

MAYOR OF LONDON

HEALTHY EARLY YEARS LONDON

<Setting/Childminder's Name> Physical Activity Statement

Use this template to create your own physical activity statement

- Write over the <plum colour> words with information relevant to your setting
- Read through the provided information; ensure your practice reflects what is written. Add your own ideas and examples of practice to complete the physical activity statement
- Consider who will need to be involved in developing this statement, and how you will disseminate the statement
- To help you further develop the statement refer to the School of Sport Exercise and Health Sciences (SSEHS) resources to support physical activity in the Early Years: <http://www.ssehsactive.org.uk/earlyyearsguidelines/index.html>; <http://www.ssehsactive.org.uk/early-years-resources-and-publications/index.html>

Date <Insert date here>

Date to be reviewed <Ideally every two years, no longer than 3 years>

Aims

As a Healthy Early Years London setting we/I want to ensure that we/I promote the health and well-being of the whole setting community through encouraging physical activity and providing consistent messages to children, parents and staff.

We are/I am aware that children of all ages should be active

Being active is important for children under five because it helps them build and maintain a good level of health; physical activity is critical to optimal growth and development. Children under five need time to play and master their physical environment and fundamental movement skills; the early years are also an important time to establish habits relating to physical activity.

The Chief Medical Office provides guidance on how much physical activity children under five should be doing:

Physical activity guidelines for infants (under 5s) who are not yet walking:

1. Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
2. All under 5s should minimise the amount of time spent being inactive/sedentary (being restrained for example in walking aids or baby bouncers, or sitting for example in infant carriers or seats) for extended periods (except time spent sleeping).

Physical activity guidelines for infants (under 5s) who are capable of walking:

1. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day (most UK pre-school children currently spend 120–150 minutes a day being physically active, so achieving this guideline means adding another 30–60 minutes each day).
2. All under 5s should minimise the amount of time spent being sedentary (being inactive, restrained or sitting) for extended periods (except time spent sleeping) by reducing screen time (e.g. watching TV, using a computer, tablet or smart phone) and reducing time spent in a pushchair or car seat.

Physical activity programme

Our/My planning for both indoor and outdoor physical activities is based on the Early Years Foundation Stage.

Each programme of activity supporting physical development is planned, reviewed and evaluated on a regular basis.

For children who cannot yet walk we/I plan opportunities for them to move freely on their tummy or back. <Insert activities here, for example: treasure basket to encourage children to reach/grasp, tummy time activities, outdoor soft play area>. For children who are capable of walking, we/I provide free space to move and play imaginatively either inside or outside.

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We/I provide equipment to facilitate play, e.g. <Insert examples here, for example: claiming frames, spades, balls, blocks, streamers, cardboard boxes> and lead structured activities that encourage movement, e.g. <Insert examples here, for example: action songs or parachutes games>.

We/I have a supportive environment

We/I endeavour to provide an environment, which promotes physical activity throughout each day including travel to and from our setting. We/I ensure that outdoor activities are planned and children can access these on a daily basis. <Briefly describe your environment/daily routines supporting the statement, for example: providing access to outdoor play on a daily basis, having continuous free-flow play, planning daily visits walking to the local park, for non-walking children using soft materials to create active, stimulating and safe environments>.

We are/I am thinking sensibly about health and safety

We are/I am aware that in order for children to learn about managing risks associated with physical activity, we/I need to offer stimulating and challenging environments; through these environments children are supported to explore and develop their own abilities and understanding. Alongside this we/I aim to manage the level of risk so that children are not exposed to unacceptable dangers. We/I conduct risk assessments and establish suitable arrangements for off-site visits to encourage children and their families to take advantage of the range of physical activities available within the local community.

We/I minimise the amount of time children spend being sedentary for extended periods (except time sleeping)

In the Early Years spending time sedentary (being inactive, restrained or sitting) limits the opportunities that children have to move. Sedentary behaviour is any low-energy activity that takes place while sitting or lying down. We/I avoid using restraining equipment (buggies/chairs/car seats) for long periods of time, unless for reasons of safety. We don't use sitting devices unless/until infants can sit up unaided. Children are only required to sit when eating. We/I interact regularly with every child to encourage movement.

We/I provide suitable physical activities for all

All of our children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activity opportunities that allows all children to improve their skills of co-ordination, manipulation, control and movement and to develop positive attitudes towards physical activities including sports. Our/my provision is also fully inclusive of children from different cultures and religions. All staff are/I am aware of the need to be sensitive to individual beliefs about what is acceptable in relation to physical activity.

Working with families

Staff are/I am confident in giving out advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We/I encourage parents to walk, scoot or cycle with their children for part or all the way to the setting. We/I facilitate this by providing somewhere safe to leave bicycles or scooters. We/I regularly promote/hold special events for the children, which promote physical activity such as <Insert activities here, for example: walking to nursery for sports day, treasure hunts/obstacle courses, stay and play>.

We/I have developed a range of outings that our/my children can walk to. This supports children's and families' knowledge of places of interest in the local environment that are easy to reach on foot. These include: <Insert activities here>.

We/I also provide/promote a range of information workshops, activities and parenting programmes that support parents understanding of the importance of being physically active and on children's development. These include parenting programmes such as: <Insert information about any workshops and parenting programmes supporting physical activities that you provide or refer parents here, for example: Mellow Parenting, stay and play, swimming sessions>.