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| **GOAL FOR SETTING – THE ENVIRONMENT** | **YES** | **WORKING TOWARDS** | **NO** |
| A wide variety of Movement play – *that involves the whole body* - is on offer at the setting. |  |  |  |
| To fulfil the settings commitment to the UK Health Guidelines, there is *at least* 45 minutes of moderate to energetic Movement Play spread throughout a 3 hour morning or afternoon session |  |  |  |
| There is a mixture of adult led and free play. |  |  |  |
| Continuous provision is provided to develop aspects of the 7 senses and gain control of gross and fine motor skills:   * Balance stimulation – : rocking, rolling, spinning, tipping, bouncing, balancing, sliding, swinging etc. * Heavy Work activities – floor play, pushing, pulling, lifting, dragging, climbing, digging, building, rough & tumble etc. * Tactile activities – textures, rough & tumble, natural elements etc. * Visual motor activities – object play, throwing, catching, kicking, steering, striking * Auditory activities – singing, dancing, action rhymes, percussion, making music * Important Movement Patterns – rolling, crawling, belly crawling, jumping, walking, running, hopping, galloping, skipping, marching. |  |  |  |
| There should be space to practice movement patterns and move the whole body. There should not be so much clutter that children cannot move as they wish. |  |  |  |
| Natural features are incorporated into play whenever possible.(e.g.: walls, slopes) |  |  |  |
| Chairs and tables are only used when necessary. |  |  |  |
| Mark making is carried out standing up at a vertical surface whenever possible. |  |  |  |
| Resources are well maintained and fit for purpose |  |  |  |
| Many resources are accessible to children at all times so they can play as they wish. |  |  |  |
| There is variety of surfaces, textures and levels for children to move on. |  |  |  |
| There is music available that can be used as a stimulus for movement and dance. |  |  |  |
| Pictures of children moving, or movement words are visible in displays, along with information for parents about the benefits of movement play. |  |  |  |
| The UK Health Guidelines are prominently displayed within the setting. |  |  |  |
| Information posters on the kind of movement skills expected at each age (that have been produced for the project) are visible in the setting to guide practitioners practice and inform parents of the skills the children are learning. |  |  |  |
| Staff are able to make creative use of the space and resources to meet their commitment towards the Health guidelines. |  |  |  |
| **GOAL FOR SETTING - STAFF** | **YES** | **WORKING TOWARDS** | **NO** |
| All staff have an understanding of the UK Health Guidelines for Physical Activity in the early years – and why these Guidelines have been introduced |  |  |  |
| All staff are aware of the benefits of Movement Play for :   * Sensory and motor development * Brain development * Physical health, including maintenance of normal weight * Links to emotional and social development * School Readiness. * Future Health |  |  |  |
| Staff are aware of how to use the resources provided for use with the project. |  |  |  |
| Staff are aware of what kinds of Movement Play should be offered as *Continuous provision.* |  |  |  |
| Staff are aware of how to nurture the movement skills that children should be learning at each age – having established a baseline for the children – using the EYFS with the Unique Child in mind |  |  |  |
| Children’s progress in acquiring movement skills is openly and visibly celebrated. |  |  |  |
| Staff are active role models, dressing appropriately. They join in Movement Play without taking over. |  |  |  |
| They act as ‘witnesses to children’s play, discussing and inviting conversations about the children’s experiences and feelings about their physicality. |  |  |  |
| Staff model the language of movement, including verbs and prepositions. |  |  |  |
| There is a positive, consistent, balanced and sensible approach to Health & Safety at the setting. Staff use a Risk Benefit approach in line with the Play Safety Forum. |  |  |  |
| There is a lead person In place who can provide leadership in this area and guide the whole setting in promoting Movement Play in the setting – this will start with the pre-schoolers and casacade down to those working with other age groups |  |  |  |
| Staff regularly discus children’s progress in Physical development with parents and other professionals |  |  |  |
| Staff are aware of the referral criteria for Children’s Physiotherapy and Occupational Health services. |  |  |  |
| Staff are able to carry out an objective assessment of the physical development of a two year old and liaise with Health Visitors around the two year check? |  |  |  |
| Staff are able to give support and advice to parents to facilitate movement play at home. They will actively share their knowledge and expertise – through key worker system, display boards and parents’ evenings. |  |  |  |
| Staff are aware of local facilities and places in the community where children can be physically active. |  |  |  |
| Possibly: Play bags are available to promote physical activity at home |  |  |  |
| **GOAL FOR SETTING – POLICY AND PLANNING.** | **YES** | **WORKING TOWARDS** | **NO** |
| The setting has a written policy on Physical development available for parents to view. This document sets out the ethos and culture of the setting and how they address this prime area. |  |  |  |
| The effectiveness of the policy is monitored and any improvements on practice that can be made are noted. |  |  |  |
| Practitioners are able to use planning documents to plan activities with children’s optimal development in mind. |  |  |  |
| The setting is able to demonstrate inclusive practice. |  |  |  |
| There is provision in place for additional support for disadvantaged or vulnerable children who – *for whatever reason,* require extra support for their physical development. |  |  |  |
| There is a planned programme of CPD for all staff linked to physical development. |  |  |  |
| The setting has achieved a Healthy Schools type status – if such a quality mark is available. |  |  |  |
| Procedures are in place to observe children and make a referral to children’s therapy should this be required |  |  |  |
| Setting have a clear policy regarding appropriate clothing suitable for the pre school setting. |  |  |  |
| Settings make parents/nannies are aware of the movement needs of babies and how to encourage natural movement through floor based and water based play. |  |  |  |
| Settings make parents/nannies are aware of the importance of physical activity for their child’s health & well-being and appreciate the UK Health Guidelines for Physical Activity in the early years. |  |  |  |