



*Move More* in Shropshire: evaluating the impact of early years physical activity training for professionals and practitioners

## Author

Mary Goad (British Heart Foundation National Centre for Physical Activity and Health, School of Sport, Exercise and Health Sciences, Loughborough University, UK)

## Suggested citation

Goad, M.A. (2013) An evaluation of the 'Move More Physical Activity training day'. BHF National Centre for Physical Activity and Health, Loughborough University, Loughborough, UK.

## Acknowledgements

The author would like to thank Emma Peace (Shropshire Public Health Team) for the overall management of this programme and her efforts in managing the return of the baseline and follow-up audits, and Emma Adams and Angela Newport (BHF National Centre for Physical Activity and Health, School of Sport, Exercise and Health Sciences, Loughborough University) for their contributions to the final report.

In addition, the author would like to thank the funders: Shropshire Public Health, Shropshire Council (formerly Shropshire County Primary Care Trust) and the participating delegates and settings for their involvement in the evaluation activities.

## Executive summary

There is a growing awareness of the importance of physical activity in the early years and early life experiences on future health behaviours and outcomes. This is made evident through the inclusion of physical activity guidelines specifically for the early years, an age group not previously included in the public health physical activity guidelines, in the 2011 report 'Start Active, Stay Active' published by the Chief Medical Officers from the four home countries of the UK.

Recent data shows over a fifth of children in England entering Reception were classified as either overweight or obese and only 28% of children in England aged 4 years exceeded 60 minutes of moderate to vigorous physical activity each day.

In response to this data and the growing awareness of the importance of physical activity in the early years, Shropshire Public Health sought to provide training to local early years professionals and practitioners (ie, delegates) on healthy eating and physical activity within the early years setting. As part of this training programme, titled *Eat Better Move More*, Shropshire Public Health commissioned the BHFNC at Loughborough University to provide training on physical activity in the early years and the British Heart Foundation *Early movers* resource. This information presented in this report focuses on the *Move More* element of the programme.

As part of the programme, delegates attended a one-day training session focusing on physical activity in the early years. After attending the training session, delegates cascaded the information and resources to at least two early years settings and worked with the settings to undertake an audit assessing current physical activity practices and provision. The audits were then used to help settings create action plans which identified items for improvement prior to the follow-up audit six months later.

## Evaluation

An evaluation of the *Move More* training day and subsequent cascade training was conducted by the BHFNC at Loughborough University. The main aim of this evaluation was to assess whether the information was cascaded to settings and to evaluate changes made to the physical activity practices and provision within the receiving early years settings.

A mixed methods approach was taken to evaluate this programme. A survey was conducted with delegates at the end of the training day to assess the quality of the training, and an online survey was undertaken four months after the training to determine how many settings the delegates had cascaded the information from the training day to and how this was achieved. To assess the impact of the cascade training a baseline and six month follow-up audit was conducted by the early years settings involved in the programme. Interviews were conducted after the impact survey with delegates and after the follow-up audits with the settings to help enrich the information provided.

## Key Findings

- 1. The *Move More* training helped highlight the importance of physical activity in the early years to delegates and practitioners.** It increased delegates' knowledge of physical activity within the early years and provided them with concrete examples of physical activity during the early years.
- 2. Most settings who undertook a physical activity audit as part of the *Move More* programme created a physical activity policy for their setting.** While settings were already providing physical activity for the children at their setting, creating a policy formalised and helped highlight the importance of physical activity.
- 3. Most settings believed they were already providing sufficient physical activity opportunities for children in their setting.** It is difficult, however, to ascertain the quality of these physical activity opportunities based on the evidence provided in the audits.
- 4. Settings are more readily speaking with parents and carers about the importance and benefits of physical activity during the early years.** At baseline, while most settings indicated having open channels of communication with parents and carers, creating a physical activity policy provided them with a prompt for speaking specifically about physical activity with parents and carers.
- 5. A more sensitive measure is needed in order to fully understand the changes made to physical activity provision within an early years setting.** While settings were able to indicate on the audit whether their setting incorporates certain activities and environments, it is difficult to judge the quality of provision based on the evidence provided. It may be necessary to undertake more in depth in house visits to assess changes.

## Table of Contents

Executive summary .....	3
1. Introduction .....	6
2. Overview of the <i>Eat Better Move More programme</i> .....	7
2.1 <i>Eat Better Move More</i> aims and objectives .....	7
2.2 Programme management and delivery.....	8
2.3 Delegate recruitment.....	8
2.4 Evaluation.....	8
3. <i>Move More</i> .....	8
3.1 <i>Move More</i> aims and objectives.....	8
3.2 <i>Move More</i> training for early years and health professionals .....	9
4. Evaluation of the <i>Move More</i> programme.....	10
4.1 Evaluation methods .....	10
4.2 Data analysis and reporting .....	12
5. Programme Impact .....	12
5.1 Feedback on training and resources.....	12
5.2 Impact on provision and practices at the early years settings .....	15
5.3 Additional successes and challenges .....	19
5.4 Limitations.....	20
6. Discussion .....	21
6.1 Discussion .....	21
6.2 Key Findings .....	22
6.3 Recommendations .....	23
References .....	24
APPENDIX A .....	25
APPENDIX B.....	26
APPENDIX C .....	27
APPENDIX D .....	28
APPENDIX E.....	29

## 1. Introduction

### Background

In 2012, the Department for Health in England launched a new framework for Public Health which included the objective that ‘people are helped to live healthy lifestyles, make healthy choices and reduce health inequalities’. Included in this framework is the use of ‘Excess weight in 4-5 year olds’ as a marker of change.

Since 2006, the National Child Measurement Programme (NCMP) has been gathering data on the height and weight of children in Reception (age 4-5 years). Data from the 2011/2012 NCMP found that nationally over a fifth of children (22.6%) in Reception were classified as either overweight or obese, with the prevalence of obesity accounting for 9.5%. Similar to the national average, local NCMP data from Shropshire demonstrated that 23.4% of children entering Reception in that region were either overweight or obese, with the prevalence of obesity accounting for 9.1% (1).

In response to the new Public Health Framework and the large number of children classified as overweight or obese in Reception aged children, the Shropshire Health and Wellbeing Board included within their 2012 framework, ‘Flourishing Shropshire, Flourishing Lives’, an emphasis on addressing the weight of 4-5 year olds.

### Physical activity in the early years

Evidence suggests higher levels of physical activity in preschool aged children is protective against obesity (2), but recent data demonstrates only 28% of children aged 4 in England exceed 60 minutes of moderate to vigorous activity per day (based on parent-report data) (3).

There is a growing awareness of the importance of physical activity and early life experiences on future health behaviours and outcomes, in addition to its impact on obesity. This is made evident through the inclusion of physical activity guidelines specifically for the early years, an age group not previously included in the public health physical activity guidelines, in the 2011 report ‘Start Active, Stay Active’ published by the Chief Medical Officers from the four home countries of the UK (4).

### Resource development

Even before the release of physical activity guidelines specifically targeting the early years, the British Heart Foundation National Centre for physical activity and health (BHFNC) sought to understand how it could support early years practitioners promote physical activity during the early years. In 2010, the BHFNC conducted an audit of children’s centres and nurseries in England, Northern Ireland, Scotland and Wales (5). Responses were received from 196 children’s centres and 60 nurseries, with a high proportion of responses (52% of children’s centres and 63% of nurseries) from those located within areas of high to mid-levels of deprivation. Results from this audit revealed a lack of knowledge and confidence among early years practitioners in planning for and creating enabling environments for children to be physically active within early years settings.

In response to these findings, the BHFNC developed *Early movers: a practical guide to helping under 5's live active and healthy lives*, a new early years physical activity guide published by the British Heart Foundation (BHF), which is designed to help early years practitioners plan and organise environments which facilitate physical activity for children under five.

### **Eat Better Move More**

In response to the growing awareness of the importance of physical activity, the large numbers of overweight and obese children in Reception and the new Health and Wellbeing Framework, Shropshire Public Health sought to provide training to local early years professionals and practitioners on healthy eating and physical activity within the early years setting through a programme called *Eat Better Move More*. As part of this training programme, Shropshire Public Health (formerly Shropshire County Primary Care Trust) commissioned the BHFNC to provide training on the *Early movers* resource and physical activity in the early years as part of their *Eat Better Move More* programme and to evaluate the impact of the training of professionals and practitioners working in early years settings.

This report provides an overview of the *Eat Better Move More* programme and the findings from the evaluation of the physical activity element of the programme (*Move More*) which was delivered and evaluated by the BHFNC.

## **2. Overview of the *Eat Better Move More* programme**

*Eat Better Move More* is a joint programme which aims to improve nutrition and physical activity service and provision within early years settings throughout Shropshire. The programme was commissioned by Shropshire Public Health (formerly Shropshire County Primary Care Trust) and was co-delivered by the British Heart Foundation National Centre for Physical Activity (BHFNC) and Health, and the Children's Food Trust (formerly known as the School's Food Trust).

The programme ran between November 2012 and July 2013 and comprised of a two day formal training course for professionals currently providing support to, and practitioners working in, early years settings. The training for this programme took place on Thursday 29<sup>th</sup> and Friday 30<sup>th</sup> November 2012. Training on day 1 focused on nutrition (*Eat Better*) and on day 2 focused on physical activity (*Move More*).

After the two day training session, delegates were expected to cascade the information they had learned to at least two local early years settings, eg, childminders, nurseries and children's centres, and complete a baseline and six month follow-up physical activity audit with the settings to help assess the impact of the cascaded training.

### **2.1 *Eat Better Move More* aims and objectives**

#### **Programme aims:**

The aim of the *Eat Better Move More* programme was to further enhance early years development workers' and practitioners' knowledge and understanding of nutrition and

physical activity in the early years in order to reduce and prevent unhealthy weight in this age group.

#### **Programme objectives:**

To provide early years settings with information on, and a framework for, changing dietary and physical activity provision within the setting.

### **2.2 Programme management and delivery**

Overall management of the *Eat Better Move More* programme was facilitated by Shropshire Public Health.

The nutrition element (Eat Better) was planned and delivered by the Children's Food Trust.

The physical activity element (Move More) was planned and delivered by two facilitators from the BHFNC.

A steering group was established by Shropshire Public Health to help with initial programme start-up. Key partners on this steering group included the early years development team at Shropshire County Council and a representative from the local Sure Start Children's Centre.

### **2.3 Delegate recruitment**

The steering group was tasked with identifying appropriate delegates to invite to attend the *Eat Better Move More* training days. Invited delegates were selected based on their role working in or providing support to early years settings within Shropshire.

A total of 25 delegates were invited to participate in the two day *Eat Better Move More* training programme. Throughout the rest of the report the term 'delegate' will be used to refer to individuals who attended the training day.

### **2.4 Evaluation**

The remainder of this document reports on the evaluation of the physical activity element of the programme, ie, *Move More*, which was conducted by the BHFNC. For more information on the nutrition element of the programme, ie, *Eat Better*, please see the report provided by the Children's Food Trust titled: *Eat Better, Start Better* programme in Shropshire. Evaluation report: impact and recommendations.

## **3. Move More**

### **3.1 Move More aims and objectives**

#### **Aims**

The primary aim of *Move More* was to improve the physical activity levels of children aged 0-5 years in early years and childcare settings in Shropshire as part of a public health obesity prevention initiative. A secondary aim was to highlight the importance of reducing sedentary behaviours among children and the role of physical activity in child development.



## Objectives

The objectives of *Move More* were to:

- increase early years development workers' and setting staff's knowledge of physical activity in the early years
- improve provision of physical activity within the early years setting
- embed information from the *Move More* training in local authority early years development support services.

## 3.2 *Move More* training for early years and health professionals

### Initial training day

The *Move More* training day was delivered on Friday 30<sup>th</sup> November 2012.

The training was designed to equip delegates with the knowledge and skills they would need to provide cascade training on physical activity to the early years settings they work with.

Key concepts covered during the training included:

- the importance of physical activity in the early years
- UK physical activity guidelines for the early years
- a two hour practical session on new ideas for physically active play
- an introduction to *Early movers: a practical guide to helping under 5's live active and healthy lives*
- information on creating enabling environments for physically active play
- ideas for reducing sedentary behaviour
- information on how to complete the physical activity audit and action plan
- different approaches for sharing the training.

The full training day schedule is provided in Appendix A.

### Resources

Delegates who attended the *Move More* training day each received the following resources:

- a copy of the new BHF early years physical activity resource: *Early movers: a practical guide to helping under 5s live active and healthy lives*, which includes:
  - seven separate booklets:
    1. Early movers - An introduction to the guide
    2. Introduction to physical activity in the early years
    3. Planning and organisation for early years managers
    4. Getting the best from your environment
    5. Practical ideas for physically active play
    6. Getting children involved
    7. Getting parents and carers involved

- two parent leaflets ('Help your baby move and play every day' and 'Help your child move and play every day')
- a height chart for parents (to log development milestones),
- stickers
- six A3 posters
- a copy of the two BHFNC factsheets on the UK Physical Activity Guidelines for non-walkers and walkers
- a training guide to help cascade the information learned during the training
- a copy of the physical activity audit and action plan
- a copy of the 'Babies, brains and balance' DVD.

#### Cascade training to early years settings

Upon completion of the training day, delegates were required to cascade the information and resources to at least two early years settings. There was no predetermined method for the cascade training.

Each delegate was also required to support the settings they cascaded the information to with undertaking a baseline and six month physical activity audit and developing an action plan. The purpose of the audit was to assess current practices and provision relating to physical activity within that specific early years setting. Settings were also asked to create an action plan to improve physical activity provision and practices based on items identified in their individual baseline audits.

## 4. Evaluation of the *Move More* programme

The BHFNC was commissioned by Shropshire Public Health to assess the impact of the *Move More* element of the *Eat Better Move More* programme.

The primary aim of this evaluation was to assess the impact of the *Move More* training on early years practices and provision in the end user settings (ie, those settings which received cascade training from the original programme delegates). A secondary aim was to determine the impact of the information presented and resources provided as part of *Move More*.

The objectives of the evaluation were to assess:

- the quality of the *Move More* training
- the dissemination of the *Move More* training to early years settings in Shropshire
- changes in practice relating to physical activity in early years settings who received the cascade training and resources
- changes in physical activity provision in early years settings who received the cascade training and resources.

### 4.1 Evaluation methods

A mixed methods approach was used to assess the evaluation objectives. Evaluation activities included:

- an end of training day survey with delegates
- an impact survey (four months post training) with delegates
- telephone interviews with delegates and participating settings
- analysis of the baseline and six month follow-up audits
- analysis of the action plans.

An overview of the timelines for evaluation activities is provided in Figure 1.

2012		2013							
Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
X		X		X	X	X		X	X
↑		↑		↙ ↘		↑		↑	↑
Initial training (end of training day survey)		Baseline audit		Impact survey		Interview		Follow-up audit	Interviews

Figure 1. Timeline of evaluation activities

### End of training day survey

A two page end of training day survey (Appendix B) was used to assess the overall administration of the *Move More* training day, the quality of the content presented and the appropriateness of this type of training.

### Audit and action plan

Delegates were provided with a hard copy and an electronic version of the audit and action plan (Appendix C) found in the BHF *Early movers* resource. As part of the cascade training, delegates were required to conduct the audit with at least two early years settings. The audit aimed to assess:

- implementation of a whole setting physical activity policy
- whole setting physical activity provision
- physical activity within the curriculum
- partnerships/community links to support physical activity and active travel
- involvement of staff and parents/carers in physical activity within the setting
- qualifications, training and resources relating to physical activity.

The action plan provided a template to help settings record the specific developmental targets and tasks they were required to undertake over a six month period to improve physical activity provision and practices based on the results of their baseline physical activity audit.

### Impact survey

In April 2013, an online survey (Appendix D) was sent via email to all delegates (n=25) of the *Move More* training day to help assess the dissemination of the information provided on the training day and the impact of the programme four months post the initial training. The purpose of this survey was to determine if attendees of the *Move More* training day had cascaded the information and resources to their own or other settings and to identify different methods used for sharing the information and resources.

### Telephone interviews

Telephone interviews were conducted at two time points. The first set of telephone interviews, conducted in May, included an informal discussion with delegates who had completed the impact survey. The purpose of these telephone interviews was to enrich the information provided in the impact survey. Feedback from each individual's impact survey was used to guide the discussion. Each telephone interview lasted between 10 and 15 minutes.

The second set of telephone interviews, carried out in August (Appendix E), was conducted with the 'end users' (ie, settings which the delegates had worked with after completing the formal training days). The purpose of these telephone interviews was to explore in more detail information provided in their baseline and follow-up audits. These telephone interviews each lasted between 20 and 30 minutes.

Additionally a telephone interview (Appendix E) was conducted with the *Eat Better Move More* programme manager at Shropshire Public Health to learn more about the challenges and successes experienced throughout the programme.

## 4.2 Data analysis and reporting

Descriptive analyses were conducted to report findings from the end of training day survey, the impact survey and the physical activity audit. A thematic approach was used to analyse qualitative data from the physical activity audits, the physical activity action plans and the telephone interviews.

Due to similar themes emerging during both sets of interviews (ie, those conducted after the impact survey and after the return of the follow-up audits), the data was combined to provide more robust analysis and reporting.

## 5. Programme Impact

### 5.1 Feedback on training and resources

#### 5.1.1 End of training day evaluation

Delegates of the *Move More* training day were asked to provide feedback on the overall content and quality of the material presented. A total of 25 delegates attended the training day including a mixture of professionals working across a number of settings as well as practitioners from individual early years settings. The end of training day survey was completed by 17 delegates (68%):

- four nursery practitioners, eg, a playworker
- six setting managers
- seven professionals working to supporting early years settings, eg, a Health Development Officer.

All respondents (n=17) thought that the course met its aims and objectives, was of an appropriate duration and rated the course overall as ‘Excellent’ or ‘Good’. A further breakdown of delegate feedback on the quality of the training is shown in Table 1.

Table 1. Delegate feedback on the quality of the *Move More* training day

	% Excellent	% Good
Theory session content	71	29
Practical session content	77	23
Tutors’ knowledge	94	6
Tutors’ presentation skills	94	6

Respondents found the training either ‘very useful’ (65%) or ‘useful’ (35%) in relation to their role, and all respondents (n=17) said they would recommend the course to a colleague.

‘Great mixture of theory and practical exercises. It’s so powerful having done something yourself rather than just hearing or reading about it.’

Respondents said they felt ‘very confident’ (29%) or ‘confident’ (65%) in disseminating and using the information in their workplace following the training.

Most respondents felt the course ‘completely’:

- familiarised them with the programme and resource (71%)
- increased their knowledge of the importance of promoting physical activity to the under 5s (77%)
- increased their knowledge and understanding of the UK physical activity guidelines for early years (77%)
- highlighted how the resources/practical ideas can be used to promote physical activity (77%)
- provided practical ideas to assist babies’ and young children’s physical development (88%)
- gave them confidence to use the physical activity audit and action plan to support settings (65%).

All respondents (n=17) also noted that the *Early movers* resource was either ‘Excellent’ (88%) or ‘Good’ (12%). Initial thoughts about the resource included:

‘Very useful and easy to read and understand.’

‘This is hands on and very relevant information for my job role.’

### 5.1.2 Impact survey

A total of thirteen individuals (52%) completed the impact survey. The results below are broken into individuals who work with multiple settings (5.1.2.1) and individuals who work at a single setting (5.1.2.2).

#### 5.1.2.1 Multiple settings

Ten individuals who completed the survey indicated they were responsible for working with more than one early years setting.

Respondents indicated they had worked with a number of settings since the *Move More* training in November. Some cited having worked with only one or two settings while others noted having worked with ten or more settings (Table 2).

Table 2. Number of settings delegates have worked with since the *Move More* training

Number of settings	Number of delegates
0	1
1	1
2	1
3	0
4	2
5	0
6	1
7	1
8	0
9	0
10+	3

Most respondents indicated they had shared the information from the *Move More* training day with at least some of the settings they had worked with since the training. Reasons respondents cited for not sharing the information included: capacity and priorities of funders and not having the chance to work with settings. Half of the respondents (n=5) indicated they had shared the information from the *Move More* training day with 0-10 individuals.

Most respondents used more than one method for sharing information from the training with early years settings. Almost half of respondents (n=4) indicated that both the method they most often used and the one they found most effective for sharing information from the training session was to have a meeting with staff from a single setting. Other methods used to pass on information included meeting with a setting manager or sending emails/memo/news bulletins. Only one respondent indicated they held a formal training session/workshop with staff from multiple settings, ie, a webinar in which the information was cascaded to 40+ settings.

Seven respondents indicated they shared the resources, eg, the *Early movers* resource, they received at the *Move More* training day with early years settings.

Most respondents indicated they had completed audits with between one and four settings. Three respondents indicated they had not completed an audit with any early years settings, while one respondent indicated they had completed ten or more audits. Eight respondents indicated they had helped settings create an action plan for increasing physical activity, with the most common actions reported included:

- developing a physical activity policy
- raising parent and carer awareness
- including more opportunities for regular physical activity.

All eight respondents who helped settings create an action plan indicated settings are in the process of implementing their specific actions.

Challenges faced when cascading the training to early years settings included: time and opportunities to share the information and settings not returning the audits.

#### 5.1.2.2 Single settings

Three respondents to the impact survey indicated they worked in a single setting.

All three respondents indicated they had shared the information they received during the *Move More* training day with others at their setting. Staff meetings, meetings with managers and informal conversations with other staff members were used to share the information.

All three respondents indicated they had shared the resources they received at the training day with their colleagues. They also indicated they had completed a physical activity audit of their setting and created an action plan. Examples of actions developed included:

- creating a physical activity policy for the setting
- creating a staff notice board to help promote physical activity.

All respondents indicated they had begun implementing the action plans at their setting.

### 5.2 Impact on provision and practices at the early years settings

To assess the changes in provision and practice at the individual early years settings, practitioners were required to undertake a baseline and follow-up audit. Fifty two settings completed a baseline physical activity audit in January 2013. Of those 52 settings, 34 settings also returned a follow-up audit. This decline in number of audits returned is due mostly to organisations with multiple sites submitting a single follow-up audit for all their settings, eg, the SureStart Children's Centres originally submitted 16 baseline audits but only submitted one follow-up audit which incorporated the changes across all the settings.

After undertaking the baseline physical activity audit, settings also created an action plan. This action plan was used by settings to identify key areas of physical activity provision and practices which they would focus on improving over the next six months.

The following results focus on the 34 settings which completed both the baseline and follow-up audits and their subsequent action plans. As baseline audits and action plans from the organisations with multiple sites were fairly similar, the most standard baseline audit and action plan was selected from each organisation to compare with their subsequent follow-ups. This was done in order not to skew the results based on a single follow-up audit. This section also uses the information provided in nine telephone interviews (completed in May and August) to provide further insight into the indicators assessed in the physical activity audits.

### Action plans

Settings identified between one and five areas of change to focus on between the baseline and follow-up audits.

The most frequently stated areas of change included:

- developing a physical activity policy (n=30 settings)
- working with parents and carers to promote physical activity (n=15 settings)
- developing partnerships with other organisations to better promote physical activity (n=7 settings).

### Physical activity policies

At baseline, 85% of settings who completed both the baseline and follow-up audits indicated they had an environment and ethos which promotes physical activity (n=24). This increased slightly at follow-up to 91% of the settings (n=32). Examples given to describe what settings are doing to support this environment and ethos included:

*‘All staff actively promote physical activity and opportunities to be outdoors.’*

*‘Children have access to outside every day.’*

Although most settings linked physical activity environments with outdoor spaces, some did provide examples of indoor physical activity opportunities such as:

- yoga
- music and movement
- open spaces or movement areas.

Whilst at baseline most settings indicated that they had an ethos and environment which promoted physical activity, none of the settings indicated they had a written physical activity policy in place. By follow-up 73% of early years settings (n=24) indicated in their audit that they had created a physical activity policy for their setting. As stated by one setting manager and echoed by others in the telephone interviews: *‘I think it’s about that awareness, really, and because [practitioners] were doing it [ie, physical activity with the children] anyway and we’ve just formalised it... because although we’ve got all of those things in place, the one thing we were lacking was a physical activity policy’.*

Interestingly at baseline, while no settings indicated having a physical activity policy in place, 10 settings had a named person responsible for developing and monitoring the policy and 5



settings indicated they had evaluated and monitored the policy already. Similarly at follow-up, while 24 settings indicated they had a physical activity policy, 27 settings indicated they now had a named person responsible for developing and monitoring the policy and 26 settings had already monitored and evaluated their physical activity policy.

### Provision of physical activity

There was very little change noted in provision of physical activity within the early years settings. Table 3 shows the number of settings which reported meeting the audit indicators assessing physical activity provision.

Table 3: Number of settings reporting meeting physical activity indicators

Indicator	Number of settings	
	Baseline	Follow-up
Free flow for all age groups	21	26
Opportunities for children to choose activities	34	34
Consultation with children about the activities they enjoy doing at the setting	31	33
Staff are able to identify and remove barriers to children's participation in physical activity	31	31
Setting provides a balance of child-initiated and adult-led activities	32	34

The lack of change to physical activity provision was also a consistent theme throughout practitioner interviews. Practitioners interviewed felt they were already providing ample opportunities for children to be physically active at their setting.

*'I think we were doing an awful lot anyway; it maybe just changed our slant on things slightly I suppose... it was an agenda item every day and we did it every day, but I think it has heightened our awareness really of it.'*

They did however think that through undertaking the training and the physical activity audits, it helped to make it: *'a focus in the front of our minds... you thought a bit more about it, what you were actually doing'*.

One indicator of interest is staff's ability to identify and remove barriers to children's participation in physical activity. Looking at the additional information provided in the audit, it was noted that settings often linked barriers to participation with environmental barriers or hazards, physical disabilities and restrictive clothing rather than, for example, the child's ability to perform a set task. Other examples from the audit given in support of staff's abilities to identify and remove barriers were vague, for example: *'individual abilities and development needs are considered key to the way in which all members of staff support each child'* and *'staff have the skills and time available to support all children's inclusion in physical activity'*. However, during the interviews a number of settings highlighted that

following the training they have started using the STEP model (Space, Task, Equipment, People) to help them adapt physical activities for the children.

### Curriculum

At both baseline and follow-up, over 90% of settings reported that physical activities are planned according to an individual child's stage of development (n=31 and n=33, respectively). This planning was mostly based on observations and reflections on the individual child by their 'key worker' and by linking the observations with the Early Years Foundation Stage curriculum requirements.

Similarly at both baseline and follow-up, over 90% of settings reported they link physical activity to other areas of learning and development (n=31 and n=33, respectively).

During the telephone interviews with practitioners a common theme which emerged was the training and the task of undertaking the physical activity audits brought physical activity to the forefront of their minds while planning daily activities:

*'It's just heightened my awareness really. I knew in the back of my head it was good practice... but I think it's helped me to focus on things... I thought about it a bit more.'*

This theme was further demonstrated by the 17% increase between baseline (n=24) and follow-up (n=30) in settings which noted having a clear, planned approach to providing a broad range of activities which promote physical development.

While only 22 settings provided a 'Yes/No/Developing' response to the indicator assessing use of children's physical development to inform planning and provision at baseline and follow-up, further appraisal of the supportive text provided evidenced that most settings were, in fact, using observations to help inform and tailor the planning and provision of activities. This lack of reporting is most likely due to the 'tick box' being absent from the audit on that indicator.

### Community links

At baseline, 68% of settings (n=23) indicated they linked with other agencies to help support physical activity opportunities for the children in the setting. At follow-up, this increased to 85% of the settings (n=29), however only one setting provided additional evidence at follow-up as to how they had actually begun linking with other organisations.

Examples given at baseline and follow-up for types of organisations settings tend to link with included:

- forest schools
- activity leaders, eg, football coaches, 'Dinky Dancers' and yoga leaders
- health visitors and physiotherapists.

### Involvement of staff and parents and carers

At baseline, while 62% of settings (n=21) involved parents and carers in the planning and delivery of physical activities within the setting, only 38% of settings (n=13) made parents and carers aware of the benefits of physical activity for themselves and their children.

Furthermore, at baseline only 56% of settings (n=19) encouraged parents and carers to participate in physical activities with their children.

At follow-up, more settings involved parents and carers in the planning and delivery of physical activities within the setting (76%, n=26). Parents and carers were also made more aware of the benefits of physical activity for themselves and their children (71%, n=24) and were encouraged to be physically active with their children (79%, n=27). During one interview, a practitioner noted the training: *'just reinforced [the importance of physically activity] and gave me more confidence to talk to [parents and carers] about it and why ... and knitting in that there are guidelines and having that wider picture'*.

One example given on the audit as to how a setting promoted physical activity to its parents and carers was they: *'gave out leaflets and added a link on Facebook page to the BHF website and encouraged them to look'*.

Only 56% of settings (n=20) indicated at baseline they encourage and support parents and carers and staff to travel actively to and from the setting. By follow-up, this had increased to 74% (n=25). Most settings which did not promote active travel at follow-up noted their geographical location or lack of pavements and street lighting hindered parents and carers from using active transportation.

In regards to staff physical activity, 79% of settings at baseline (n=27) and 91% at follow-up (n=31) indicated staff were encouraged to be physically active for themselves. Furthermore, most settings (n=33 at both timepoints) indicated staff were encouraged to join in the activities with the children.

#### Qualifications, training and resources

Most settings indicated at both baseline and follow-up that staff training needs were regularly reviewed (n=30 and n=32, respectively). Similarly, most settings indicated that staff were able to attend physical activity training when required (baseline, n=31 and follow-up, n=32).

While 79% of settings at baseline (n=27) and 85% at follow-up (n=29) indicated staff were confident in delivering physically active play sessions, most audits only provided vague examples to support this, such as: *'staff all take on roles required and confidently perform their role'* or *'staff are able to reflect on the EYFS, the children and the environment and deliver appropriate physical play sessions'*. However, many settings also identified in the supportive text of the audits that they would be looking into more training for their staff to help promote staff confidence in physical activity.

### 5.3 Additional successes and challenges

A number of different successes from the wider impact of the *Move More* programme were highlighted through the telephone interview with the programme manager. Successes included:

- interest from local early years settings above the capacity of the programme
- the integration of the physical activity information presented during *Move More* into in-house training programmes

- strengthening of the collaboration between the Shropshire Public Health and the early years development team at Shropshire County Council
- providing a catalyst for action in settings contemplating changes to their physical activity provision
- positive feedback from parents (via the settings) on the changes to the early years settings.

Through the telephone interview, the *Move More* programme manager also highlighted a number of challenges throughout the training and auditing process including:

- changes or lack of capacity in the delegate's role which impacted on settings sufficiently completing the baseline and follow-up audits
- difficulties in completing two audits, ie, both the food/drink and physical activity audits (as highlighted by one of the early years development officers)
- lack of responsibility held by individuals in the individual settings to complete the audits, ie, responsibility mainly held by an outside individual.

#### 5.4 Limitations

In regards to the physical activity audits, settings often did not change the supportive text they had originally provided on the baseline audits at follow-up, even if their provision of an indicator changed at follow-up. Due to this and the vague nature of the information provided, it is difficult to assess the extent of the changes made at the setting.

Many settings had difficulties separating their Ofsted rating from the quality of physical activity provision at their setting, as practitioners rely heavily on Ofsted to provide them with a marker of their success. While Ofsted does provide an indicator of general provision in a setting, it does not measure physical activity provision specifically. Even if a setting has a good Ofsted rating, they may still lack high quality provision of physical activity at the setting.

Many settings, either via the audits or the interviews, indicated they have undertaken a physical activity training course recently, eg, 'HENRY' or 'Let's Get Physical'. Settings indicated undertaking these courses both before and during the *Move More* programme. While it seems some of the changes, such as the increase in physical activity policy, may be linked with the *Early movers* resource, it is difficult to attribute changes to practice specifically to the *Move More* programme.

Lastly, only six practitioners volunteered to take part in the interviews conducted after the follow-up audits and only three volunteered to take part in the interviews after the impact survey. While this is lower than the number expected, the same consistent themes were highlighted throughout each interview, thus allowing a consensus to be drawn. Qualitative data from the impact survey was also combined with the post audit interviews as themes were consistent across both sets of interviews.

## 6. Discussion

### 6.1 Discussion

Based on the findings from the end of training day evaluation and the impact survey, the *Move More* training was found to be a useful way of providing information on physical activity in the early years to early years professionals and practitioners. Most respondents thought the training was useful in relation to their role and it increased their knowledge of the importance of promoting physical activity to children under 5 years. They also felt the training highlighted how to use the *Early movers* resource to promote physical activity and provided practical ideas for promoting physical activity. After the training, delegates were successful in sharing the training with the early years practitioners and settings they worked with and used a variety of methods including a webinar, staff meetings and leaflets, in order to do this.

Furthermore, there is some evidence early years settings made positive changes to their physical activity provision and environment based on the information and training that was cascaded to them by the delegates who attended the *Move More* training day.

It is however difficult to ascertain the extent of change based on the information provided in their audits. While most settings indicated their setting meets the different indicators used for assessing physical activity provision, further assessment based on the evidence provided in the audit raises questions as to whether settings are actually providing high quality physical activity opportunities. Furthermore, many settings returned audits with statements in the additional evidence sections of the audits which strongly echoed the Early Year Foundation Stage requirements, which makes it difficult to assess actual practices and provision.

Using these sorts of assessment tools, ie, the physical activity audits and action plans, only provides a limited snap shot of the changes made at an early years setting. While most settings did provide information as to whether their setting incorporated a specific indicator, for example, ticking yes to linking physical activity into other areas of development, in the section where they had the opportunity to elaborate on *how* they were supporting this indicator, most settings supplied only vague information or provided the same information on both the baseline and follow-up audits.

The ability to measure certain changes though, was unaffected by the above mentioned limitation. This is particularly true for the indicator measuring the physical activity policy, as in this case, a policy either does or does not exist within the setting. The creation of a physical activity policy for the early years settings was the most notable impact of the *Move More* programme. From the interviews, most practitioners stated they felt like they were already providing sufficient physical activity opportunities at their setting. The changes they highlighted were mostly in that by making a policy, physical activity and the reason why it was important to promote it was brought to the forefront of their minds. The policy also provided them with a useful tool for promoting physical activity to the parents and carers.

One thing to note regarding the physical activity policy was at both baseline and follow-up the number of settings evaluating and monitoring their policy was greater than the number of

settings with a policy. This may be due to settings misinterpreting the indicator and answering it in relation to all their policies, not looking specifically at their physical activity policy.

The creation of a physical activity policy may have prompted an increase of the promotion of physical activity to parents and carers within the settings. While it was not explicitly stated in the audits that the creation of the policy promoted this change, the policy was highlighted as a stimulus for change throughout the telephone interviews. In addition, it is standard practice to inform parents and carers of any new policy and for policy documents to be freely available for parents and carers to access, so this 'standard practice' may have opened the door for practitioners to engage with parents about physical activity.

It is interesting to note the wider impact the *Move More* programme has had within Shropshire. While as part of this programme there was support available to only a limited number of settings for completing the physical activity audits, the information provided as part of the original training day has been integrated into other training events throughout the county. Furthermore, the interest generated as part of the programme outweighed the available programme spaces.

## 6.2 Key Findings

**1. The *Move More* training helped highlight the importance of physical activity in the early years to delegates and practitioners.** It increased delegates' knowledge of physical activity within the early years and provided them with concrete examples of physical activity during the early years.

**2. Most settings who undertook a physical activity audit as part of the *Move More* programme created a physical activity policy for their setting.** While settings were already providing physical activity for the children at their setting, creating a policy formalised and helped highlight the importance of physical activity.

**3. Most settings believed they were already providing sufficient physical activity opportunities for children in their setting.** It is difficult, however, to ascertain the quality of these physical activity opportunities based on the evidence provided in the audits.

**4. Settings are more readily speaking with parents and carers about the importance and benefits of physical activity during the early years.** At baseline, while most settings indicated having open channels of communication with parents and carers, creating a physical activity policy provided them with a prompt for speaking specifically about physical activity with parents and carers.

**5. A more sensitive measure is needed in order to fully understand the changes made to physical activity provision within an early years setting.** While settings were able to indicate on the audit whether their setting incorporates certain activities and environments, it is difficult to judge the quality of provision based on the evidence provided. It may be necessary to undertake more in depth in house visits to assess changes.

### 6.3 Recommendations

Below are listed recommendations based on the key findings for the improvement of the *Move More* programme.

- 1. Cascade training should use methods which enable a larger number of settings to benefit.** Most delegates opted for an individual approach when sharing the information from the *Move More* training day with settings. Due to the high volume of interest and the success of the webinar, it may be more advantageous to offer cascade training to multiple settings through the use of group meetings.
- 2. Practitioners need more detailed criteria to help them assess their physical activity practices and provision within their settings.** While prompts and guides are available to help practitioners meet the areas of learning and development, such as Development Matters in the Early Years Foundation Stage (EYFS), there seems to be a lack of specific criteria which practitioners can use to judge the quality of daily physical activity provision. Providing practitioners with criteria to help them identify high quality practice may help to improve assessment.
- 3. Settings should be asked to audit their food and physical activity practices and provision on separate occasions enabling them to focus on one element at a time.** In doing so, hopefully settings will be better able to assess the quality of their practices and provision.

## References

1. The NHS Information Centre , Statistics L. National child measurement programme: England, 2011/12 school year. The Health and Social Care Information Centre; 2012.
2. Reilly JJ. Physical activity, sedentary behaviour and energy balance in the preschool child: Opportunities for early obesity prevention. Proc Nutr Soc. 2008 08;67(0029-6651; 0029-6651; 3):317-25.
3. Health survey for England 2008. Volume 1: Physical activity and fitness. Leeds: The NHS Information Centre for health and social care; 2009.
4. Department of Health. Start active, stay active. A report on physical activity for health from the four home countries' chief medical officers. The Department of Health; London. 2011.
5. British Heart Foundation National Centre for Physical Activity and Health. BHFNC national physical activity audit of children's centres and nurseries. Report. BHFNC; 2011.



# APPENDIX A

Full day training schedule

**Eat better, Move More**  
**Move More Physical Activity Training Day**  
**Friday 30<sup>th</sup> November 2012**

**Programme outline**

Section	Content	Time
<b>9.00am</b> <span style="float: right;"><b>REGISTRATION</b></span>		
<b>9.30-9.55am</b> Introduction to physical activity and the early years	<ul style="list-style-type: none"> <li>• Overall welcome</li> <li>• Introductions</li> <li>• Housekeeping</li> <li>• Aims for the training day</li> <li>• Practical icebreaker - relax and engage participants</li> </ul>	<b>25 mins</b>
<b>9.55-10.30am</b> The importance of physical activity in the early years	<ul style="list-style-type: none"> <li>• Benefits of physical activity (Group task)</li> <li>• Benefits of physical activity - presenting the evidence</li> <li>• 'Babies, brains and balance' (Show part of video highlighting brain development - 4 mins)</li> </ul>	<b>35 mins</b>
<b>10.30-10.50am</b> UK Physical Activity Guidelines for the Early Years	<ul style="list-style-type: none"> <li>• Introducing the guidelines - what they are and types of physical activities non-walkers and walkers need. Sedentary guideline.</li> <li>• Show video 'Babies, brains and balance' (3 mins) to highlight types of movement opportunities babies need.</li> <li>• Re-cap on what learnt so far by highlighting what covered in training guide.</li> </ul>	<b>20 mins</b>
<b>10.50-11.05am</b> <span style="float: right;"><b>REFRESHMENT BREAK</b></span>		
<b>11.05-1.00pm</b> Interpreting the	<ul style="list-style-type: none"> <li>• Practical session - 'Having a go' -</li> </ul>	<b>1 hour 55</b>

Guidelines - increasing a setting's bank of physically active play ideas	Physically active play ideas for non walkers and walkers. <ul style="list-style-type: none"> <li>• Considering inclusion - the STEP model.</li> </ul>	mins
<b>1.00-1.45pm LUNCH</b>		
<b>1.45-1.55pm</b>	Quick icebreaker	<b>10 mins</b>
<b>1.55-2.20pm</b> BHF's Early movers Guide	<ul style="list-style-type: none"> <li>• Introducing 'Early movers' - BHF's NEW Early Years Physical Activity Guide.</li> <li>• Familiarisation with the Guide (Group task).</li> </ul>	<b>25 mins</b>
<b>2.20-2.45pm</b> Creating enabling environments for physically active play	<ul style="list-style-type: none"> <li>• Ideas for maximising indoor and outdoor setting spaces for physically active play (Group task).</li> </ul>	<b>25 mins</b>
<b>2.45-3.10pm</b> Reducing sedentary behaviour	<ul style="list-style-type: none"> <li>• Tips for sitting less and moving more in an early years setting. (Group task).</li> </ul>	<b>25 mins</b>
<b>3.10-3.20pm REFRESHMENT BREAK</b>		
<b>3.20-3.50pm</b> Audit and action planning	<ul style="list-style-type: none"> <li>• Carrying out a physical activity audit and action planning - how to.</li> </ul>	<b>30mins</b>
<b>3.50-4.05pm</b> Different approaches for dissemination	<ul style="list-style-type: none"> <li>• Disseminating what you have learned today.</li> <li>• Different approaches for dissemination.</li> <li>• What next? Identifying action steps.</li> </ul>	<b>20 mins</b>
<b>4.05-4.15pm</b>	<ul style="list-style-type: none"> <li>• Questions and reflections</li> <li>• Evaluation forms</li> </ul>	<b>10 mins</b>

## Materials

Each participant will receive on the day:

1. A copy of the new BHF Early Years Physical Activity resource: *'Early Movers: A practical guide to helping under 5's live active and healthy lives.'*  
This will include 7 separate booklets, 2 parent leaflets 'Help your baby move and play every day' and 'Help your child move and play every day,' a height chart for parents (to log development milestones), stickers and 6 x A3 posters.
2. A copy of the two BHFNC factsheets on the UK Physical Activity Guidelines for non-walkers and walkers.
3. A training guide - to help with disseminating information learned down to the settings they work with.
4. A copy of the physical activity audit and action plan.
5. A copy of the 'Babies, brains and balance DVD.'

## APPENDIX B

### End of day survey

**‘Eat Better, Move More’**

**Promoting healthy weight in Shropshire’s early years and school settings**

**‘Moving more’**

Thank you for attending this training. To help us improve the organisation, content and delivery of this course, please could you complete this short evaluation form.

**TRAINING INFORMATION**

TUTOR ..... VENUE .....

**PARTICIPANT INFORMATION**

JOB TITLE

.....

**ADMINISTRATION**

Please rate the following areas of the course administration by ticking the appropriate box.

	Excellent	Good	Fair	Poor	Not Applicable
1. Pre-course information/registration					
2. Course organisation on the day					
3. Venue suitability/quality					
4. Hospitality and refreshments					

Please provide any additional comments about the course organisation, venue and catering and how you think we could improve our service in these areas.

.....  
 .....  
 .....  
 .....

How did you hear about the event?

.....  
 .....

**COURSE SUMMARY**

Please rate the following areas of the course by ticking the appropriate box.

	Excellent	Good	Fair	Poor	Not Applicable
1. Overall rating of the course					
2. Quality of the course resource(s)					
3. Theory session(s) content					
4. Practical session(s) content					
5. Tutor's knowledge					
6. Tutor's presentation skills					

7. Was the course of appropriate duration? Yes  No

8. Were the sessions of appropriate duration? Yes  No

9. Would you recommend this course to a colleague? Yes  No

10. Were the aims and objectives of the course met? Yes  No

If you answered 'NO' to any of the above questions, please provide further comments below

.....

.....

11. How useful did you find the training in relation to your role?

Very useful  Useful  Not very useful  Not at all useful

12. Following the training how confident do you feel about disseminating and using the information and/or new skills in your workplace?

Very confident  Confident  Not very confident  Not at all confident

If you answered **Not very confident or Not at all confident** to the above question, please could you suggest what would have needed to happen in the training to increase your confidence to use the information and skills in your workplace.

.....

.....

.....

13. What are your initial thoughts about BHF's new resource 'Early movers'?

.....

.....

.....

Do you feel the training achieved the following aims?

	Completely	To a large extent	To some extent	Not at all	Not Applicable
11. Familiarised you with the programme and physical activity resources					
12. Increased your knowledge of the importance of promoting physical activity to under 5s					
13. Increased your knowledge and understanding of the UK Physical Activity Guidelines for Early Years					
13. Highlighted how the resources / practical ideas can be used to promote physical activity					
14. Gave you practical ideas to assist babies and young children's physical development					
15. Gave you the confidence and knowledge to help educate others about physical activity in under 5s					
16. Gave you confidence to use the physical activity audit and action plan to support settings you work with					

**ADDITIONAL COMMENTS**

Please use the space below to provide any further comments about the course (for example, aspects of the course you particularly liked /disliked, any issues that you feel were not addressed, how you will use the training in your workplace).

.....

.....

.....

.....

**DATA PROTECTION:** All information that you provide will be kept strictly confidential and will be seen only by the evaluation team at Loughborough University and the public health team. Your name or identity will not be used when the project is written or talked about in the future. The information will be stored in a secure format at Loughborough University to which only authorised personnel will have access.

**THANK YOU FOR ATTENDING THIS COURSE AND COMPLETING THE EVALUATION FORM**

**Return Address:** Mary Goad - Evaluation Officer, BHF National Centre for Physical Activity and Health, School of Sport, Exercise and Health Sciences, Loughborough University, Epinal Way, Loughborough, LE11 3TU



## APPENDIX C

### Audits and action plans

## Physical activity audit

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<b>General</b>									
<p><b>1. Does your setting have a physical activity policy?</b></p> <table border="1" data-bbox="152 475 537 571"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Date policy written:</p>  <p>Date due for review?</p>	<p>See pages 18-27 of this section</p>	
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p><b>2. Do you have a named person who's responsible for developing and monitoring this policy?</b></p> <table border="1" data-bbox="152 865 537 960"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Name:</p>		
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<p>3. Is the policy monitored and evaluated?</p> <table border="1" data-bbox="152 284 537 379"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO				<p>How often?</p>		
YES	DEV	NO							
<p>4. Does the setting have an ethos and environment that promote physical activity?</p> <table border="1" data-bbox="152 598 537 694"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO					<p>See section 4</p>	
YES	DEV	NO							
<p><b>Physical activity provision</b></p>									
<p>5. Does the setting provide free flow for all age groups?</p> <table border="1" data-bbox="152 1010 537 1106"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO						
YES	DEV	NO							

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<p>6. Do the children have opportunities to choose the activities?</p> <table border="1" data-bbox="152 316 539 411"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>7. Do you consult with the children about the activities they enjoy doing at the setting?</p> <table border="1" data-bbox="152 603 539 699"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How?		
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>8. Are staff able to identify barriers to children's participation in physical activity and opportunities to remove them?</p> <table border="1" data-bbox="152 948 539 1043"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>9. Does your setting provide a balance of child-initiated and adult-led activities?</p> <table border="1" data-bbox="152 1225 539 1321"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		See section 6	
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<b>Curriculum</b>									
<p>10. Are physical activities planned according to the individual child's stage of development?</p> <table border="1" data-bbox="152 507 537 606"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO					See Section 2, pages 12-14	
YES	DEV	NO							
<p>11. Is physical activity linked to other areas of learning and development?</p> <table border="1" data-bbox="152 786 537 885"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO					See pages 40-41	
YES	DEV	NO							
<p>12. Does the setting have a clear, planned approach to providing a broad range of activities that promote physical development?</p> <table border="1" data-bbox="152 1225 537 1324"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO						
YES	DEV	NO							

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<p>13. Does the setting monitor children's physical development to inform planning and provision?</p>									
<b>Partnerships/community links and active travel</b>									
<p>14. To encourage the children to move more, do you work with other agencies? Eg, local sports and leisure facilities, health visitor</p> <table border="1" data-bbox="152 754 537 852"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO						
YES	DEV	NO							
<p>15. Do you encourage and support parents and staff to use active transport to travel to and from the setting? Eg, provide secure buggy/scooter/bike parking space</p> <table border="1" data-bbox="152 1134 537 1232"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO					<p>See section 7</p>	
YES	DEV	NO							

	What are you doing currently doing to support this?	Development targets	Comments and date to be completed						
<b>Involvement of staff and parents/carers</b>									
<p><b>16. Can parents/carers get involved in the planning and delivery of physical activities in the setting?</b></p> <table border="1" data-bbox="152 432 537 531"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		See section 7	
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p><b>17. Are parents made aware of the benefits of physical activity for themselves and their children?</b></p> <table border="1" data-bbox="152 745 537 844"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		See section 7 and parent leaflets	
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p><b>18. Are parents encouraged to participate in physical activities with their children? Eg, At the setting? At home?</b></p> <table border="1" data-bbox="152 1090 537 1189"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		See section 7 and parent leaflets	
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<p>19. Are staff encouraged to be physically active for themselves?</p> <table border="1" data-bbox="152 316 537 411"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<p>20. Are staff encouraged to join in the activities with the children? Do they feel comfortable doing this?</p> <table border="1" data-bbox="152 703 537 799"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<b>Qualifications, training and resources</b>									
<p>21. Are staff training needs reviewed and identified regularly?</p> <table border="1" data-bbox="152 1142 537 1238"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	YES	DEV	NO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
YES	DEV	NO							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							



	What are you doing currently doing to support this?	How could this be developed further?	Comments and date to be completed						
<p><b>22. Are staff able to attend appropriate physical activity training when required?</b></p> <table border="1"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO						
YES	DEV	NO							
<p><b>23. Are staff confident to deliver physically active play sessions?</b></p> <table border="1"> <thead> <tr> <th>YES</th> <th>DEV</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	YES	DEV	NO						
YES	DEV	NO							

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

## Physical Action plan

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

# APPENDIX D

## Impact survey

## Move more - Sharing practice

You have been sent this link because you attended the 'Move more' training day held by Shropshire PCT in November 2012. We are asking you to complete a brief survey to help us understand how you have used what you learned from the training day.

This survey should take you no more than 5 minutes. Please answer all the questions that are relevant to you.

### About you

**\*1. What is your job title?**

**\*2. Are you responsible for overseeing or working with more than one early years settings?**

- Yes  
 No

### Sharing and practice

**\*3. How many settings have you worked with since the 'Move more' training session?**

### Sharing and practice

**\*4. In how many of these settings have you shared the information or resources you received from the training session, eg, implemented some form of cascade training?**

### Sharing and practice

**5. What is your reason for not sharing the information or resources from the 'Move more' training with the setting you have worked with?**

- I have been focusing more on distributing the information and resources from the 'Eat better' session.
- It was not of interest to me
- It is not relevant to my work
- Settings have not been receptive
- Other (please specify)

### Sharing and practice

### 6. What methods have you used to share the information you learned on the 'Move more' training?

- Formal training session/workshop with staff from multiple settings
- Meeting with the staff from a single setting
- Meeting with a setting manager
- Webinar
- Informal visit to a setting
- Other (please specify)

### 7. How many colleagues or nursery staff have you been able to share this information with?

- <5
- 5-10
- 11-15
- 16-20
- 21-25
- 26+

### 8. Which method do you use most often to share the training information with practitioners?

- Formal training session/workshop with staff from multiple settings
- Meeting with the staff from a single setting
- Meeting with a setting manager
- Webinar
- Informal visit to a setting
- Other (please specify)

### 9. Which method have you found to be most effective for sharing the training information?

- Formal training session/workshop with staff from multiple settings
- Meeting with the staff from a single setting
- Meeting with a setting manager
- Webinar
- Informal visit to a setting
- Other (please specify)

## Move more - Sharing practice

**10. What challenges have you faced when sharing or implementing the information you learned during the 'Move more' training in the settings?**

**11. Have you shared any of the resources you received at the 'Move more' training sessions with other practitioners, eg, the practitioner leaflets or Early Movers resource?**

- Yes  
 No

## Physical activity audits

**12. How many of the settings you work with have completed a physical activity audit?**

**\*13. Did you work with any of the settings to develop action steps?**

- Yes  
 No

## Physical activity audits

**14. Please give three examples of commonly developed action steps.**

1

2

3

**15. Have these settings begun implementing any of their action steps?**

- Yes  
 No

If yes, please give some examples of how settings are accomplishing these action steps.

## Early movers - the new BHF resource

**\*16. Have you used the Early movers resource to support your work in promoting physical activity?**

- Yes  
 No

#### 17. What is your reason for not using the Early movers resource?

- Haven't had time to look at it
- Do not find it useful for my work
- Settings have not been receptive
- Other (please specify)

#### \*18. How useful have you found each section?

	Very Useful	Somewhat Useful	Not Useful	Have not read
1. Early movers – An introduction to the guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Introduction to physical activity in the early years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Planning and organisation for early years managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Getting the best from your environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Practical ideas for physically active play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Getting children involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Getting parents and carers involved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### 19. Please provide any additional comments on the resource here.

#### \*20. To help develop our training for early years professionals we would be interested in finding out in a bit more detail your view on the resource and training. Would you be happy to participate in a short telephone interview (about 15 minutes) to discuss your thoughts on the resource and training?

- Yes
- No

## Move more - Sharing practice

### 21. When is a good day/time to call:

- |  |  |
|--|--|
| <input type="checkbox"/> Monday morning    | <input type="checkbox"/> Wednesday afternoon |
| <input type="checkbox"/> Monday afternoon  | <input type="checkbox"/> Thursday morning    |
| <input type="checkbox"/> Tuesday morning   | <input type="checkbox"/> Thursday afternoon  |
| <input type="checkbox"/> Tuesday afternoon | <input type="checkbox"/> Friday morning      |
| <input type="checkbox"/> Wednesday morning | <input type="checkbox"/> Friday morning      |

## End of survey

Thank you for completing this survey.

To find out more about physical activity and the early years, visit our webpage at [www.bhfactive.org.uk](http://www.bhfactive.org.uk)

WOULD SHROPSHIRE PCT LIKE TO ADD ANYTHING ELSE HERE?

## About you

### \*22. Do you work for a single setting, eg, nursery or children' centre?

- Yes  
 No

## Sharing and practice

### \*23. Did you share the information you learned during the 'Move more' training with the other staff at your setting?

- Yes  
 No

## Sharing and practice

### \*24. How did you pass on the information?

- Meeting with the staff  
 Meeting with the Centre Manager  
 Informal conversations  
 Other (please specify)



## Move more - Sharing practice

**25. How many colleagues or other nursery staff members have you been able to share this information with?**

- |                         |                           |
|-------------------------|---------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 6   |
| <input type="radio"/> 2 | <input type="radio"/> 7   |
| <input type="radio"/> 3 | <input type="radio"/> 8   |
| <input type="radio"/> 4 | <input type="radio"/> 9   |
| <input type="radio"/> 5 | <input type="radio"/> 10+ |

## Sharing and practice

**26. What is your reason for not sharing the information you learned during the 'Move more' training?**

- I forgot about it
- I tried, but my colleagues were not interested
- I did not think my colleagues would be interested
- I did not find it useful
- I have been focusing more on incorporating the 'Eat better' training session
- Other (please specify)

**\*27. Have you shared any of the resources you received at the 'Move more' training, eg, practitioner leaflets, Early Movers resource, with any of the other staff at your settings?**

- Yes
- No

## Sharing and practice

**28. What is your reason for not sharing the resource you received at the 'Move more' training?**

- I lost/forgot about them.
- I tried, but my colleagues were not interested.
- I did not think my colleagues would be interested.
- I did not find them useful for my work.
- I have been focusing more on incorporating the 'Eat better' training session.
- Other (please specify)

## Move more - Sharing practice

### Physical activity audits

**29. Have you completed a physical activity audit at your setting?**

- Yes
- No

**\*30. Have you identified any action steps to carry out at your setting?**

- Yes
- No

### Physical activity audits

**31. What are these action steps?**

1	<input type="text"/>
2	<input type="text"/>
3	<input type="text"/>

**32. Have you begun to implement any of these action steps?**

- Yes
- No

If yes, please give examples of what you are doing to implement these action steps.

## APPENDIX E

### Interview schedules

### **Interview Schedule – Settings/Practitioners**

- What is your role in relation to the Eat Better Move More project?
- How does this role fit with the activities in your normal daily work?
- What sort(s) of setting(s) do you work with?
- How did you go about undertaking the physical activity audits? (input from settings? Who did you work with at the setting?)
  - What challenges did you face in completing the baseline and follow-up audits?
- How did you go about creating an action plan?
  - How has this plan been put into place?
- How did you share the information from the Move More training with staff from different settings?
- Did you provide any additional training for staff on physical activity during this period?
- Have you witnessed any changes in staff behaviours? (practice/provisions relating to physical activity)
- Can you give me some examples of how staff incorporate physical activity into their daily routine?
  - Is this different than a year ago?
- Thinking back about the action plan you created, where you able to accomplish these actions? (can you give some examples?)
- Do you have anything else you would like to add or any additional questions for me?

### **Interview Schedule – Programme Manager**

- What is your role in the Eat Better Move More project?
- How does this role fit with your activities in your normal daily work?
- Thinking about the different stages of the project (eg, initial set up, throughout and final stages) what were the main challenges you faced? (ie, faced by the local authority)
  - Can you tell me about the shift in departments (ie, from a PCT to a Public Health Team) and how it affected Eat Better Move More?
- Similarly, what were the main successes?
- It is my understanding that you have been managing the communication with settings. What have been the main challenges and successes in this?
- From your point of view, how sustainable do you think this project is? (ie, is the something your team would do again?)
  - If you were going to run this project again, what would you do the same?
  - If you were going to run this project again, what would you do differently?
- Have you witnessed and wider impact of the training, ie, unexpected consequences both positive and negative?
- Do you have any additional comments or questions you would like to ask me?