	Timeline	Expected outcomes



References

1. Department for Education (2012). Statutory Framework for the Early Years Foundation Stage. Setting the standards for learning, development and care for children from birth to five. Department for Education; 2012.

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John Angerson

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[bhf.org.uk/
teachers](http://bhf.org.uk/teachers)

 Heart Helpline
0300 330 3311
bhf.org.uk

Information & support on anything heart-related
Phone lines open 9am to 5pm Monday to Friday
Similar cost to 01 or 02 numbers

British Heart Foundation
Greater London House
180 Hampstead Road
London NW1 7AW
T 020 7554 0000
F 020 7554 0100