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# Healthy and Sustainable Pre-School Scheme National Award Criteria

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Welsh Network of Healthy School Schemes



Cynlluniau Ysgolion Iach - Rhwydwaith Cymru

## Healthy and Sustainable Pre-School Scheme National Award Criteria

<b>Audience</b>	Local Healthy and Sustainable Pre-school Scheme Practitioners, Pre-school umbrella organisations and pre-school settings participating in local healthy and sustainable pre-school schemes.
<b>Overview</b>	This guidance provides criteria for the Healthy and Sustainable Pre-school Scheme.
<b>Further information</b>	Enquiries about this document should be directed to: Local Healthy and Sustainable Pre-school Scheme Practitioners
<b>Additional copies</b>	Can be obtained from: Local Healthy and Sustainable Pre-school Scheme Practitioners.





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# Healthy and Sustainable Pre School Scheme National Award Criteria

## Introduction

### The National Policy Context

Since 2004, the Welsh Assembly Government has based its policy for children and young people on the UN Convention on the Rights of the Child (UNCRC). Planning and delivery of services for children and young people in Wales is undertaken in the context of the seven core aims for children and young people, based on the UNCRC:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and are free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. are listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and a community which supports physical and emotional well-being; and
7. are not disadvantaged by poverty.

In respect of this scheme of particular relevance are articles:

Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23: Children who have any kind of disability should have special care and support.

Article 24: Children have a right to health care; nutritious food and a clean environment.

Article 31: Children have a right to relax and play and join in a wide range of activities.



## **Origins: Healthy Schools and Eco-Schools**

### **Healthy Schools**

The Welsh Network of Healthy School Schemes (WNHSS) was launched in 1999 following a 2-year pilot programme as part of the WHO/EC/CoE initiative - the European Network of Health Promoting Schools. The scheme was developed following recommendations from a Task and Finish Group and the aims on set-up were to ensure that local healthy school schemes were established in health and education partnerships in each local authority area in Wales.

The WNHSS now consists of twenty-two local healthy school schemes, one in each local authority in Wales, and over 99% of maintained schools are actively involved. Each scheme employs one or more healthy schools co-ordinators who recruit and support schools and organise appropriate local training and accreditation. Schools appoint their own in-school co-ordinators who work with the healthy schools co-ordinator to plan and implement actions identified by the school. As schools progress through the scheme, health-improvement measures are expected to make a lasting difference to the way in which school life is organised.

In order to ensure consistency of achievement, the WNHSS National Quality Award was introduced in 2010. This has clear indicators for 4 aspects of school practice - Leadership and Communication, Curriculum, Ethos and Environment, and Family and Community Involvement - for 7 aspects of health (Mental and emotional health and well-being; Food and fitness; Personal development and relationships; Substance use and misuse; Environment; Safety and Hygiene).

The Healthy and Sustainable Pre-school Scheme has been developed as an extension of WNHSS and the criteria have clear parallels with the WNHSS National Quality Award.

### **Eco-Schools**

The Eco-Schools programme is an international initiative that encourages pupils to engage with environmental and sustainable development issues. It provides a highly structured system for the environmental management of schools. The programme is a learning resource and topic areas include: Litter, Waste Minimisation, Transport, Healthy Living, Energy, Water, School Grounds and Global Citizenship.

Pupils take key roles in decision making and participation in order to reduce the environmental impact of their school. In this way, Eco-Schools extend learning beyond the classroom and develop responsible citizenship attitudes both at home and in the wider community.



At the UN conference on Environment and Development in 1992 a need was identified to involve young people in finding solutions to environmental and sustainable development challenges at the local level. As a result the Eco-Schools programme was developed in 1994 by the Foundation for Environmental Education (FEE) and introduced into the UK in 1995. The Eco-Schools programme in Wales is managed by Keep Wales Tidy.

Eco-Schools are distributed throughout all 22 Welsh Local Authorities and include a broad range of pre school, Primary, Secondary and Special schools. There are presently over 90% of Welsh schools registered on the Eco-Schools programme.

More information on the programme can be found at <http://www.eco-schoolswales.org/>

### **What we mean by sustainable in this context?**

The use of the word sustainable in the title of the Healthy and Sustainable Pre-school Scheme refers to consideration of issues of environmental sustainability as part of this work. In Wales sustainable development means enhancing the economic, social and environmental wellbeing of people and communities, achieving a better quality of life for our own and future generations.

The Welsh Government Sustainable Development Scheme 'One Wales: One Planet' sets out the vision of a sustainable Wales and explains how the different elements of sustainable development, fit together. This includes environmental sustainability, which includes protecting local environments and using resources sustainably.

**Health issues are also a key element of sustainable development and it is hoped that linking health issues and environmental sustainability issues will enable settings to develop a better understanding of sustainable development as a whole.**

### **Our Healthy Future**

The Public Health Strategic Framework for Wales, Welsh Government 2009, highlights the importance of promoting good health in the early years: 'The conditions in which people are born, grow, live, work and age and the decisions they, their families and others make can promote and/or detract from their health and wellbeing. Adopting a lifelong health and wellbeing approach will therefore be essential if Our Healthy Future's aims are to be achieved. Tackling risk factors for lifelong health and wellbeing in the early years and building children's resilience to adversity will be central in giving children and young people a good start in life that supports their long-term health and wellbeing.'



## **Nurturing Children, Supporting Families**

Welsh Government Policy Statement 2011.

The document makes clear the Welsh Government's immediate priorities for childcare and longer-term ambitions to ensure that all families are given the opportunity to experience high-quality, affordable, accessible childcare that meets their needs and states that:

'In support of our Healthy Future and to improve the health and wellbeing of children in their early years, we will work with the health department and key partners to expand the Healthy School programme to pre-school settings.'

### **Who has been involved in the development?**

This guidance has been developed by a task and finish group with wide representation from the Welsh Government, relevant professionals and the early years umbrella organisations:

Representatives from: Welsh Government Departments -Children and Families Programmes, Health Improvement Division, Climate Change and Water Division

Public Health Wales, Estyn, CSSIW, National Childminders Association, Wales Pre-School Providers Association, Children in Wales, Hywel Dda Health Board, All Wales Foundation Phase Advisors group, National Day Nursery Association, Mudiad Ysgolion Meithrin, Welsh Network of Healthy School Schemes, Healthy Pre School Coordinators from pilot areas. The group membership is listed on the last page.

## **Links to Other Programmes and Initiatives**

### **Foundation Phase**

The Foundation Phase is a new approach to learning for children from 3-7 years of age it is based on the principle that early years provision should offer a sound foundation for future learning through a developmentally appropriate curriculum. The focus is on experiential learning, active involvement and developing each child's:

- Skills and understanding personal, social, emotional, physical and intellectual wellbeing so as to develop the whole child.
- Positive attitudes to learning so that they enjoy it and want to continue
- Self-esteem and self-confidence to experiment, investigate, learn new things and form new relationships.
- Creative, expressive and observational skills to encourage their development as individuals with different ways of responding to experiences.



- Activities in the outdoors where they have first-hand experience of solving real-life problems and learn about conservation and sustainability.

The Healthy and Sustainable Pre-school Scheme supports the basic principles and learning framework of the Foundation Phase by contributing to all of the above.

### **Flying Start**

The Healthy and Sustainable Pre-school Scheme supports the basic principles and learning framework of Flying Start by contributing to: quality childcare provision; social and emotional development of children, physical health of children, supporting parents and the community, it can also contribute to general assessment and reporting.

### **Designed to Smile**

Designed to Smile is a national oral health improvement programme to improve the dental health of children in Wales.

### **Small Workplace Award**

The small workplace health award is the national mark of quality for health and well-being in the workplace, for businesses and organisations employing fewer than 50 people.

**ESTYN** have indicated that this scheme provides a framework for use by pre-school settings to evaluate their provision for promoting the health and wellbeing of children and staff; and to identify possible approaches to improving that provision.

### **National Minimum Standards for Regulated Child Care (NMS)**

The Healthy & Sustainable Pre -School Scheme has been designed to complement the NMS which are used to determine whether child minding and day care settings are providing adequate care for children under the age of eight. All registered childcare providers must have regard to the NMS, which focus on securing positive outcomes for children under eight and reducing risks to their welfare and safety.

### **How will the Scheme be implemented?**

Settings will be supported by local practitioners working in partnership. The exact nature of these partnerships will vary locally and this framework, which guides local schemes, may be subject to further development.



## **National Roles**

Development of national aims and framework for local schemes  
Provision of guidance, training and support  
Sharing of information from local schemes  
Guidance on accreditation of settings  
Maintenance of the profile of the Healthy and Sustainable Pre-School Scheme in national strategies

## **Local Roles**

Setting up local partnerships  
Running local schemes in line with national award criteria  
Ensuring local networking  
Developing and reviewing local strategy  
Providing local training, support and accreditation

Supporting pre-school settings through each aspect of the Scheme as outlined below:

- Preliminary phase** - Setting addresses the minimum requirements on page 12.
- 1st Phase** - Setting develops an action plan to address one or two of the health aspect areas, in conjunction with the general leadership and communication criteria. The decision as to which health aspect(s) are addressed will be made in line with local priorities and those of the setting. It is anticipated that it will take at least a year to complete this first phase.
- 2<sup>nd</sup> and Subsequent Phases** - Further health aspects are addressed, one or two per year and previous health aspects continue to be developed.

Settings must provide evidence for each of the criteria in order to be awarded the national certificate.

## **Statutory Requirements**

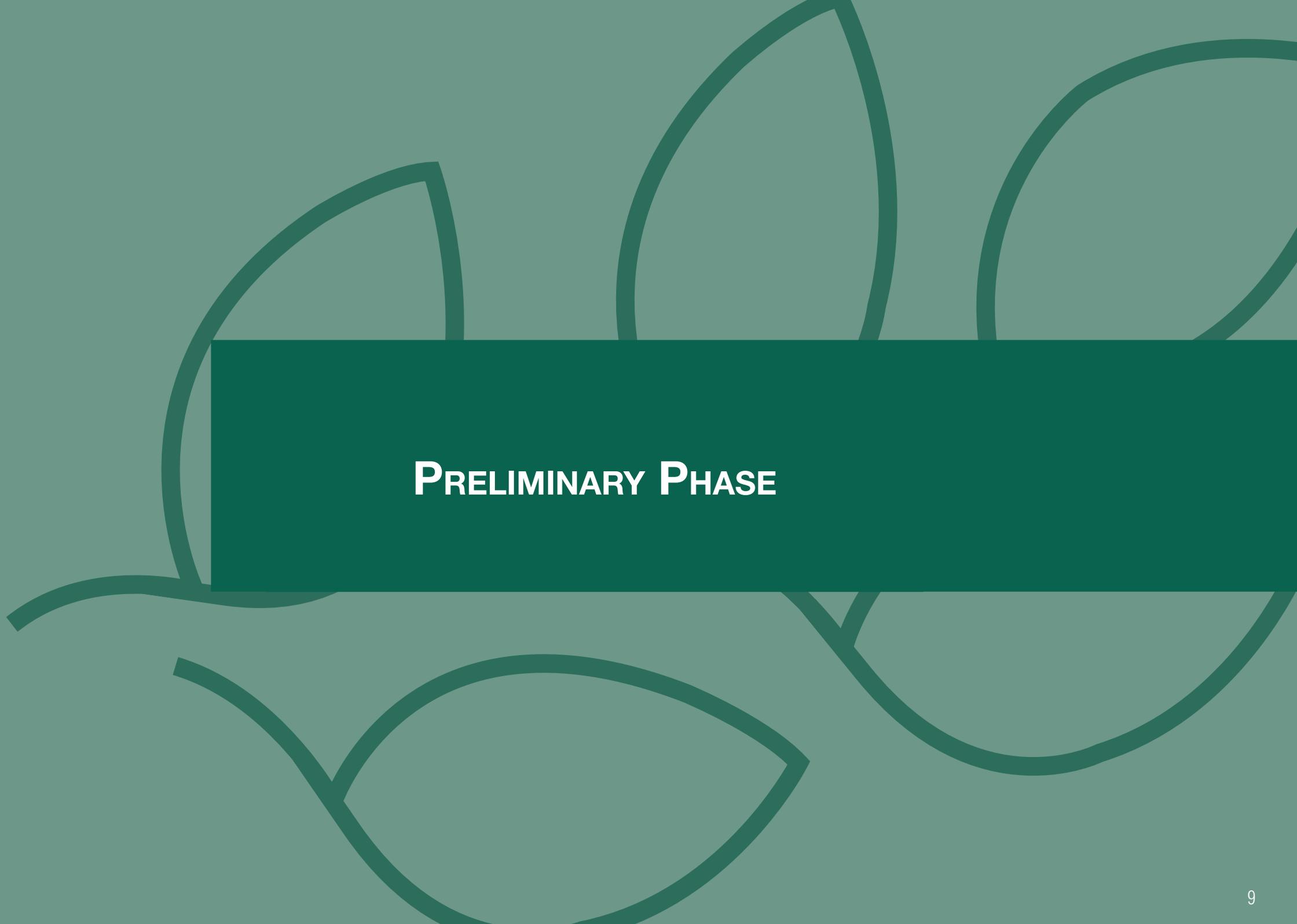
The Healthy and Sustainable Pre-School Scheme supports the implementation of some statutory requirements but will not be evaluating that implementation e.g. safeguarding, first aid.



## Aims

- A. To promote actively the development of the positive self esteem of all members of the pre-school setting community.
- B. To actively develop good relationships in the daily life of the pre-school setting.
- C. To identify, develop and communicate a positive ethos which promotes respect towards all, and a positive approach to health, the environment and the community.
- D. To ensure that all children have the opportunity to benefit from stimulating challenges and the right to play.
- E. To take every opportunity to enhance the environment of the pre-school setting.
- F. To develop good setting/home/community links and shared activities.
- G. To encourage all staff to fulfil their health promoting and ecological sustainability role, through staff development and training.
- H. To develop and implement coherent health promotion and protection activities and experiences for all members of the pre-school community.
- I. To establish good links with associated settings and schools to ensure smooth transition.
- J. To develop the setting as a health promoting workplace with a commitment to the health and well-being of all staff.
- K. To develop consistent complementary policies and practice which reflect a positive approach to health and the environment.
- L. To develop partnerships with appropriate outside agencies and individuals, for advice and active support for health promotion and planning in the setting.
- M. To ensure all children in the care of the setting have their rights respected.





# PRELIMINARY PHASE



## Preliminary Phase

**This section reflects the importance of a co-ordinated, comprehensive and progressive approach to the health and wellbeing of children and staff which involves the whole setting community. All the assessment questions in this section need to be in place to provide a framework to address the health aspects which follow and should be addressed in conjunction with each section.**

**It is recognised that not all settings will employ staff therefore local umbrella organisations and agencies will take account of this regarding minimum requirements below:**

### Minimum Requirements - these must be put into place before work starts on any of the health aspects

- Have the full support of the manager/owner/management committee/leader of the setting, to ensure all staff are involved.
- A designated scheme co-ordinator whose key responsibilities are defined, who will work with the local co-ordinator.
- The provision of welcome packs that include policies, current guidance, information, and registration forms that promote health and wellbeing including the settings involvement in the Healthy & Sustainable Pre-school Scheme, and information on childhood immunisation.
- All staff receive statutory training on safeguarding.
- All staff receive information on vaccine preventable diseases and recommended immunisations for children and staff.
- Plans and procedures in place to address multi-cultural, gender, special needs and health issues, which avoid stereotyping and discrimination.
- Demonstrating the individual needs of staff and children are considered in the context of equality and opportunity.

Senior member of staff.

Immunisation information will be made available for parents and staff.



- Undertake a review of health and sustainability activities within your planned programme in order to identify current strengths and gaps.
- The importance of health, wellbeing and sustainability is included in the aims/mission statement of the setting and communicated to parents.

**Desirable considerations:**

- Setting keeps record of immunisation status of all children and staff.

Local areas may wish to consider providing information on other health matters not covered elsewhere.





<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Planning and Delivery</b>		
3. What resources are used and how do you ensure that these reflect current national and local guidance?  4. How do you ensure children have meaningful experiences that enable them to be active learners?  5. How do you ensure that any contribution from outside agencies is planned, evaluated and the work followed up?	Web links, local training, liaising with area co-ordinators.  How you structure your activities.  Having a meeting to discuss beforehand.  Thinking through what you want the agency to do with you and recorded it.  Asking children, staff and volunteers what they thought of the work. Do you share that through photos, exhibition, and letters home?	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Ethos and Environment</b>		
6. How do you ensure a welcoming ethos and opportunities for parents/carers to discuss and participate in the work of the setting?	<p>Ensuring that when opening the door, children and parents are warmly welcomed.</p> <p>Having a list of key questions to check about every child. Are parents and carers aware of whom they should come to if they have a question?</p> <p>Identifying a key worker with whom parents/carers can talk about individual children and confidential information.</p> <p>Do all the staff understand when and how they are to communicate with parents? Is this part of your induction training?</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<p>7. How do you ensure that policies and practice are supported by staff, volunteers, children and families?</p> <p>8. How do you ensure the whole setting community takes consideration of environmental sustainability and Global Citizenship?</p>	<p>Newsletters (written and pictorial), notice boards, letters home, social gatherings.</p> <p>Children understanding that you recycle materials and rubbish.</p> <p>Children taking an active role in composting.</p> <p>Children knowing where rubbish goes.</p> <p>Children understanding why the lights get switched off when they leave the room.</p> <p>Encouraging children to report dripping taps, litter etc.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Family and Community Involvement</b>		
9. What opportunities do you offer the for families and the wider community to be involved in, and contribute to, activities related to health, wellbeing and sustainability?	Being involved in/organising health days/weeks. National events e.g. National Smile Week, Child Safety Week.	
10. How do you utilise the expertise of parents/carers and or members of the community to support health, wellbeing and sustainability?	Skills list.  Help requests.	
11. How do you engage with and support community events and initiatives linked to health and sustainability?		



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
12. How do you engage and ensure an effective working relationship with specialist agencies to provide support for children and parents as required?	<p>Health visitors, police.</p> <p>Making links with local Baby Friendly Initiatives and or local breastfeeding peer counsellors.</p> <p>Referring parents to SNAP Cymru, health specialists, parent support groups, local voluntary organisations etc.</p> <p>Wales Pre-School Providers Association, EYDCP or local early years team, MM, NCMA, NDNA.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
13. How do you create links with local primary schools to aid transition?	How often you meet the local Head Teachers. How often you liaise with the teachers in the nursery/ reception classes.  Children having opportunities to meet with pupils from the primary school who are involved in relevant groups e.g. eco-committee, SNAG.	

# **NUTRITION & ORAL HEALTH**



## Nutrition & Oral Health

This section reflects a whole setting approach to food, nutrition and oral health, incorporating the promotion of a healthy balanced diet based on current national guidance and good practice in relation to oral health.

You will find reference to the Welsh Government Food and Health Guidelines helpful here.

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policy do you have in place, which is regularly reviewed and updated, to guide your work on nutrition and oral health and special diet provision?</li> </ul>	Meal and/or snack & drink provision.  Provision for special diets.  Food for celebrations, outings & food brought in.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
	<p>The eating environment.</p> <p>Having one person responsible for nutrition in the setting.</p> <p>The use of WG Food and Health Guidelines for Early Years and Childcare Settings (2009) (Section 8).</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that all staff are given opportunities to develop appropriate up to date skills and knowledge for the cascading and promotion of nutrition and oral health?</li> </ul>	<p>Releasing one/two members of staff to attend a recognised training course/session or supporting them to attend, for example:</p> <p>Agored Cymru Community Food and nutrition skills for Early Years Level 2 (2 credits);</p> <p>Agored Cymru Community Food &amp; Nutrition Skills Level 2 (3 credits); food hygiene training;</p> <p>practical food and nutrition course for nursery cooks and childminders e.g. Get Cooking; local pre-school training sessions.</p> <p>Setting up a process for reviewing and updating training.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you ensure that any training is cascaded and influences practice?</li></ul>	<p>Asking staff to feedback on training and education to other staff.</p> <p>Posters and displays in settings for staff and parents/carers.</p> <p>The use of WG Food and Health Guidelines for Early Years and Childcare Settings (2009) (Section 8).</p> <p>Recording what changes you make following training e.g. menu changes.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• How do you provide activities and experiences which involve children in making decisions about healthy food choices and to try new foods?</li> </ul>	<p>Offering a variety of fruit and vegetables on a daily basis and rewarding those who try them. Using smell, touch and taste games with appropriate foods from the food groups e.g. feely game, fruit and vegetable printing, snack time.</p> <p>Using 'play food' resources in play activities, play kitchens and resources that link nutrition and physical activity to health.</p> <p>Involving children in helping to prepare and serve meals and snacks.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
	Using food themed stories, songs, jigsaws and celebrations.  Role play games e.g. cooking and shopping.  Growing fruit and vegetables.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you incorporate dental/oral health promotion and dental hygiene into the life of the setting?</li></ul>	<p>Using age appropriate activities that help children learn about good oral health.</p> <p>Designed to Smile supervised tooth brushing programme and its required standards if eligible.</p> <p>The use of free flow cups from 6 months and lidless cups from 12 months.</p> <p>The use of a 'dummy tree' along with story books e.g. <i>I want my dummy</i> by Tony Ross or for Welsh speakers <i>Y Dwm i Dwm Olaf Un</i> by Jill Murphy.</p> <p>Tooth friendly menu, snacks and drinks.</p>	





<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"> <li>How do you create a consistent approach to food and health across the whole setting environment so that messages taught are consistent with food and drink provided?</li> </ul>	<p>Staff as role models e.g. eat healthy food and drink with children.</p> <p>The influence of promotional campaigns, branded products that conflict with the messages.</p> <p>Non food based reward schemes.</p> <p>Consistency across all food and drink provision e.g. parties, celebrations, food and play activities, food brought in.</p> <p>Incorporating the wider environment in the food policy e.g. food on trips and during out of setting activities.</p>	





<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you create an environment which promotes eating and drinking as a pleasurable experience?</li></ul>	Eating snacks and meals together at the table.  Praise for children with positive behaviour.  Allocating sufficient time to eat.  Sharing the experience and socialise.  The use of place mats and appropriate cutlery.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you minimise food waste, and if waste is produced, compost or recycle it?</li> <li>• How do you ensure that portion sizes are appropriate?</li> </ul>	<p>Children serving themselves and doing activities e.g. spreading own bread or crackers.</p> <p>Non food based reward schemes.</p> <p>Food posters on walls.</p> <p>Local Authority food collections, composting, wormery.</p> <p>L2 Agored Cymru Community Food and Nutrition Skills Course for the Early Years.</p> <p>Accessing information via Change4Life Early Years Toolkit and appropriate resources.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you encourage all setting staff to act as good role models who demonstrate behaviours consistent with the food and health policy e.g. drinking water, eating fruit etc.?</li> <li>• How do you ensure that the setting provides an environment which promotes and is supportive of breastfeeding?</li> </ul>	<p>Use staff as role models sitting with children and eating healthy food with the children.</p> <p>Staff having designated time for meals and breaks.</p> <p>Signing up to WG Breastfeeding Welcome Scheme.</p> <p>Role modelling e.g. play and dolls.</p> <p>Ensuring mothers are comfortable to breastfeed in the setting.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that parents are supported to continue breastfeeding?</li> </ul>	<p>Using stories that include breastfeeding and asking children about their siblings who are breastfed.</p> <p>The use of UNICEF and WG posters and publications that promote breastfeeding.</p> <p>Providing a quiet area for mothers to breastfeed their baby or express milk.</p> <p>How breast milk can be stored safely and how parents can be made aware of this.</p> <p>Including the 'how to continue to breastfeed when you return to work' leaflet in the welcome pack.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you actively encourage the provision of healthy lunch boxes and meals provided from home, and provide information to children and parents where appropriate?</li> <li>• How do you teach children how to wash hands and the importance of good hand washing?</li> <li>• Are tables cleaned with sanitiser prior to, and after, serving food?</li> </ul>	<p>The use of WG and/or local information and posters and displays.</p> <p>Hand washing training through songs and posters.</p>	
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you link with outside agencies that support oral health and nutrition?</li> </ul>	<p>Working with Designed to Smile teams, community dental service, health visitors and dieticians, community food workers?</p> <p>Liaising with Family Information Service for contact information re health agencies etc.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that parents/carers and committees if appropriate are well informed and understand the importance of good nutrition and oral health for themselves and their children?</li> <li>• How do you liaise with parents and carers to promote healthy and sustainable food choices within the setting?</li> </ul>	<p>Healthy living notice boards and menu/snack displays, parents evenings/sessions, getting speakers to come in.</p> <p>Leaflets and newsletters (written and pictorial) for parents/carers.</p> <p>Policies on display, in welcome packs and on websites.</p> <p>Including any feedback reports.</p> <p>Getting feedback from parents on food provision?            Brief questionnaires, surveys in the setting.            Information regarding healthy and sustainable food brought from home.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you actively engage with parents/carers about encouraging and supporting consistency of healthy and sustainable food and drink practices at home, and relay information on children's acceptance of new foods?</li> </ul>	<p>Opportunistic engagement with parents/carers about healthy messages e.g. feedback in daily diaries, open evenings, newsletters (written and pictorial), sending information home, brief chats, use of Food, Fun and Active Play for Tiny Tots, displays of children in setting involved food related activity, sending photos home.</p> <p>Tasting sessions, recipe books and sharing recipes that children have enjoyed.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Food and drink provision - specific requirements</b> These must be in place in order to achieve the national award criteria for food and drink		
<p>These minimum requirements are designed to identify the provisions which are most likely to affect children's diets for the better, and which would be easily visible during an assessment visit. However, best practice would work beyond these requirements to address all of the outcomes in WG Food and Health Guidelines for Early Years and Childcare Settings.</p> <ul style="list-style-type: none"> <li>• Fresh drinking water is freely available to children at all times, and drinks between meals are plain water; and milk at break times.</li> <li>• A variety of nutritious snacks are available in line with recommendations.</li> <li>• Where main midday and/or evening meals are provided, then these meals should include fruit and vegetables.</li> </ul>	<p><b>Additional information.</b></p> <p>See WG Food and Health Guidelines For Early Years and Childcare Settings for advice (Section 6 p.14 &amp; Section 5 p.1).</p> <p>See WG Food and Health Guidelines For Early Years and Childcare Settings for examples of suitable snacks (Section 6 p.13).</p> <p>See WG Food and Health Guidelines For Early Years and Childcare Settings for guidance on portion sizes and sustainable menus (Section 6).</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• Where main midday and/or evening meals are provided, then these meals should include meat, fish, or a suitable alternative (e.g. eggs, pulses, non-dairy alternative) with processed options being served no more than twice a week.</li> <li>• Salt should not be added to cooking or at the table. Products high in salt, such as packet soups, stock cubes and packet sauces should be avoided.</li> </ul>	<p>See WG Food and Health Guidelines For Early Years and Childcare Settings for guidance on portion sizes (Sections 3 &amp; 6).</p> <p>Evidence of working towards this requirement is acceptable in the first year with full compliance in year two.</p> <p>See WG Food and Health Guidelines For Early Years and Childcare Settings for guidance on menu planning (Section 2 p.11 &amp; Section 6 p.7).</p>	

NB Links should be made with hand washing, oral hygiene and food preparation within the Hygiene section.

# PHYSICAL ACTIVITY/ACTIVE PLAY



## Physical Activity/Active Play

**This section reflects the importance of the promotion of a wide range of accessible physical activities and active play for children and staff including access to play environments and experiences that meet the developmental needs of the children. Other aspects of play are included in other sections as appropriate.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policies do you have in place to guide your work on physical activity and play?</li> <li>• How do you ensure that all staff are given opportunities to develop appropriate skills and knowledge for the teaching and promotion of a wide range of physical activity and play?</li> </ul>	<p>Physical activity policy and play policy.</p> <p>A designated member of staff responsible for activity and play.</p> <p>Taking up opportunities for national training and qualifications e.g. Play to Learn.</p> <p>Training linked to local initiatives.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that any training is cascaded and influences practice?</li> </ul>	<p>Releasing staff to attend a recognised training course/ session and feedback to staff.</p> <p>Posters of activities on display for staff, parents and carers.</p>	
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• What activities and experiences do you provide which encourage children to make decisions about physical activity and play?</li> </ul>	<p>Utilising resources which link nutrition, physical activity and play to health, including planned activities. Using Food, Fun and Active Play for Tiny Tots.</p> <p>Including physical activity and play in planning. Systems in place to enable free choice of play and activities.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you plan for regular active play for babies?</li> <li>• How do you incorporate physical activity and active, child-led play into the life of the setting?</li> <li>• How do you provide play opportunities that promote children's emotional, physical, social, creative and intellectual development?</li> <li>• How do you ensure that consistent messages are provided/mixed messages are avoided in relation to diet, oral health, physical activity and play?</li> <li>• What opportunities do you take up to be involved in a range of local and national initiatives?</li> <li>• How do you manage the balance between the need to offer risk and the need to keep children safe from harm during physical activity and play?</li> </ul>	<p>Involving children planning daily routine included in planning schedules.</p> <p>Plan, do, review.</p> <p>Walking bus, transition events; charity events e.g. Barnardo's Toddle, British Heart Foundation events.</p> <p>Risk assessments and risk management.</p> <p>Opportunities for children to assess risk.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"><li>• How do you involve children and all staff in decisions and activities in all aspects of physical activity and play?</li></ul>	Various methods of consultation for both children and adults.  Voting ideas for children.  Age-specific questionnaires.  Circle time.  Wish lists.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you create indoor and outdoor environments that are fun, exciting, stimulating and safe?</li> <li>• How do you create an environment which maximises the range of physical activity and play opportunities?</li>   <li>• How do you promote children's development and natural curiosity to explore and learn through first-hand real-life experiences?</li> </ul>	<p>Zoned areas, e.g. living garden, messy play.</p> <p>Opportunities for babies to roll, be on their front, reach out for toys. Benches for walking to improving balance, opportunities to climb.</p> <p>Choice/activity board.</p> <p>Portable play equipment-balls etc.</p> <p>Using a wide range of activity/play choices.</p> <p>The use of woodland, beach and local park activities and amenities etc.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you develop physical activity and play opportunities beyond the setting environment?</li><li>• How do you ensure that play is child-led and enables free choice, and that there are dedicated periods of structured activity?</li><li>• How do you encourage all setting staff to act as good role models in relation to physical activity and play?</li><li>• How do you ensure that water is freely available and consumption is actively promoted during and after activity?</li><li>• How do you ensure children wash their hands after playing outside and after activities, especially water and sand play?</li><li>• What play equipment do you use which is made from recycled or reused materials?</li></ul>	<p>The provision of appropriate clothing and footwear for children and staff.</p> <p>The provision of jugs and beakers or water bottles.</p> <p>Using posters, role modelling.</p>	

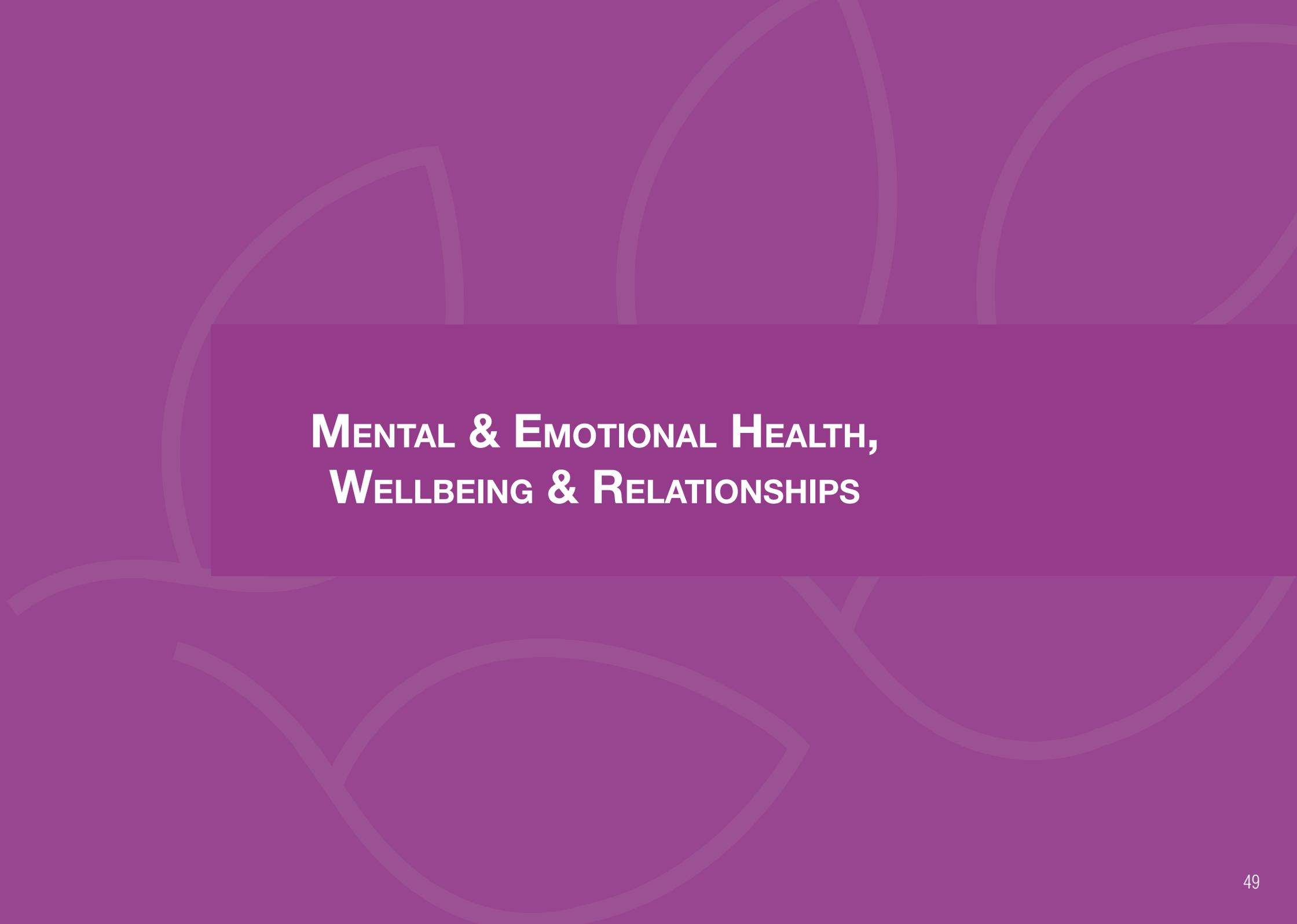


<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you link with outside agencies that support physical activity and play?</li>   <li>• How do you ensure that parents/carers are well informed and understand the importance of physical activity and play for themselves and their children?</li> </ul>	<p>Play Wales, National Parks Wales, 3 year old funding team, leisure centres.</p> <p>Healthy living notice boards and displays. Parents evenings/sessions, speakers to come in.</p> <p>Issuing leaflets and newsletters (written and pictorial) for parents/carers.</p> <p>Providing information in welcome packs, on websites.</p> <p>Including in any feedback reports.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you liaise with staff, parents, children and relevant committees, as appropriate, to provide, support and promote physical activity and play within the setting?</li><li>• How do you actively engage with parents/carers to support activity and play at home?</li></ul>	Asking parents and carers to partake in voluntary activities or sponsored activities?  Having a policy for working with separated parents?  Encouraging walking, gardening and play activities.	





**MENTAL & EMOTIONAL HEALTH,  
WELLBEING & RELATIONSHIPS**



## Mental & Emotional Health, Wellbeing & Relationships

**This section reflects the ethos of the setting which should encourage mutual respect and promote the mental and emotional wellbeing, in the broadest sense, of all those who work within it. It also highlights the importance of the development of positive relationships and therefore covers some aspects of personal development.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policies do you have in place to guide your work on mental and emotional health, wellbeing and relationships and dealing with sensitive issues?</li> </ul>	<p>Positive behaviour management, including methods used to manage children's behaviour, anti bullying etc.</p> <p>Guidance on how sensitive issues will be dealt with according to setting ethos, religious beliefs and maturity of the children.</p>	





<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• How do you provide activities and experiences which enable children to consider their own development; to learn and value and respect themselves and others; and to value friends and families as a source of love and mutual support?</li>   <li>• What non competitive art, music and other creative activities do you provide to develop self esteem?</li>   <li>• How do you provide babies and children less than 2 years of age with the opportunity to interact with a consistent adult at frequent intervals and substantial periods of time during the day?</li>   <li>• How does the care for babies and young children involve attachment to a key worker?</li>   <li>• How do you provide quiet areas to meet the sleep needs of individual children (day care settings only)?</li> </ul>	<p>Meaningful/high quality circle time, golden/setting rules, termly planning.</p> <p>How staff show sensitivity to the diversity of family types and lifestyles, stories, celebrations, use of male and female dolls. Appropriate and inappropriate touching. Any examples from your Foundation Phase work if you are a registered setting.</p> <p>Key workers, attachment theory training.</p> <p>A quiet room, cots, dim lighting.</p> <p>Linking with home routine.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• What opportunities do you take up to be involved in a range of local and national initiatives?</li> <li>• How do you respond to locally identified issues?</li> </ul>	<p>Child Safety Week, Parents Week, International Day of Disabled People, Black History Month.</p> <p>Stories, circle time, contact with parents.</p>	

**Ethos & Environment**  
 Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)

<ul style="list-style-type: none"> <li>• How do you provide a pleasant, safe, sociable and responsive nurturing environment that promotes warm relationships, security, self esteem, independence and confidence for children?</li> </ul>	<p>Children having their own space to keep coats and things that belong to them. Children having a sense of ownership over parts of the setting.</p> <p>Everyone sitting down together to share snacks and food time. Everyone having a shared morning routine e.g. sing the same songs together.</p> <p>Every child having a chance to have their voice heard.</p> <p>Every child receiving praise.</p>	
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<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you incorporate an ethos of friendship and caring into the life of the setting, so that children feel secure, happy and comfortable and their rights are respected?</li> <li>• How do you ensure staff show sensitivity to the diversity of family types and lifestyles?</li> <li>• How have you provided opportunities for children to be involved in the development of setting rules and expected behaviour?</li> <li>• How do you provide opportunities for children to be involved in activities to promote confidence, self-esteem and wellbeing of themselves and others?</li> <li>• How do you support children to develop communication and social skills to enable them to explore, express and manage their feelings and to empathise with others?</li> </ul>	<p>Positive rules, good transition arrangements, training on participation techniques and listening techniques.</p> <p>Staff meetings and induction training. Diversity training.</p> <p>Pictorial guidance.</p> <p>Circle time.</p> <p>Meaningful/high quality circle time training and attachment theory training for all staff.</p> <p>Drawing, singing songs, stories.</p> <p>Meaningful/high quality circle time, Foundation Phase, positive rules.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How does the setting provide a range of resources which provides appropriate information for both children and parents and reflects the diversity of the community?</li> <li>• How do you ensure all staff and visitors support the policies and practice of the pre-school setting?</li> <li>• How do you ensure all staff understand their roles and responsibilities and can demonstrate a proactive and reactive approach to all aspects of mental and emotional health, wellbeing and relationships?</li> </ul>	<p>Using books from a variety of cultures, newsletters (written and pictorial), leaflets, signage, clothes and toys.</p> <p>Policy, monitoring procedures.</p> <p>Using detailed job descriptions, induction training and procedures. Involving staff in policy development.</p> <p>Staff demonstrating respect and friendship. Providing an ethos of care and consideration.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you engage with a variety of agencies to support children and staff with a range of issues related to mental and emotional health, wellbeing and relationship issues?</li> <li>• How do you ensure that parents/carers are well informed and understand the importance of good mental and emotional health, wellbeing and relationships for themselves and their children?</li> <li>• How do you work with parents to gain a consistent approach to behaviour management?</li> <li>• How do you involve staff and children in community events and activities?</li> </ul>	<p>Bereavement and loss, managing behaviour, fussy eaters/food refusal, bullying, stress management.</p> <p>Newsletters (written and pictorial), notice boards, daily sheets/diaries</p> <p>Encouraging parents to share their knowledge and understanding of their child's development. Publicising the Children are Unbeatable! campaign.</p> <p>Golden rules, daily sheets/diaries.</p> <p>Sharing information about the importance of positive parenting. Discussing strategies with the parents and offer advice if needed as well as referrals to parenting support projects.</p> <p>Charity work, intergenerational opportunities, concerts.</p>	

# ENVIRONMENT



## Environment

**This section reflects the promotion of a safe, stimulating environment which reflects the importance of the people within it with an emphasis on caring for the environment within and outside of the setting.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policies do you have in place to reduce your impact on the environment?</li>   <li>• How do you ensure that all staff are given opportunities to develop appropriate skills and knowledge of environmental issues relating to the setting and wider community?</li>   <li>• How do you ensure that any training is cascaded and influences practice?</li> </ul>	<p>Having a designated member of staff with responsibility for environmental actions?</p> <p>Involving children in the process.</p> <p>Training opportunities, mentoring, induction process and staff meetings.</p> <p>Organising feedback and involving all staff in developing actions.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• How do you take up opportunities offered to be involved in a range of local/national initiatives?</li> <li>• How do you monitor improvements?</li> <li>• How do you provide activities and experiences which encourage children to problem solve and make decisions about reducing your impact on the environment?</li> <li>• How do you incorporate environmental issues within the life of the setting?</li> <li>• How do you involve the whole setting community in the enhancement and protection of their environment?</li> </ul>	<p>Links with sustainable schools/Eco Schools programmes, Keep Wales Tidy, growing and nurturing plants and wildlife.</p> <p>Smiley check sheets, graphs of savings, bags of waste diverted from landfill.</p> <p>Activities that include waste minimisation and caring for the environment, energy and water saving and travel to setting.</p> <p>Gardening club/activities, waste reduction, saving power, saving water, bird boxes, singing eco songs.</p> <p>Training, induction and guidance, whole setting events/ actions days.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure consistent messages are provided/mixed messages are avoided in relation to environmental issues?</li>   <li>• How do you ensure that the premises and facilities are suitable, welcoming and meet children's, staff and parents' needs?</li> <li>• What action have you taken to minimise the environmental impact of the premises?</li> <li>• What examples can you provide of how children are actively involved in environmental activities?</li> <li>• How do you provide an appropriate environment and resources for children both indoors and outdoors?</li> </ul>	<p>Working with ESDGC providers.</p> <p>Utilising resources available via <a href="http://www.eco-schoolswales.org">www.eco-schoolswales.org</a></p> <p>Leading by example.</p> <p>Gathering parents, staff and children's views.</p> <p>Using low energy light bulbs, insulation, double glazing, water temperature, efficient heating.</p> <p>Feeding birds, composting, checking taps and lights, games from around the world, looking after animals e.g. chickens and small animals.</p> <p>Developing gardens/planters. Arranging planned regular outdoor trips and activities, (natural) seating and climbing areas.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• If outdoor facilities are limited, what arrangements are made to ensure children have regular learning opportunities outdoors?</li> <li>• How do you respond to locally identified environmental issues?</li> </ul>	<p>Appropriate clothing.</p> <p>Flexibility in planned activities.</p> <p>Utilising local support officers.</p>	
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"> <li>• How do you involve children and all staff in decisions and activities in all aspects of reducing your impact on the environment?</li> <li>• How do you demonstrate that the setting community shows a commitment to making the setting environment welcoming, friendly, pleasant, safe and sociable for parents and children?</li> </ul>	<p>Environmental audit e.g. Eco-Schools Wales.</p> <p>Temperature, age appropriate resources and furniture, adequate time for socialising.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you encourage all setting staff to act as good role models, who demonstrate behaviours consistent with the enhancement of, and care for, the environment?</li> <li>• How do you actively encourage the reduction of waste and litter, promote waste management and choose products with minimal packaging?</li> <li>• How do you actively encourage the users of the setting to use sustainable forms of transport?</li> </ul>	<p>Reducing the carbon footprint.</p> <p>Sustainable purchasing, car sharing, walking or cycling, turning off lights and taps, caring for wildlife., re-using bottles/only using washable cups.</p> <p>Encouraging sustainability in the shop corner and the promotion of package free lunchboxes, composting.</p> <p>Bulk buying.</p> <p>Using recyclable/compostable packaging and re-usable bags.</p> <p>Walking bus, Kerbcraft in Wales, Police Community Support Officers, walk to school days/weeks.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you actively encourage users of the settings to reduce the amount of energy and water the setting uses?</li> <li>• How do you involve children in indoor and outdoor environmental activities?</li> <li>• How do you create an environment in which staff, children and parents/carers learn to accept responsibility for their own safety and that of others?</li> <li>• How do you ensure equal access to environmental activities?</li> </ul>	<p>Incentives to reward involvement e.g. smiley faces when the lights are turned off.</p> <p>Minibeast surveys, compost monitors, light monitors, growing fruit and vegetables (grow, cook, eat), environmental art.</p> <p>Questionnaires and audits.</p> <p>Different activities on different days each week.</p> <p>Zoned areas.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you ensure that parents/carers are well informed and understand the importance of environmental initiatives in the setting?</li> <li>• How does the setting offer the opportunity for families and the wider community to be involved in and contribute to activities related to improving the setting environment?</li> <li>• How do you develop links with local community organisations and business to support environmental activities?</li>   <li>• How do you link with appropriate outside agencies and individuals to support the development of action plans and initiatives?</li> <li>• How do you ensure that all members of the setting community comply with legislation with regard to smoke free environments?</li> </ul>	<p>Notice boards, newsletters (written and pictorial), website displays, questionnaires, open days.</p> <p>Communication with parents/carers, diary of events and activities special days.</p> <p>Visiting garden centres, waste management and recycling plants.</p> <p>Utilising workshop providers, local environmental groups/allotment societies.</p> <p>Sustainable development and Eco-Schools, foundation phase, CSSIW, EYDCP.</p> <p>Guidance, signage.</p>	



**SAFETY**



## Safety

**This section reflects a proactive and reactive approach to all aspects of safety including work on all substances. It should be recognised that the parental and staff use of alcohol and illegal substances could affect the safety of the children in the setting. Smoking is also included in this section but should be considered as a health issue and not just a safety issue. Some aspects of safety are statutory e.g. safeguarding, health and safety and whilst reference is made to these they will need to be considered separately in more detail. Immunisation is also covered here as a safety issue. Keeping records of immunisation is good practice which is useful in the event of an outbreak.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policies and procedures are in place to guide your work in all aspects of safety, which cover:               <ul style="list-style-type: none"> <li>- safeguarding;</li> <li>- sun safety;</li> <li>- internet and mobile phones;</li> <li>- first aid;</li> <li>- administration of medication;</li> <li>- road safety;</li> <li>- accident prevention and safety in other environments relevant to the setting location;</li> </ul> </li> </ul>	<p>Clear referral guidance in relation to safeguarding that all staff and parents/carers are aware of.</p> <p>Using a designated Child Protection Officer to report to the Local Safeguarding Children's Board (LSCB) and how to access the All Wales Child Protection Procedures.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>- off-site visits;</li> <li>- food safety;</li> <li>- playground safety;</li> <li>- lone working;</li> <li>- health and safety;</li> <li>- smoking, alcohol and other substance use or misuse; and</li> <li>- immunisation and infection control, including the management of outbreaks?</li> </ul> <ul style="list-style-type: none"> <li>• How do you monitor and record procedures?</li> </ul> <ul style="list-style-type: none"> <li>• How do you ensure that all staff are given appropriate skills and knowledge for promoting a wide range of safe practices including administering medicines and promoting immunisation?</li> </ul>	<p>Linking to your local Public Health Wales health protection team regarding infection control advice.</p> <p>Keeping a record of children's immunisation status.</p> <p>Training opportunities related to a range of safety issues linked to the policies and procedures listed.</p> <p>Training for staff on immunisation, including:</p> <ul style="list-style-type: none"> <li>• Information on vaccine preventable diseases</li> <li>• Current schedule of childhood immunisations</li> <li>• Benefits of immunisation to individuals and groups, including staff.</li> </ul> <p>Clear guidance for staff and parents.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that all staff are given opportunities to develop appropriate skills and knowledge for dealing with sensitive issues relating to substance use and misuse?</li> <li>• How do you ensure that any training is cascaded and influences practice?</li> <li>• How do you ensure written parental permission is obtained regarding emergency medical advice or treatment?</li> <li>• How do you ensure the setting provides a clear framework for all staff that enables a safe learning environment?</li> <li>• How do you ensure the setting meets COSHH standards?</li> </ul>	<p>Accessing local and national training as appropriate.</p> <p>Staff meetings, organised feedback and actions developed involving all staff.</p> <p>Guidance on the appropriate use of internet, mobile phones, materials and activities.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• What activities and experiences do you provide, which enable children to develop a responsible attitude towards keeping their bodies safe and healthy and having respect for themselves and others, and their environment?</li> <li>• How do you incorporate all aspects of safety into the life of the setting (this includes legal and illegal substances, medicines and household products)?</li> </ul>	<p>Circle time, golden/ setting rules, care of pets, Sunsmart and Sun Safety month, Road Safety Week, children's first aid, hand washing. Starting to provide children with the skills to resist unwanted peer pressure.</p> <p>Stories etc.</p> <p>Termly planning, daily routines.</p> <p>Safe touch discussions.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that consistent messages are provided/mixed messages are avoided in relation to all aspects of safety?</li>   <li>• What evidence do you provide of regular risk assessments and clear procedures for dealing with incidents?</li>   <li>• How do you ensure at least 50% of staff on the premises at one time are trained in first aid for infants and young children?</li>   <li>• Do you have designated member of staff whose responsibility it is to ensure the first aid box complies with regulations and is frequently checked and updated?</li> </ul>	<p>Newsletters (written and pictorial), display boards.</p> <p>How adults behave in and around the setting in relation to alcohol and smoking.</p> <p>Using a clear flow chart of procedures for child protection to aid parental and staff understanding.</p> <p>Using an accident reporting book.</p> <p>Training opportunities from EYDCP, early years teams.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you respond to locally identified safety issues? What opportunities do you take up to be involved in a range of local and national initiatives?</li> <li>• How do you respond to incomplete immunisation status of children and staff?</li> </ul>	Child Safety Week, EYDCP courses, RoSPA, CAPT (Child Accident Prevention Trust), Children in Wales.	
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"> <li>• How do you involve children in encouraging a safe environment which minimises accidents?</li> <li>• How do you actively involve children in a wide range of appropriate activities to support the policies?</li> </ul>	Golden/setting rules, planned activities, tidy up time.  Sun safety, road safety, first aid, food hygiene, fire safety, home safety. Awareness of household products, medicines and smoking. Stories and activities, general safety awareness.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure all staff and visitors support setting practice?</li>   <li>• How do you ensure all staff understand their roles and responsibilities and can demonstrate a proactive and reactive approach to all aspects of safety?</li> </ul>	<p>Newsletters (written and pictorial), notice boards, clear guidance, information in prospectus, signage, exhibitions.</p> <p>Notice boards may include information on:</p> <ul style="list-style-type: none"> <li>• Recommended immunisations for children in the UK</li> <li>• Stop Smoking Wales.</li> </ul> <p>EYDCP, early years teams training opportunities.</p> <p>Providing information on all aspects of safety.</p> <p>Involvement in policy development, risk management, risk assessment.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure the whole setting environment, including the outside area, is a smoke free zone?</li> </ul>	<p>Clear signage, newsletters (written and pictorial), information to parents and inclusion in prospectus and welcome packs.</p> <p>Stop Smoking Wales.</p> <p>Asking all staff and visitors to refrain from smoking prior to entering the building.</p>	
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you ensure parents/carers are well informed and understand the importance of safety policies and initiatives for themselves and their children?</li> <li>• How do you provide information to parents/carers on accident and illness prevention?</li> </ul>	<p>Newsletters (written and pictorial), quizzes, display boards.</p> <p>Health &amp; nutrition policy, display boards, information on immunisations.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How do you liaise with staff, parents, children and relevant committees, as appropriate, to obtain support for policies and actions related to the safety agenda?</li><li>• How do you link with outside agencies, businesses and individuals to support the development of policies and programmes in relation to safety?</li></ul>	RoSPA, Children in Wales, CAPT., Child Safety Week, Police, Fire Service.	

# HYGIENE



## Hygiene

**Good hygiene is crucially important to early years settings and relevant hygiene advice from ‘Mind the Germs!’ has been used to develop this section.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What procedures do you have in place in line with recommendations in Mind the Germs! and how are they monitored and reviewed? See Mind the Germs! for guidance.</li> <li>• What clear policies and guidance do you have in place regarding food hygiene procedures?</li> </ul>	<p>All staff receiving training.</p> <p>Designating responsibility for hygiene in the setting to a member of staff.</p> <p>Food Standards Agency Wales: refer to ‘Safer food, better business’ (SFBB) for caterers (nurseries) and child minders.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• What clear roles and responsibilities have you identified?</li> <li>• How do you ensure all staff (if applicable) receive appropriate training and how can you demonstrate how this has influenced practice?</li> <li>• What opportunities have you taken up to be involved in a range of local/national initiatives?</li> <li>• How do you incorporate flexibility to respond to locally identified issues?</li> </ul>	<p>Hand washing, nappy changing, toilet training, water/milk bottle hygiene, water machine/jug hygiene, toothbrush hygiene, food preparation and storage, staff room facilities, laundry, pets, cleaning of premises and equipment to include all toys and sand trays, hand washing after using the toilet and changing nappies.</p> <p>Using notices, posters and staff meetings.</p> <p>Designed to Smile, National Smile Month, hand-washing initiatives.</p> <p>Accessible local guidelines and procedures.</p>	
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• How do you ensure consistent messages are given/mixed messages are avoided in respect of hygiene?</li> </ul>	Developing hygiene protocols.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you identify and address hygiene within planned activities?</li> </ul>	<p>Referring to Health and Safety Executive (HSE) guidance: Preventing or controlling ill health from animal contact at visitor attractions.</p> <p>Referring to the Hygiene On Open Farms (HOOF) project.</p>	
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"> <li>• How do you involve children in identification of hygiene issues and the development and implementation of hygiene practices?</li> <li>• How do you ensure all staff (if applicable) support setting practice?</li> </ul>	<p>Teaching children about the importance of hand washing, the spread of disease through coughing and sneezing, nose wiping and disposal of tissues.</p> <p>Including hygiene procedures in staff induction and training.</p> <p>Using staff as role models.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure consistent messages are given/mixed messages are avoided?</li> <li>• What guidance do you display in relation to hygiene and where is it displayed?</li> </ul>	Hand hygiene, kitchen hygiene, personal hygiene, food and drink storage, storage of toothbrushes, and handling of pets, hygiene of dummies, bibs and flannels.	
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you ensure parents/carers are well informed and understand the importance of good hygiene for themselves and their children?</li> <li>• How do you utilise the expertise and/or members of the community to support hygiene activities if appropriate?</li> <li>• How do you link with outside agencies and individuals to support the development of policy and practice, programmes and initiatives?</li> </ul>	Making hygiene policies/procedures and other useful information available to parents/carers.  Environmental health officers, Care Standards Inspectorate and health visitors, health protection teams.	



**Assessment Questions**

All of these questions need to be addressed

**Have you considered?**

These are just ideas of things you might like to consider, you are not expected to do all of them

**Things we have done**

**Hygiene Standards - Specific requirements**

These must be put in place in order to achieve the national award criteria for hygiene

- Children and staff have access at all times to toilets that are well ventilated and cleaned regularly.
- Liquid soap and warm water are provided in toilets for children and staff.
- Toilet paper is provided in toilets for children and staff.
- Paper towels/hand-dryers are provided in toilets for children and staff.
- Guidance is displayed for children and staff on when and how to wash hands.
- Appropriate sanitary disposal facilities exist for female staff.
- Children's toilets are monitored regularly.



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• Children wash hands before and after eating and serving food.</li><li>• Water coolers are cleaned and maintained regularly (if applicable).</li><li>• If children are drinking water from bottles then these are not shared, and there are clear procedures for washing those water bottles.</li><li>• Staff room/kitchen cleanliness is maintained, e.g., microwave.</li><li>• Parents/carers are provided with guidance on hygiene and safe storage of lunch boxes.</li><li>• Parents/carers are provided with guidance on illness absence.</li><li>• If setting has been assessed under the Food Standard Agency's Food Hygiene Rating Scheme, then a rating of 3 or above must be achieved.</li></ul>		



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• Facilities are in place for the hygienic preparation of babies' feeds.</li><li>• Suitable sterilisation equipment is used for babies feeding equipment and dummies.</li><li>• Any animals on the premises are safe to be in the proximity of children and do not pose a health risk.</li></ul>	<a href="http://www.hpa.org.uk/web/HPAwebFile/HPAweb_C/1194947358374">www.hpa.org.uk/web/HPAwebFile/HPAweb_C/1194947358374</a>	



# **WORKPLACE HEALTH AND WELLBEING**



## Workplace Health and Wellbeing

**This section reflects the importance of a health promoting workplace with a commitment to the health and wellbeing of all staff. Good work is important for physical and mental health and wellbeing. Employers who adopt good working practices will have a happy, healthy and productive workforce, with lower levels of absence.**

**This section does not apply to childminders working alone.**

Each question must be addressed with at least one piece of evidence per question being available on assessment - either written, photographic or by observation.

<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Leadership &amp; Communication</b> Consider this alongside points 1 & 2 in Issues for Manager to Consider (see pg 12)		
<ul style="list-style-type: none"> <li>• What policies do you have in place to guide your work on staff health and well-being?</li> </ul>	<p>Staff stress-management and other health related policies.</p> <p>An identified member of staff who has overall responsibility for health and safety e.g. 'workplace health champion'.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"><li>• How are all staff consulted and involved in the development of a health-promoting workplace?</li></ul>	<p>Suggesting to all female staff born after 1970 working with young children that they should have had 2 doses of MMR vaccine.</p> <p>Allowing staff to have time off for immunisations, screening and other medical appointments.</p> <p>The Small Workplace Health Award.</p> <p>Encouraging staff to take part in health and well-being activities.</p> <p>Encouraging staff to take responsibility for some health and well-being activities.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• What support mechanisms do you have in place for staff who have to deal with difficult issues?</li>   <li>• How do you ensure staff are involved in policy development and are aware of policies and practices?</li>   <li>• How do you ensure that all staff are given opportunities to develop appropriate skills, knowledge and understanding of health, safety and wellbeing?</li> </ul>	<p>Buddying e.g. links between childminders, Investors in People.</p> <p>Health at Work Advice line' 0800 107 0900 for managers and staff.</p> <p>Stress-management training.</p> <p>Making health information available for staff.</p> <p>Access to relevant booklets and leaflets.</p> <p>Workboost Wales, Welsh Backs.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• How do you ensure that any training is cascaded and influences practice?</li> </ul>	Whole staff training if appropriate. Staff meetings, organised feedback and actions developed involving all staff.	
<b>Planning &amp; Delivery</b> Consider this alongside points 3, 4 & 5 in Issues for Manager to Consider (see pg 13)		
<ul style="list-style-type: none"> <li>• What Continuing Professional Development (CPD) programme do you have in place for staff with areas of responsibility?</li> <li>• What mechanisms do you have in place for all staff to discuss issues related to their job?</li> <li>• What method do you have in place for gauging staff satisfaction?</li> <li>• What action do you take on staff feedback?</li> </ul>	Sharing details of training undertaken by staff.  Staff having regular discussions with their manager/ supervisor and developing action plans as appropriate.  Surveys, formal or informal group discussion.	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Ethos &amp; Environment</b> Consider this alongside points 6, 7 & 8 in Issues for Manager to Consider (see pg 14-15)		
<ul style="list-style-type: none"> <li>• Do staff consider staff room facilities to be adequate and away from areas being used by children?</li>   <li>• Do you have separate toilet facilities for adults?</li>   <li>• How are your staff encouraged to be environmentally friendly?</li> </ul>	<p>Encouraging car sharing, cycling to work, use of public transport and managing electricity and water usage. Reduce, reuse recycle schemes.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<ul style="list-style-type: none"> <li>• What evidence do you have of procedures in place to address work-life balance?</li>   <li>• How do you provide opportunities for staff to be involved in activities to promote confidence, self-esteem and wellbeing of themselves and others?</li>   <li>• What staff social events are organised?</li> </ul>	<p>Engaging employees in consultation.</p> <p>Establishing a small working group to deliver a healthy workplace.</p> <p>Linking with local groups/activities and neighbouring workplaces.</p>	



<b>Assessment Questions</b> All of these questions need to be addressed	<b>Have you considered?</b> These are just ideas of things you might like to consider, you are not expected to do all of them	<b>Things we have done</b>
<b>Family &amp; Community Involvement</b> Consider this alongside points 9, 10, 11, 12 & 13 in Issues for Manager to Consider (see pg 16-18)		
<ul style="list-style-type: none"> <li>• How do you signpost appropriate services that support staff health and well-being?</li> <li>• What access to specialised services do staff have e.g. Occupational Health?</li> </ul>	<p>Using a staff notice board to include e.g. counselling services, Stop Smoking Wales. Contact FIS for further information or signposting.</p> <p>Workboost, Welsh Backs, Health at Work Advice line' 0800 107 0900, Occupational Health.</p>	
<p>Free support and advice to develop health and well-being initiatives in the workplace is available through the Small Workplace Health Award (<a href="http://www.healthyworkingwales.com">www.healthyworkingwales.com</a>). Employers may also wish to consider applying for the Award to recognise their work to maintain and improve the health and well-being of their staff.</p> <p>Free advice on occupational health, safety and return to work is available through Workboost Wales (<a href="http://www.healthyworkingwales.com/0845%20609%206006">www.healthyworkingwales.com/0845 609 6006</a>).</p> <p>Free help with supporting an employee with a health condition is available through the Health at Work Advice Line Wales (<a href="http://www.healthyworkingwales.com/0800%20107%200900">www.healthyworkingwales.com/0800 107 0900</a>).</p> <p>Free advice and resources for managing back pain at work are available through Welsh Backs (<a href="http://www.healthyworkingwales.com">www.healthyworkingwales.com</a>).</p>		



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Richard Jones Claire Protheroe	Acting Director Quality Improvement Officer	National Childminders Association

# GLOSSARY



#### Adventures in Foodland

Adventures in Foodland is a resource primarily for the Foundation Phase but can also be used in the pre school setting and was adapted from NHS Health Scotland's version. The resource provides ideas and activities for incorporating food into play and fun ways to learn about important food messages.

#### Agored Cymru Community Food and Nutrition Skills Courses

Accredited by Agored Cymru, formerly the Open College Network, these courses provide standardized, quality assured nutrition training for community workers and professionals to enable them to give accurate healthy eating messages and develop local initiatives for the wider population. They are delivered by community dietitians across Wales, Contact your local department for information on when they are running

There is a level 2 (2 credit) course on early years nutrition and a Level 2 (3 credits) course on community food and nutrition skills.

<http://www.agored.org.uk/default.aspx?id=238&group=135385&lang=eng>

#### Attachment Theory

Attachment theory focuses on how children form a bond with their primary caregiver and the influence it has on the emotional development. It proposes that children attach to carers instinctively for the purpose of survival and security, and that infants need to develop a relationship with at least one primary caregiver for social and emotional development to occur normally.

#### Barnado's Toddle

The Big Toddle is Barnardo's is a short sponsored walk for toddlers with all proceeds going to help the UK's most disadvantaged under 5 year olds.

<http://www.barnardos.org.uk/big toddle/>

#### Black History Month

Black History Month in Wales engages, educates and empowers individuals, community groups and Wales-wide communities in recognising the contribution that the African Diaspora has made in the history of Wales' economic and cultural development. It also allows the wider community to take part, learn and celebrate together to promote understanding and share our global history.

<http://www.bvsnw.org.uk/history.asp>



#### British Heart Foundation

The British Heart Foundation is a national heart charity. Its mission is to play a leading role in the fight against disease of the heart and circulation, so that it is no longer a major cause of disability and premature death.

<http://www.bhf.org.uk/get-involved/in-your-area/wales-cymru.aspx>

#### Carbon footprint

Carbon footprint is the total set of greenhouse gas (GHG) emissions caused by an organisation, event, product or person.

<http://www.carbontrust.co.uk>

#### Change4Life early years toolkit

Change4Life is a national social marketing campaign which aims to encourage healthy eating and exercise. For pre-school children the campaign focuses on 6 key messages: sugar swaps; portion sizes; regular meal times; healthy snack checks; 5 a day; and getting up and about. Pre school settings can get involved in the campaign through signing up as a local supporter for early years: [www.wales.gov.uk/change4life](http://www.wales.gov.uk/change4life) . You will then receive the Change4Life early years toolkit which helps support toddlers and early years to get the best start in life.

It contains: Early Year's Guide for local supporters; Ready, Steady, Go! (tips and advice on healthy eating and fun ways for young children to keep active, to give to parents); Let's Play poster; kids colouring sheet; Flying Start poster (informing parents about the campaign, how to get their children off to a healthy start and where to find out more).

Order the Ready, Steady, Go! booklets from [lifestyles@wales.gsi.gov.uk](mailto:lifestyles@wales.gsi.gov.uk)

#### Child Accident Prevention Trust (CAPT)

The Child Accident Prevention Trust (CAPT) is the UK's leading charity working to reduce the number of children and young people killed, disabled or seriously injured in accidents.

<http://www.capt.org.uk/who-we-are>



Children are Unbeatable! Campaign	<p>Children are Unbeatable! Cymru was launched in September 2000 to co-ordinate and promote the campaign in Wales. The Aims of the Alliance are:</p> <ul style="list-style-type: none"><li>- to change the law so that children and young people have the same protection from being hit as adults</li><li>- a public education campaign about why 'smacking' children is not OK</li><li>- for parents to have lots of information and practical advice and support about alternatives to 'smacking' and using a positive approach to bringing up children.</li></ul> <p><a href="http://www.childrenareunbeatable.org.uk/pages/wales.html">http://www.childrenareunbeatable.org.uk/pages/wales.html</a></p>
Children in Wales (CiW)	<p>Children in Wales is the national umbrella children's organisation in Wales, bringing organisations and individuals together to:</p> <ul style="list-style-type: none"><li>- Make the United Nations Convention on the Rights of the Child a reality in Wales</li><li>- Fight for sustainable quality services and fair shares for all children and young people</li><li>- Ensure special attention and treatment for children in need</li><li>- Give children and young people a voice</li></ul> <p><a href="http://www.childreninwales.org.uk/index.html">http://www.childreninwales.org.uk/index.html</a></p>
Child Safety Week	<p>Child Safety Week is the Child Accident Prevention Trust's annual flagship community education campaign.</p> <p>It aims to raise awareness of the number of accidents that seriously injure or kill children every year and the steps we can take to help prevent them.</p> <p><a href="http://www.childsafetyweek.org.uk/child-safety-week/">http://www.childsafetyweek.org.uk/child-safety-week/</a></p>



#### Circle time

Circle time is a widely established provision in many primary schools for promoting positive behaviour and self esteem. Children and staff sit as equals in a circle and take part in structured activities to share ideas and feelings and solve problems. The setting ensures that everybody's opinion is given equal importance. Secondary schools are beginning to introduce the technique. For support on using this at any age see local healthy school scheme co-ordinators or access resources at a number of websites eg:

[www.circle-time.co.uk](http://www.circle-time.co.uk) - the designated website for the Jenny Mosley model

[www.chalkface.com](http://www.chalkface.com) - teacher resources for a wide range of subjects and topics

#### Community food co-operative programme 'Food Co-ops'

The community food co-operative programme helps people access fresh fruit and vegetables on a weekly basis at wholesale prices.

<http://wales.gov.uk/topics/health/improvement/food/foodhealth/programme/?lang=en>

#### Control of Substances Hazardous to Health (COSHH)

Control of Substances Hazardous to Health (COSHH) Regulations 2002, is the law that requires employers to control substances that are hazardous to workers' health. Employers should undertake an assessment of workplace risks and put in place measures to control them. This information should be displayed within the workplace.

<http://www.hse.gov.uk/coshh/>

#### County Voluntary Council (CVC)

Every county in Wales has a voluntary sector infrastructure body, generically called a County Voluntary Council (CVC). The key role of a CVC is to provide advice and information to local voluntary and community groups on volunteering, funding sources and a wide range of other issues. At an all Wales national level the sector's infrastructure body is Wales Council for Voluntary Action.

[http://www.wcva.org.uk/main/dsp\\_home.cfm](http://www.wcva.org.uk/main/dsp_home.cfm)



#### Designed to Smile

Funded by the Welsh Government, Designed to Smile is a national Oral Health Improvement programme to improve the dental health of children in Wales.

<http://www.designedtosmile.co.uk/home.html>

#### Dummy tree

A 'dummy tree' is a device used to encourage children to give up their dummies. A tree, real or painted, or possibly just a branch of a tree, is designated as a dummy tree. Children are encouraged to say goodbye to their dummies as they leave them on the tree. See book *I want my dummy*, Tony Ross.

#### Early Years Development & Childcare Partnership (EYDCP)

The Early Years Development and Childcare Partnership (EYDCP) is a statutory partnership with a wide membership including education, social services, voluntary sector and health. The EYDCP oversee projects such as the Expansion of Early Education, Sure Start, Flying Start, Language and Play, Children and Family Information Service and Childcare Sufficiency Audit.

[http://www.monmouthshire.gov.uk/info/200076/pre-schools/76/early\\_years\\_development\\_and\\_childcare\\_partnership\\_eydcp](http://www.monmouthshire.gov.uk/info/200076/pre-schools/76/early_years_development_and_childcare_partnership_eydcp)

#### Eco-committee

The Eco-Committee is the driving force of the Eco-Schools programme. Members could include teachers, pupils, non-teaching school staff, a parent, a governor, a member of senior management, a representative from a Local Authority. The Eco-Committee ensures that all sectors of the school community, especially pupils, are represented in the decision-making process; ensure that whole school is aware of the existences of the Eco-Schools programme; demonstrates that the scheme has support from senior management; and connects the scheme to the management of the school and the wider community.

<http://www.eco-schoolswales.org/home.asp>



### Education for Sustainable Development and Global Citizenship (ESDGC)

Education for Sustainable Development and Global Citizenship (ESDGC) is education that will prepare young people for life in the 21st century. ESDGC links the environment and the people who live in, and from, it. It looks at the world and the ways that all living things relate to each other. It recognises that the world is unjust and unequal, but that it can be shaped and changed by the attitudes, values and behaviour of the people who populate it. ESDGC is an opportunity for teachers and learners to consider global issues; make links between what is personal, local, national and global; engage in culturally-diverse experiences; critically evaluate their own values and attitudes; and develop skills that will enable them to challenge injustice, prejudice and discrimination.

<http://cymru.gov.uk/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelop/?lang=en>

### Family Information Service (FIS)

Family Information Services (FIS) are the first point of contact for advice and information on local services for families and carers. FIS are found in each local authority in Wales. They offer free help and support to anyone bringing up children, from first-time Mums and Dads to experienced parents of grown-up children.

<http://wales.gov.uk/topics/childrenyoungpeople/parenting/help/familyinformationservices/?lang=en>

### Flying Start

Flying Start is a Welsh Assembly Government initiative targeted at 0-3 year olds in the most disadvantaged communities in Wales. It aims to create positive outcomes in the medium and long term. It is a prescriptive programme, based on international evidence of what works.

<http://new.wales.gov.uk/topics/childrenyoungpeople/parenting/help/flyingstart/?lang=en>

### Food, fun and active play for Tiny Tots

Food, fun and active play for Tiny Tots is a new resource for Early Years Practitioners and families. It is funded by the Welsh Government, and is designed to: encourage young children to be active, to develop through activity and play, to enjoy their food, explore food through food related activities, and to eat well. The resource complements other early years health supporting initiatives and programmes in Wales. Parent downloadable resources will be available from the PANNW website: <http://www.physicalactivityandnutritionwales.org.uk/>



#### Food Standards Agency (FSA)

The Food Standards Agency is an independent Government department set up by an Act of Parliament in 2000 to protect the public's health and consumer interests in relation to food. It is responsible for food safety and food hygiene across the UK.

<http://www.food.gov.uk/wales/>

#### Forest Schools Wales

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. The approach encourages pupils to take care of themselves, each other and the environment. All sessions allow time for social interaction, informal play and teamwork.

[www.forestschoolwales.org.uk](http://www.forestschoolwales.org.uk)

#### Get Cooking

Get Cooking is a project running in seven areas in Wales (Ceredigion, Clwyd-Denbigh, Clwyd-Flint, Glamorgan, Gwent, Pembrokeshire and Powys-Montgomery). Volunteer Project Co-ordinators are encouraging parents to sign up for free Get Cooking courses in their area.

<http://www.thewi.org.uk/standard.aspx?id=13602>

#### Global Citizenship

See above: **Education for Sustainable Development and Global Citizenship (ESDGC)**

#### Health at Work Advice Line Wales

Health at Work Advice Line Wales is a pilot service providing managers in small businesses with easy access to professional occupational health advice over the telephone to help you support your employees. All calls are confidential and advice is free.

[http://www.healthyworkingwales.com/splash\\_wales/health-at-work/index.html](http://www.healthyworkingwales.com/splash_wales/health-at-work/index.html)

#### Healthy Start

Healthy Start provides families on certain benefits with free vouchers for milk, fruit, vegetables and vitamins.

<http://www.healthystart.nhs.uk/>



International Day of Disabled People	<p>The day aims to promote an understanding of disability issues and mobilize support for the dignity, rights and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the inclusion of persons with disabilities in every aspect of life.</p> <p><a href="http://www.who.int/mediacentre/events/annual/day_disabilities/en/index.html">http://www.who.int/mediacentre/events/annual/day_disabilities/en/index.html</a></p>
Investors in People	<p>Investors in People offers a business improvement tool designed to help all kinds of organisations develop performance through their people. It provides tailored assessments designed to support organisations in planning, implementing and evaluating effective strategies and is relevant for organisations of all sizes and sectors.</p> <p><a href="http://www.investorsinpeople.co.uk/About/AboutIIP/Pages/default.aspx">http://www.investorsinpeople.co.uk/About/AboutIIP/Pages/default.aspx</a></p>
Keep Wales Tidy	<p>Keep Wales Tidy works to encourage local action to protect and enhance the environment of Wales. It engages in activities that encourage individuals, groups and organizations to act in a way that achieves a Clean, Safe and Tidy Wales.</p> <p><a href="http://www.keepwalestidy.org/index">http://www.keepwalestidy.org/index</a></p>
Kerbcraft in Wales	<p>Kerbcraft teaches children aged from 5-7 how to be safer pedestrians by taking them onto real roads and showing them how the right decision-making and behaviour can really help them to keep safe.</p> <p><a href="http://www.roadsafetywales.co.uk/training/primary/KerbcraftinWales.htm">http://www.roadsafetywales.co.uk/training/primary/KerbcraftinWales.htm</a></p>
Mind the Germs!	<p>Mind the Germs! provides infection control guidance primarily for staff working in nurseries, playgroups and other pre-school childcare settings. It provides details on gastrointestinal infections, how best to avoid infections and how to contribute to outbreak management</p> <p><a href="http://wales.gov.uk/topics/health/protection/communicabledisease/publications/mindthegerms/?lang=en">http://wales.gov.uk/topics/health/protection/communicabledisease/publications/mindthegerms/?lang=en</a></p>
Mudiad Meithrin (MM formally known as MYM)	<p>Mudiad Meithrin is a voluntary organisation. It aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh.</p> <p><a href="http://www.mym.co.uk/">http://www.mym.co.uk/</a></p>



#### National Childminding Association (NCMA)

National Childminding Association is a membership organisation and professional association. Since 1977 they have worked with registered childminders and nannies as well as other individuals and organisations such as local and national government, to ensure families in every community in England and Wales have access to high quality home-based childcare, play, learning and family support.

<http://www.ncma.org.uk/>

#### National Day Nurseries Association (NDNA)

National Day Nurseries Association is the national charity and membership association specifically for nurseries. NDNA provides nursery support, information and advice, childcare training and a quality improvement scheme, e-Quality Counts. They support nurseries and the early years workforce so that they can provide best-quality childcare and early learning for children.

<http://www.ndna.org.uk/>

#### National Parks

National Parks are areas that are highly protected because of their beauty countryside, wildlife and heritage; the National Parks in Wales are the Brecon Beacons, Snowdonia and the Pembrokeshire coast.

<http://www.nationalparks.gov.uk/wanpa.htm>

#### National Smile Month

National Smile Month is an annual campaign run by the British Dental Foundation to promote looking after teeth and maintaining them for life. The British Dental Foundation is the UK's leading independent oral health charity.

<http://www.nationalsmilemonth.org/>

#### Parents Week

Parents Week is the national awareness week for parents, families and those who work to support them. The purpose of Parents Week is to celebrate the role of parenting, provide information and support on various aspects of parenting and build awareness for the many organisations supporting parents

<http://www.parentsweek.org.uk/events/wales/index>



## Play to Learn

Play to Learn is a Sport Wales initiative for funded Foundation Phase settings to encourage children's physical development and creative movement skills [www.playtolearn.org.uk](http://www.playtolearn.org.uk)

Play to Learn has a new web site for parents and on line shop which may also be useful to pre school settings. Resources can be purchased from [www.sportwales.org.uk/shop](http://www.sportwales.org.uk/shop)

## Play Wales

Play Wales works to raise awareness of children and young people's need and right to play and to promote good practice at every level of decision making and in every place where children might play. They provide advice and guidance to support all those who have an interest in, or responsibility for providing for children's play so that one day Wales will be a place where we recognise and provide well for every child's play needs.

<http://www.playwales.org.uk/>

## Police Community Support Officers (PCSOs)

Members of support staff employed, directed and managed by their Police Force; they provide visible and regular street patrol and their role is to tackle anti-social behaviour.

<http://www.policecommunitysupportofficer.com/welcome.html>

## Reduce, reuse, recycle schemes

Reduce - Taking steps to decrease the amount of waste that we produce.

Reuse - using an object or material again and again, either for its original purpose or for a similar purpose.

Recycling - Involves the reprocessing of wastes, either into the same product or a different one.

<http://www.wasteawarenesswales.org.uk/index.html>

## Road Safety Week

Road Safety Week is a project by Brake, a road safety charity with two aims; preventing road crashes, and supporting the victims. Brake founded Road Safety Week as an annual event to heighten awareness of the extent of carnage on our roads, and the steps everyone can take to stop these needless deaths and injuries year-round.

<http://www.roadsafetyweek.org.uk/>



Royal Society for the Prevention of Accidents (RoSPA)

Royal Society for the Prevention of Accidents (RoSPA) is a charity at the heart of accident prevention in the UK and around the world. RoSPA promotes safety and the prevention of accidents at work, leisure, home, on the road and through safety education.

<http://www.rosipa.com/about/default.aspx>

School Nutrition Action Groups (SNAG)

School based alliances in which staff, pupils and caterers, supported by health and education professionals work together to review and expand the range of food and drink in order to increase the uptake of a healthier diet and ensure consistent messages from the curriculum and the food service.

<http://www.healthedtrust.com/pages/snag.htm>

Small Workplace Health Award

The Small Workplace Health Award is the new national mark of quality for health and well-being in the workplace, for businesses and organisations employing fewer than 50 people. It has three levels of award (bronze, silver and gold) to recognise each development stage achieved. Free support and advice is available for small businesses and organisations to develop health and well-being initiatives in the workplace.

<http://wales.gov.uk/topics/health/improvement/work/small/?lang=en>

SNAP Cymru

SNAP Cymru is a national charity which aims to advance the education of people in Wales and support their inclusion. Trained experienced staff and volunteers work with families, children and young people, parents, carers and professionals working with those who have or may have additional learning needs.

<http://www.snapcymru.org/default.aspx>

Start4Life

Start4Life is an arm of the Change4Life campaign which focuses on pregnant women and babies. It provides lots of useful information: building blocks for a better start in life; off to the best start; introducing solid foods.

All available from [breastfeeding@wales.gsi.gov.uk](mailto:breastfeeding@wales.gsi.gov.uk) or <http://wales.gov.uk/hcws/healthchallenge/individuals/change/start4life/>



Stop Smoking Wales	<p>Stop Smoking Wales provides information about stopping smoking and how to get free support to stop smoking.</p> <p><a href="http://www.wales.nhs.uk/sites3/home.cfm?orgid=754">http://www.wales.nhs.uk/sites3/home.cfm?orgid=754</a></p>
SunSmart	<p>SunSmart is a national skin cancer prevention campaign; it provides provide evidence-based information about skin cancer and sun protection.</p> <p><a href="http://www.sunsmart.org.uk/about-sunsmart/">http://www.sunsmart.org.uk/about-sunsmart/</a></p>
Sustainable purchasing	<p>Sustainable purchasing is a process that considers the whole life costs (i.e. the costs of acquiring, running and disposing of products or residual materials when buying goods or services), and the economic, social and environmental costs and benefits of the options available to an organisation, when meeting its needs for goods, services, works and utilities.</p>
Umbrella organisation	<p>An umbrella organisation is an organisation that coordinates the activities of a number of member organisations and hence promotes a common purpose.</p>
UNICEF UK baby friendly initiative	<p>The UNICEF UK baby friendly initiative provides accreditation to maternity and community health services that have successfully undergone an external assessment. The initiative provides training for health professionals to enable them to give breastfeeding mothers the help and support they need to breastfeed successfully.</p> <p><a href="http://wales.gov.uk/topics/health/improvement/pregnancy/breastfeeding/friendly/?lang=en">http://wales.gov.uk/topics/health/improvement/pregnancy/breastfeeding/friendly/?lang=en</a></p>
Walking bus	<p>A concept designed to encourage children to walk to school thus helping them keep fit and benefiting the environment by the reduced use of cars for the school run; a group of children walk to school together with accompanying adults to ensure their safety.</p> <p><a href="http://www.uk-energy-saving.com/walking_bus.html">http://www.uk-energy-saving.com/walking_bus.html</a></p>



#### Welsh Backs

Welsh Backs is a joint initiative developed in response to Health Challenge Wales - the nation's challenge to improve health. Welsh Backs aims to reduce the physical burden faced by over two thirds of the population of Wales who will at some time suffer from back pain.

<http://www.welshbacks.com/>

#### Welsh Government Breastfeeding Welcome Scheme

The Breastfeeding Welcome Scheme has been established by the Welsh Government to identify premises that understand and support the needs of breastfeeding mothers and their babies.

<http://wales.gov.uk/topics/health/improvement/pregnancy/breastfeeding/welcomescheme/?!lang=en>

#### Welsh Government Food and Health Guidelines for Early Years and Childcare Settings (2009)

This is a Welsh Government document providing food and health guidelines for young children, to parents, carers and staff working in early years and childcare settings.

Please refer to 'References' below.

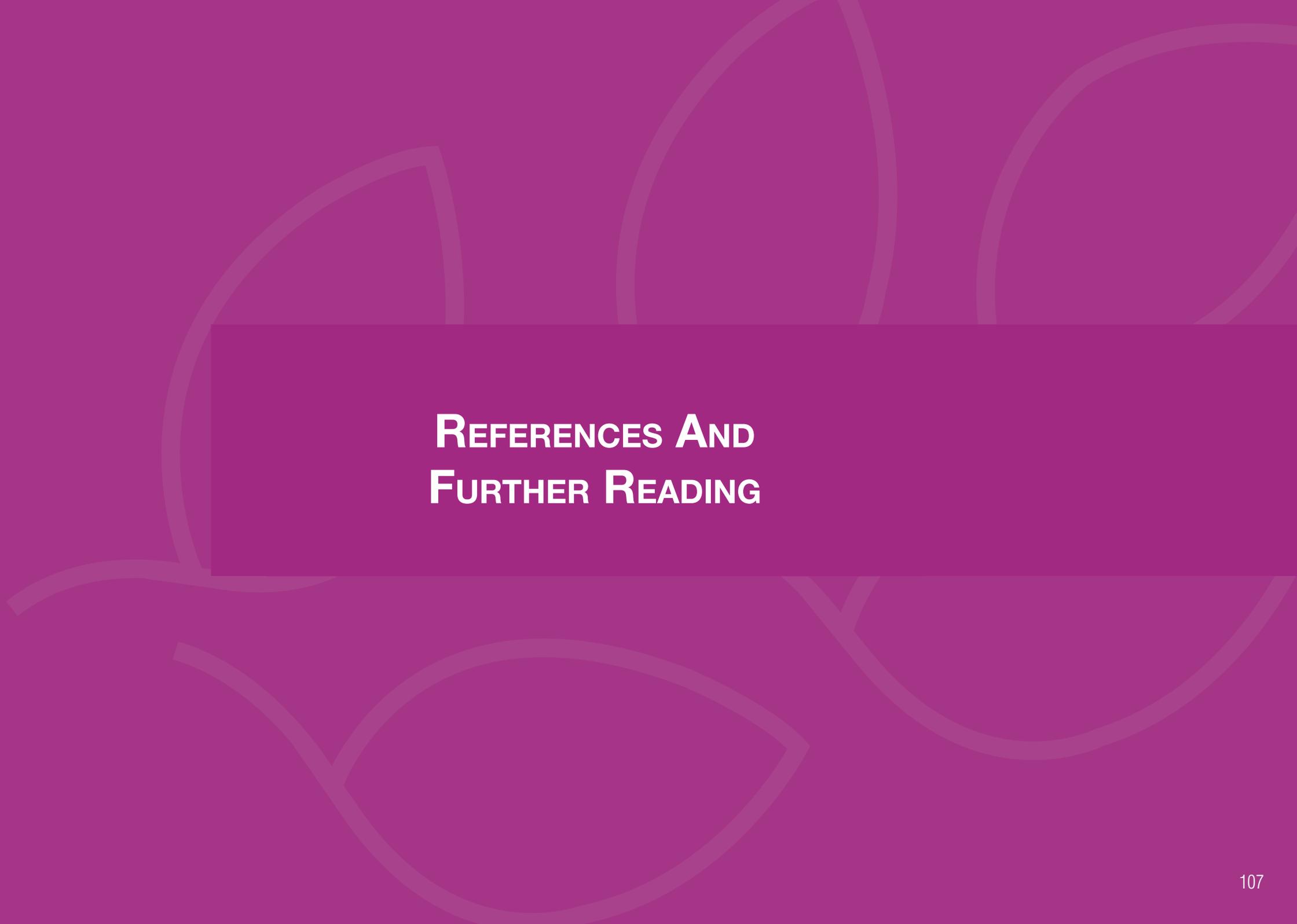
#### Workboost Wales

Workboost Wales is a government funded service providing confidential, practical and free advice to small businesses in Wales on workplace health and safety, management of sickness absence and return to work issues.

<http://www.workboostwales.com/>

#### Workplace health champion

A 'workplace health champion' is a member of staff who acts as an ambassador for health and wellbeing in the workplace; including making sure that colleagues are aware of policies, organising activities and encouraging colleagues to participate, and facilitating communication and engagement between managers and staff.



## **REFERENCES AND FURTHER READING**



## References

Designed To Smile

[www.designedtosmile.co.uk](http://www.designedtosmile.co.uk)

Welsh Government 2009, Adventures in Foodland.

Available to order at: [lifestyles@wales.gsi.gov.uk](mailto:lifestyles@wales.gsi.gov.uk)

Welsh Government, Change4Life.

<http://wales.gov.uk/hcwsuite/healthchallenge/individuals/change/?lang=en>

Welsh Government, Change4Life Early Years Toolkit.

Sign up as a local supporter [www.wales.gov.uk/change4life](http://www.wales.gov.uk/change4life)

Order the ready steady go booklets from [lifestyles@wales.gsi.gov.uk](mailto:lifestyles@wales.gsi.gov.uk)

Welsh Government, 2008-11, 2011-14, Eco-Schools Wales.

<http://www.eco-schoolswales.org/home.asp>

Food Standards Agency, Safer food, better business (SFBB).

<http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/>

Health and Safety Executive (HSE), March 2011 Preventing or controlling ill health from animal contact at visitor attractions.

<http://www.hse.gov.uk/pubns/ais23.pdf>

Hygiene On Open Farms (HOOF) project.

<http://www.swansea.gov.uk/index.cfm?articleid=13504>



Welsh Government, Food, Fun and Active Play for Tiny Tots.

Downloadable activity cards will be available for parents on the Physical Activity and Nutrition Wales website

<http://www.physicalactivityandnutritionwales.org.uk/>

Welsh Government April 2011, National Minimum Standards for Regulated Child Care (NMS).

<http://wales.gov.uk/cssiwsite/newcssiw/aboutus/providingsocialcare/childservices/nmschildserv/?lang=en>

Welsh Government, March 2009, Welsh Government Food and Health Guidelines for Early Years and Childcare Settings.

[www.wales.gov.uk/docs/phhs/publications/foodandhealth/090414guidelinesen.pdf](http://www.wales.gov.uk/docs/phhs/publications/foodandhealth/090414guidelinesen.pdf)



## Further Reading

### Nutrition and Oral Health

Caroline Walker Trust Children Eating Well (CHEW) resources  
[www.cwt-chew.org.uk](http://www.cwt-chew.org.uk)

British Dietetic Association  
<http://www.bda.uk.com/>

### Physical Activity/Active Play

Welsh Government Language and Play  
<http://cymru.gov.uk/topics/educationandskills/allsectorpolicies/basicsskillscymru/earlyyearsfoundationphase/languageandplay/?lang=en>

Sport Wales Play to Learn  
[www.playtolearn.org.uk](http://www.playtolearn.org.uk)

Start active, stay active - UK Chief Medical Officer guidelines for physical activity

Factsheet 1 - Physical activity guidelines for early years (under 5s) - for infants who are not yet walking

Factsheet 2 - Physical activity guidelines for early years (under 5s) - for children who are capable of walking



## Safety

Leaflets about routine immunisations for children in the UK:

- Measles - The facts
- The safest way to protect your child for life: MMR - The facts
- Pre-school immunisations - A guide to vaccinations for 3 to 5 year-olds
- After your child is immunised
- A guide to childhood immunisations for babies up to 13 months of age

## Workplace Health and Wellbeing

Health and Safety Executive: [www.hse.gov.uk](http://www.hse.gov.uk)

Mind Cymru: [www.mind.org.uk](http://www.mind.org.uk)

Stop Smoking Wales: [www.stopsmokingwales.com](http://www.stopsmokingwales.com)

British Heart Foundation: [www.bhf.org.uk](http://www.bhf.org.uk)

Food Standards Agency Wales: [www.food.gov.uk/wales](http://www.food.gov.uk/wales)

Breastfeeding: [www.wales.gov.uk/breastfeeding](http://www.wales.gov.uk/breastfeeding)

Sustrans Cymru: [www.sustrans.org.uk/sustrans-near-you/wales](http://www.sustrans.org.uk/sustrans-near-you/wales)

Drinkaware: [www.drinkaware.co.uk](http://www.drinkaware.co.uk)

Screening Services Wales: [www.screeningservices.org.uk](http://www.screeningservices.org.uk)

Energy Saving Trust: [www.energysavingtrust.org.uk](http://www.energysavingtrust.org.uk)



Carbon Trust: [www.carbontrust.co.uk](http://www.carbontrust.co.uk)

Change4Life: [www.wales.gov.uk/change4life](http://www.wales.gov.uk/change4life)

Traveline Cymru: [www.traveline-cymru.info](http://www.traveline-cymru.info)

Regional Transport Consortia:

- South West Wales: [www.swwitch.net](http://www.swwitch.net)
- South East Wales: [www.gettravelwise.com](http://www.gettravelwise.com)
- North Wales: [www.taith.gov.uk](http://www.taith.gov.uk)
- Mid Wales: [www.tracc.gov.uk](http://www.tracc.gov.uk)