

Dorset, Bournemouth, Christchurch & Poole Healthy Movers

Evaluation Report (August 2022)

Produced by the Youth Sport Trust Research and Insight Team



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Executive Summary

Programme overview

Healthy Movers is delivered in early years settings and aims to develop children's physical literacy, wellbeing and school readiness through a range of physical play and activities.

The programme is delivered through resources and training for practitioners in early years settings and families to continue the activities at home. It was delivered by the Youth Sport Trust (YST), in partnership with Public Health Dorset, in 2021 and 2022.

Engagement



18

SETTINGS



25

PRACTITIONERS
TRAINED



702

CHILDREN TAKING
PART IN HEALTHY
MOVERS ACTIVITIES
EACH WEEK



20

AVERAGE PARENTS PER
SETTING ENGAGED IN
HEALTHY MOVERS

Outcomes



CHILDREN

- Improved physical literacy
- Improved physical activity levels
- Improved communication and language
- Improved literacy and mathematics
- Improved relationships
- Increased engagement in activities at the setting
- Enhanced school readiness



PRACTITIONERS & SETTINGS

- Improved confidence and competence
- Improved delivery of physical activity



PARENTS/FAMILY

- Increased physical activity as a family
- More ideas to help children be active
- Better understanding of the benefits of being active

Lessons



1. Collaborate
2. Ongoing support
3. Opportunities for synergy
4. Reinforce at home
5. Child-led
6. Cascade knowledge

Section 1

Programme

Overview



Programme Overview

Healthy Movers is delivered in early years settings and aims to develop children's physical literacy, wellbeing and school readiness through a range of physical play and activities.

The programme is delivered through resources and training for practitioners in early years settings and families to continue the activities at home.

Healthy Movers was delivered by the Youth Sport Trust (YST), in partnership with Public Health Dorset.

The programme ran from November 2021 to August 2022.

Programme Context

A focus on physical development is critical within early childhood education.

- The focus on physical development is considered crucial within early childhood education and care internationally as part of a balanced routine and in support of overall developmental milestones (WHO, 2019).
- The inclusion of physical development as a prime area of learning in the Early Years Foundation Stage (EYFS) since 2008 alongside personal, social and emotional development, and communication and language, illustrates the importance placed on such developments (DfE, 2021).
- There is also a longstanding appreciation of the holistic nature of development (e.g., Lindon, 2005) which outlines the importance of physical development in supporting children's independence, social skills and their confidence which impacts upon the development of the skills needed for reading and writing.
- Recent research reports that physically literate children do twice as much activity as their peers and states that their enjoyment has the greatest influence on this (Sport England, 2019). This report further states that physical literacy and activity decreases with age highlighting the importance of positive active experiences for the youngest children in our communities.
- Exploration of physical literacy is pertinent in this post-Covid era which acknowledges the impact of the pandemic on children's emotional health and well-being as well as their physical outputs (Ofsted, 2020).

Source: Centre for Research in Early Childhood (CREC) (2022) A peer review of the Youth Sport Trust's Healthy Movers evaluations.

Dorset, Bournemouth, Christchurch & Poole - Context

- 26% of children in Bournemouth, Christchurch and Poole (BCP) and 29% of children in East Dorset (ED) are not reaching good levels of development in the early years foundation stage
 - *Source: Government (2018/19) Early Years Foundation Stage Profiles*
- In Bournemouth, Christchurch and Poole, 7-9% of reception children are obese and 18-23% of children carry excess weight. In East Dorset, 8% of reception children are obese and 25% of children carry excess weight.
 - *Source: ONS and NHS Digital (2019/20) National Child Measurement Programme*
- Children under 5 years old should aim for an average of at least 3 hours of physical activity per day. In England, only 9% of children aged 2 to 4 were classified as meeting these guidelines.
 - *Source: Health Survey for England 2015 Physical Activity In Children*
- Children aged 5 to 18 years old should aim for an average of at least 60 minutes of moderate or vigorous intensity physical activity a day across the week. However, 21% of children in Years 1-2 in England are doing less than 30 minutes of physical activity per day.
 - *Source: Department of Health and Social Care (2019) Physical Activity Guidelines: UK Chief Medical Officers' Report and Sport England (2020/21) Active Lives Survey for Children and Young People*



Section 2

Evaluation Overview



Evaluation Overview

Healthy Movers evaluation aimed to provide evidence of what worked well and less well (process evaluation) and to understand the extent to which outcomes were achieved (outcome evaluation).

Practitioner surveys

- ✓ 18 surveys completed at the start of the project
- ✓ 20 surveys completed after the physical literacy training
- ✓ 18 surveys completed at the end of the project

Focus: views of Healthy Movers and any benefits to them and the children

Physical literacy and early years assessment data

- ✓ Physical literacy data from a sample of 171 children from 17 settings
- ✓ Early years data from a sample of 148 children from 17 settings

Focus: attitudes, behaviours and competencies in relation to key areas of physical literacy, and communication and language, and personal, social and emotional development

Consultations with Tutors

- ✓ Consultations with 2 Healthy Mover tutors.

Focus: strengths, areas for improvement, challenges and benefits

Parent surveys

- ✓ 31 surveys completed across 9 settings

Focus: views of Healthy Movers and any benefits to them and their child.

Case studies

- ✓ 3 case studies were produced following consultations with 4 practitioners and 2 Healthy Mover tutors.

Focus: approach to delivery, views of Healthy Movers and any benefits.

Physical Literacy Assessment

A sample of children were assessed against key elements of physical literacy before and after they took part in Healthy Movers.

Physical Literacy Component	Description	Levels
Engagement	Explores and is curious when being physically active. Initiates activities. Generates new ideas and approaches to find new challenges and explores ways of solving them.	Not yet achieved level 1 Level 1 Level 2 Level 3 Level 4
Motivation (2 measures)	Chooses to be physically active, concentrates on a task and keeps on trying when faced with challenges. Enjoys achieving what they set out to do.	
Confidence	Tries new physical activities/equipment confidently. Confidently initiates active play alone and with others. Communicates well and willingly with others.	
Stability (2 measures)	Demonstrates controlled static and dynamic balance.	Not yet achieved level 1 Level 1 – Emerging Level 1 - Secure Level 2 – Emerging Level 2 - Secure Level 3 – Emerging Level 3 - Secure Level 4 – Emerging Level 4 - Secure
Locomotion: different methods (2 measures)	Demonstrates a variety of methods of travelling.	
Locomotion: different speeds	Demonstrates movement at different speeds.	
Locomotion: different directions (2 measures)	Demonstrates movement in different directions.	
Locomotion and object control	Uses movement and equipment imaginatively to music, rhyme, stories.	
Object control (3 measures)	Demonstrates control and manipulation of objects.	

Research ethics note: Each setting was asked to select a minimum of 10 children to take part in a Physical Literacy Assessment and Early Years Data collection at the start and end of the project. This was considered to be an appropriate balance between collecting enough data for the evaluation and ensuring that the workload was manageable for practitioners. Settings assigned children with an ID so all children remained anonymous to the research team. Parents were informed of the research and given the opportunity to opt their child out of the research.

Early Years Development

A sample of children were assessed against key elements of 'Communication and Language' and 'Personal, Social and Emotional Development', before and after they took part in Healthy Movers, in line with the early years development framework.

Early Years Component	Age	Description	Assessment
Communication and Language	2 years old	Can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"	Met Not met
	3 years old	Can the child follow instructions with three key words like: "Can you wash dolly's face?"	
	4 years old	Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?	
Personal, Social and Emotional Development	2 years old	Does the child start to enjoy the company of other children and want to play with them?	Met Not met
	3 years old	Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	
	4 years old	Does the child play alongside others?	

Note: Each setting was asked to select a minimum of 10 children to take part in the Early Years Development Assessment at the start and end of the project. The same children took part in the Physical Literacy Assessment. This was considered to be an appropriate balance between collecting enough data and ensuring that the workload was manageable for practitioners.



Early Years Development

A sample of children were assessed against key elements of 'Literacy' and 'Mathematics', before and after they took part in Healthy Movers, in line with the early years development framework.

Early Years Component	Age	Description	Assessment
Literacy	2 years old	(1) Does the child repeat and use actions, words or phrases from familiar stories? (2) Is the child beginning to recognise familiar logos from children's popular culture, commercial print or icons for apps?	Met Not met
	3 years old	(1) Does the child recognise familiar words and signs such as own name, advertising logos and screen icons? (2) Does the child handle books and touch screen technology carefully and the correct way up with growing competence?	
	4 years old	(1) Does the child re-enact and reinvent stories they have heard in their play? (2) Is the child able to recall and discuss stories or information that has been read to them, or they have read themselves?	
Mathematics	2 years old	(1) Can the child count in everyday contexts, sometimes skipping numbers – '1-2-3-5'? (2) Is the child beginning to notice numerals (number symbols)?	Met Not met
	3 years old	(1) Can the child count in sequence up to 5 using fingers numbers? (2) Is the child beginning to use understanding of number to solve practical problems in play and meaningful activities?	
	4 years old	(1) Can the child compare quantities using language: 'more than', 'fewer than'? (2) Does the child show awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects?	

Note: Each setting was asked to select a minimum of 10 children to take part in the Early Years Development Assessment at the start and end of the project. The same children took part in the Physical Literacy Assessment. This was considered to be an appropriate balance between collecting enough data and ensuring that the workload was manageable for practitioners.



Case Studies

This report is supported by three stand-alone case studies.

Setting	Theme
Cherry Tree	Embedding Healthy Movers activities and supporting school readiness.
St John's	Linking Healthy Movers activities with storytelling and supporting physical activity.
Muddy Boots	Enhancing confidence and physical literacy in children and collaboration between settings.

Section 3

Activities and Engagement



Programme Activities

Healthy Movers provides training for early years practitioners, activities for children and resources for parents.

Physical literacy training

Two 1-day training sessions aimed to develop the whole child through engaging in purposeful physical activities supporting the Early Years Foundation Stage (EYFS) curriculum as well as providing theory and practical ideas using the YST Healthy Movers Toolkit.



Networking opportunities



Six networking opportunities delivered aimed to provide ongoing support to enable practitioners to share good practice, discuss any challenges/barriers and potential solutions to delivery

Parental engagement training

Two parental training sessions delivered that aimed to support the settings to engage parents in supporting their child's physical literacy at home.



Power hour training

One power hour training session delivered. Healthy Movers Tutors visited settings to provide a short and focussed Healthy Movers training to all staff at these settings.

Toolkit and developmental tree

18 Healthy Movers toolkits were distributed. The toolkit complements the EYFS Framework and includes 1 printed bag, 1 handbook, 16 activity cards, 1 poster, 1 certificate, 30 sticker sheets, 1 USB with music to accompany activities, and 1 visual display of a developmental tree that showed the key stages of physical development.



Back-packs

544 Healthy Movers home packs were distributed and included a children's backpack, parent resource cards, bean bag, soft touch ball, 2 scarves, water bottle, sticker pack, pot of bubbles, and chunky chalk.



Support visits

Up to 10 support visits for all settings. Healthy Movers Tutors provided regular support to the settings, through a mixture of face-to-face and virtual delivery.

Engagement

18 settings took part in Healthy Movers (11 of the settings are in Bournemouth, Christchurch and Poole, and 7 are in East Dorset), and 702 children took part in Healthy Movers activities each week.



**18 settings
engaged**



**25
practitioners
trained**



**702 children
taking part in
Healthy Movers
activities each
week**



**An average of 20
parents per
setting engaged
in Healthy
Movers**

Section 4

Children Outcomes

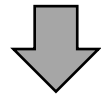


Physical Literacy

By the end of the project, children demonstrated improvements in their confidence, engagement and motivation.

START

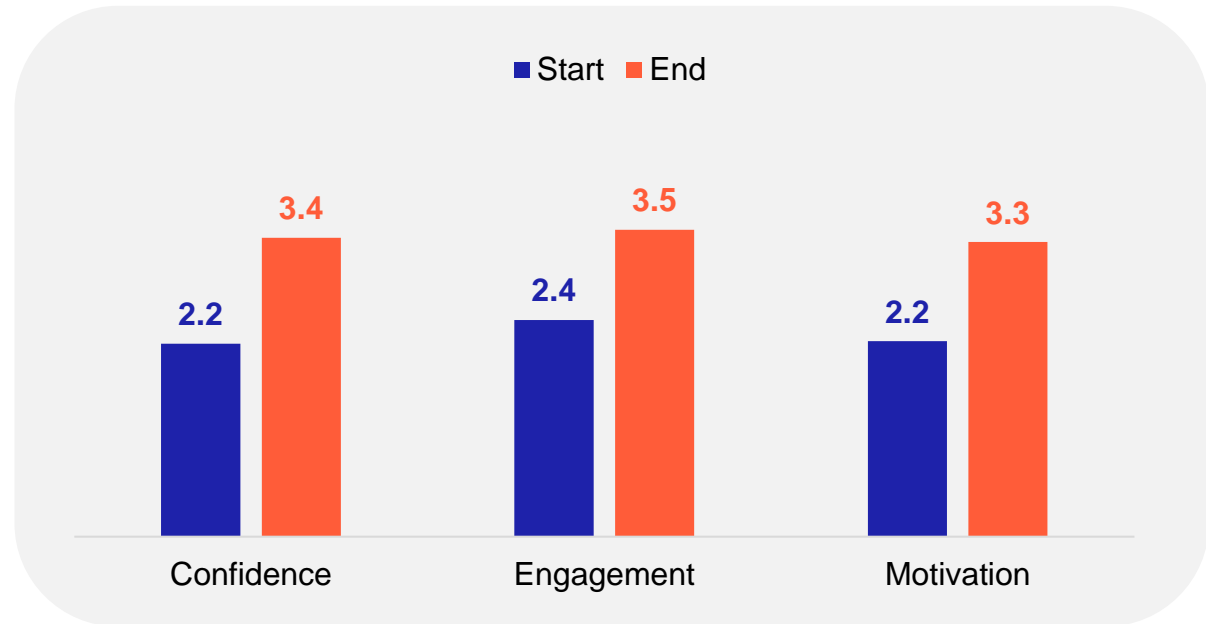
At the start of Healthy Movers, the children scored on average a **2.3** in their physical literacy across the Engagement, Motivation and Confidence criteria.



END

After the project, the average score was **3.4** - children improved their score by an average of **+1.1**. The biggest improvement was in their confidence.

Physical Literacy Assessment



Source: Physical Literacy Assessment (n=172).

Note: Children were assessed using a four point scale from the lowest level (1) to the highest level (4). More information on the assessment tool can be found in section two of this report.

Physical Literacy

Children's improvements across engagement, motivation and confidence varied across different demographics.

Gender

There was no real difference between boys and girls.

Age

Improvement levels increased slightly with age in this group – 2 year olds improved by 0.9 on average, 3 year olds by 1.1 and 4 year olds by 1.2 between the start and end of the programme.

Deprivation

Children in receipt of 2 year old funding were at a significantly lower level than those not in receipt both at the start and the end of the project. Their confidence levels were particularly low starting at 1.7 and ending at 2.8, vs. children who don't receive the funding at 2.7 and 3.8 respectively

SEND

Children with SEND were generally at a lower level at the start of the project than those without, but improved by 0.1 more to close the gap slightly by the end of the programme.

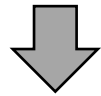
Note: The demographic data provides some interesting and emerging insights but should be treated with caution as some of the sample sizes are small.

Physical Literacy

By the end of the project, children demonstrated improvements in their locomotion, object control and stability.

START

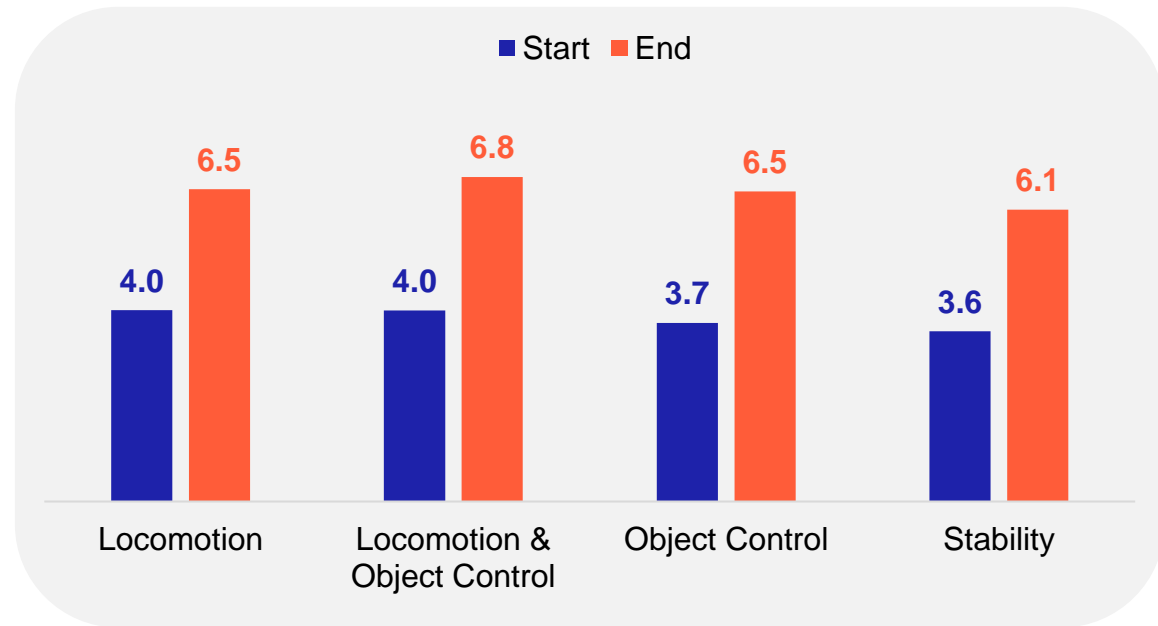
At the start of Healthy Movers, the children scored on average a **3.8** against the criteria for object control, locomotion and stability.



END

After the project, this had increased to an average of **6.5**. The biggest improvements were in locomotion and object control.

Physical Literacy Assessment



Source: Physical Literacy Assessment (n=172)

Note: Children were assessed using an eight point scale from the lowest level (1) to the highest level (8). More information on the assessment tool can be found in section two of this report.

Physical Literacy

Children's improvements across locomotion, object control and stability varied across different demographics.

Gender

Girls were at a higher level than boys both at the start and the end of the programme, however boys improved by 2.7 between the start and end whereas girls improved by 2.4.

Age

Improvement between the start and end increased more with age - 2 year olds saw a variance of +2.2, 3 year olds by +2.7 and 4 year olds by +2.9.

Deprivation

Children in receipt of 2 year old funding scored lower than those not in receipt, and also improved less between the 2 measurements.

SEND

Children with SEND scored lower than those without SEND both at the start and end of the programme, but improved slightly more between the two measurements at +2.7, compared to +2.5.

Note: The demographic data provides some interesting and emerging insights but should be treated with caution as some of the sample sizes are small.

Physical Literacy

Almost all practitioners reported a very positive or positive impact on children's physical literacy.

Has Healthy Movers had any impact on the following areas for children at your setting?

Scale: Very negative, Negative, No change, Positive, Very positive

Enjoyment of physical activity



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	61% (11 out of 18)
Positive	33% (6 out of 18)
No change	6% (1 out of 18)

Confidence to be active



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	56% (10 out of 18)
Positive	39% (7 out of 18)
No change	6% (1 out of 18)

Physical skills



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	78% (14 out of 18)
Positive	17% (3 out of 18)
No change	6% (1 out of 18)

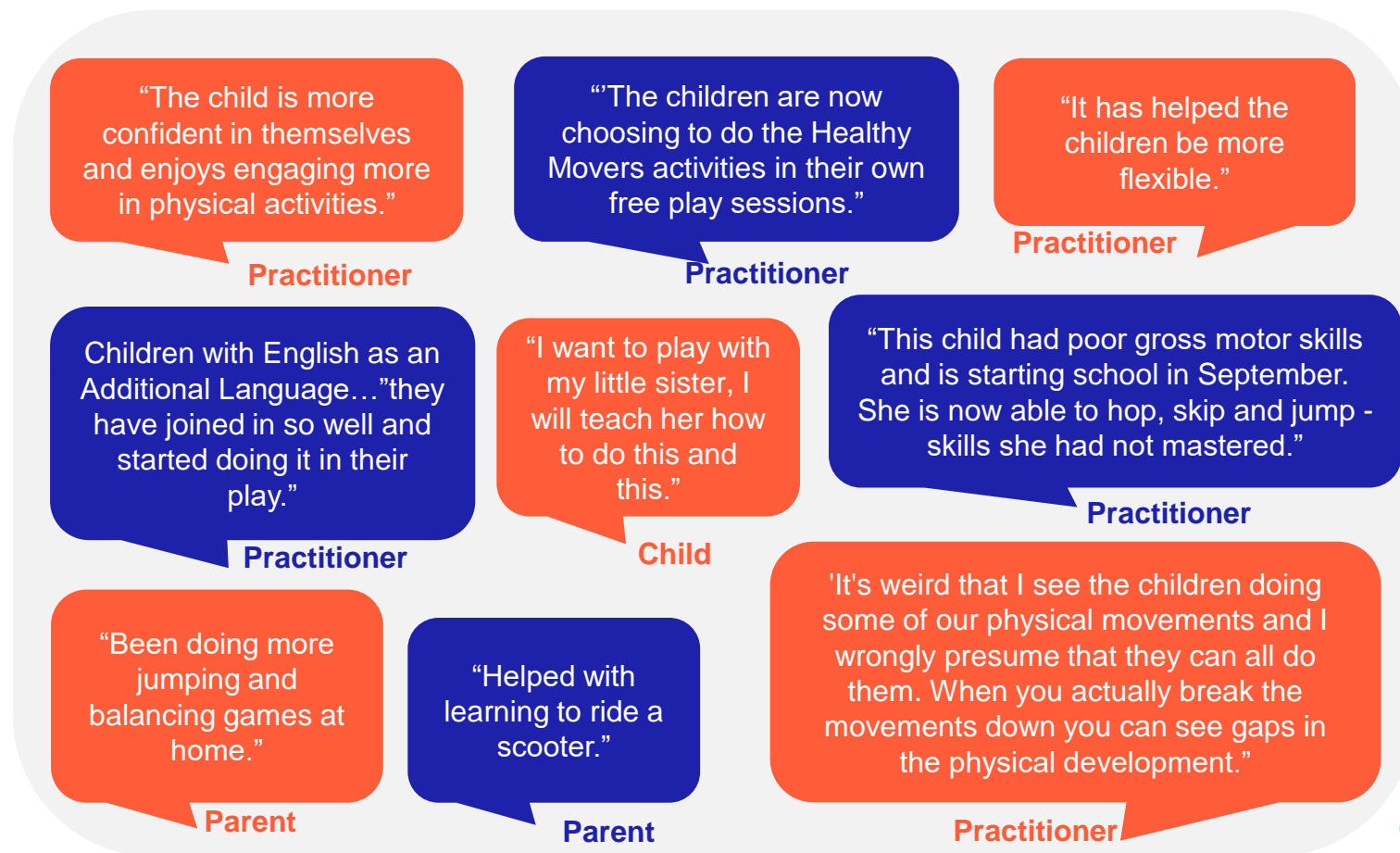
Source: End of Project Survey for Practitioners (n=18)

Physical Literacy

Almost all practitioners reported a positive impact on the children's physical activity and physical skills.

Practitioners highlighted that Healthy Movers helped to identify areas of physical literacy that the children needed to improve and the activities enabled them to focus on specific skills.

Practitioners are also seeing the children replicating the skills and movements from Healthy Movers in their own free play.



Source: End of Project Survey for Practitioners (n=27) and Parent / Guardian Feedback Survey (n=31)

Physical Activity Levels

Children spent more time being physically active at settings, and parents report their children being more active.

Amount of time spent being physically active at your setting



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	56% (10 out of 18)
Positive	39% (7 out of 18)
No change	6% (1 out of 18)

Has Healthy Movers helped your child to be more active?



87%

26 out of 30 parents / guardians

Yes

No	7% (2 out of 30)
Don't know	7% (2 out of 30)

Source: End of Project Survey for Practitioners (n=18), Parent/Guardian Feedback Survey (n=30)

Physical Activity Levels

Healthy Movers has built children's confidence and enjoyment to participate in physical activity.

Practitioners regularly emphasised how Healthy Movers has helped to build children's confidence to take part in physical activity.

Practitioners and tutors highlighted that Healthy Movers has been inclusive for all children. Children can take part in activities together at their own level, which has helped to increase physical activity levels.

"One of my key children began the year very reluctant to join in group games with others. [Healthy Movers] has helped build his confidence so that at the end of the year he now happily joins in with all physical games!"

Practitioners

"Lots of children do gym and dance clubs in the community but Healthy Movers is great for those children whose families can't access these community clubs."

"It gave her confidence to try new things and [she] loves to be active."

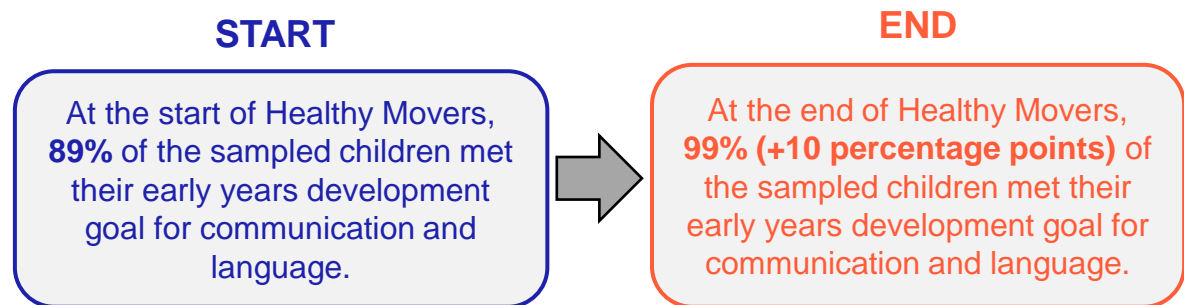
"Healthy Movers has helped my child's excess energy be channelled and used the correct way."

Parents

Source: End of Project Survey for Practitioners (n=27), Parent/Guardian Feedback Survey (n=25)

Communication and Language

Early years data showed that from the start to the end of Healthy Movers, children had improved their communication and language skills.



Further research is required to understand the role of Healthy Movers in contributing to the improvements in communication and language that are shown in the data, however practitioners have highlighted that Healthy Movers has had a positive impact on children's communication and language skills.

As examples, Healthy Movers activities have encouraged children to talk about the activities they are doing and helped them to learn new words that they can use everyday.

"[My child] has enjoyed doing Healthy Movers at preschool she talks a lot about what she has done and often shows us what she learnt

Parent

"It helped with [my child's] communication as she was very excited and keen to show us what moves she learnt at pre-school."

Parent

"We have a child that has English as an Additional Language doing Healthy Movers, it has encouraged them to join in and have confidence in following instructions, it has also introduced simple English words to her daily routine."

Practitioner

"As I watch the children I am constantly reminded that Healthy Movers is not just about the Physical, it really improved the children's communication and speaking as they talk about the card, story and the activities."

Practitioner

"Our quieter children are really coming alive with Healthy Movers, they are using their voices."

Practitioner

Source: Early Years Assessment data (n=142-148).

Note: More information on the assessment data can be found in section two of this report.

Communication and Language

Healthy Movers helped improve children's listening and speaking skills, and their ability to follow instructions.

Has Healthy Movers had any impact on the following areas for children at your setting?

Scale: Very negative, Negative, No change, Positive, Very positive

Listening skills



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	33% (6 out of 18)
Positive	61% (11 out of 18)
No change	6% (1 out of 18)

Speaking skills



100%

18 out of 18 practitioners

Very positive / Positive

Very positive	17% (3 out of 18)
Positive	83% (15 out of 18)

Ability to follow instructions



94%

17 out of 18 practitioners

Very positive / Positive

Very positive	50% (9 out of 18)
Positive	44% (8 out of 18)
No change	6% (1 out of 18)

Source: End of Project Survey for Practitioners (n=18)

Personal, Social and Emotional Development

Early years data showed that from the start to the end of Healthy Movers, children had improved their personal, social and emotional development.

START

At the start of Healthy Movers, **87%** of the sampled children met their early years development goal for personal, social and emotional development.



END

At the end of Healthy Movers, **98% (+ 11 percentage points)** of the sampled children met their early years development goal for personal, social and emotional development.

Further research is required to understand the role of Healthy Movers in contributing to the improvements in personal, social and emotional development that are shown in the data, however practitioners have highlighted that Healthy Movers has had a positive impact on children's personal, social and emotional development.

As examples, Healthy Movers has supported children's resilience, their focus, their ability to share, and their relationships with other children. Practitioners often emphasised that Healthy Movers has supported children's engagement at nursery (in Healthy Movers activities and other activities), including children who were normally shy / quieter, with SEND, or with English as an Additional Language (EAL). Taking part in the same activities together, copying each others actions, and being able to take part at their own level, supported this engagement.

"The children are aware of healthy eating and oral hygiene through the activities as well as how exercise is important ."

"She has really come out of her shell and her confidence to play with peers has grown."

"The children are asking questions about diversity which has been triggered from the pictures of the children on the [wallchart] tree."

"This has allowed children to come together, making new friendships."

"We have had a child who has found attention and following instructions difficult and as a result of Healthy Movers, they are now much more able to focus and follow instruction within a group setting."

"It has really helped with their determination to have a go before asking for help."

Source: Early Years Assessment data (n=138-157).

Note: All quotes from practitioners. More information on the assessment data can be found in section two of this report.

Social Development

Healthy Movers had a positive impact on the children's relationships and engagement in activities.

Has Healthy Movers had any impact on the following areas for children at your setting?

Scale: Very negative, Negative, No change, Positive, Very positive

Relationships with other children



94%

16 out of 17 practitioners

Very positive / Positive

Very positive	29% (5 out of 17)
Positive	65% (11 out of 17)
No change	6% (1 out of 17)

Engagement in activities across the day



94%

17 out of 18 practitioners

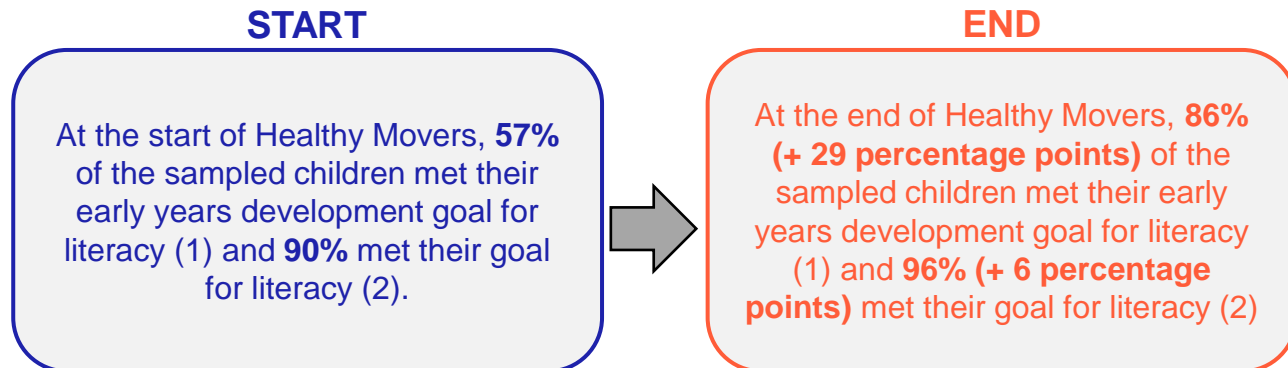
Very positive / Positive

Very positive	33% (6 out of 18)
Positive	61% (11 out of 18)
No change	6% (1 out of 18)

Source: End of Project Survey for Practitioners (n=18)

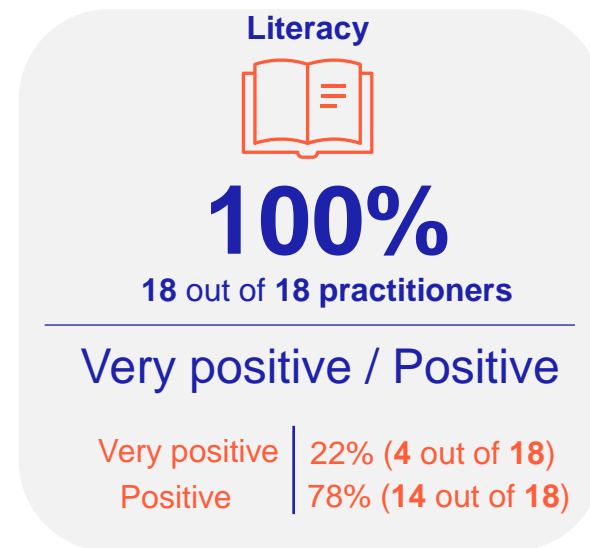
Literacy

Early years data showed that from the start to the end of Healthy Movers, children had improved their literacy.



Further research is required to understand the role of Healthy Movers in contributing to the improvements in literacy that are shown in the assessment data, however all practitioners surveyed highlighted that Healthy Movers has had a positive impact on children's literacy.

As examples, Healthy Movers has supported children's imagination and letter formation. One setting also highlighted how the stories of the day are chosen by the children but then the practitioners identify Healthy Movers activities to link with the stories.



"Improved my child's imagination at home- they did struggle in this area."

Parent quotes

"Helping him to learn general things such as shapes and letters etc."

Source: Early Years Assessment data (n=140-148). End of Project Survey for Practitioners (n=18)
Note: More information on the assessment data can be found in section two of this report.

Mathematics

Early years data showed that from the start to the end of Healthy Movers, children had improved their Mathematics.

START

At the start of Healthy Movers, **80%** of the sampled children met their early years development goal for mathematics (1) and **51%** met their goal for mathematics (2).



END

At the end of Healthy Movers, **89% (+ 9 percentage points)** of the sampled children met their early years development goal for mathematics (1) and **78% (+ 27 percentage points)** met their goal for mathematics (2).

Further research is required to understand the role of Healthy Movers in contributing to the improvements in literacy that are shown in the assessment data, however all practitioners surveyed highlighted that Healthy Movers has had a positive impact on children's numeracy. In particular, Healthy Movers was supporting children's mathematical language skills.

Source: Early Years Assessment data (n=138-148). End of Project Survey for Practitioners (n=18)
Note: More information on the assessment data can be found in section two of this report.

Numeracy



100%

18 out of 18 practitioners

Very positive / Positive

Very positive	22% (4 out of 18)
Positive	78% (14 out of 18)

"It has been a relatively short time and we are already seeing a big improvement in the mathematical language of the children. All children know in front of, behind, and under, since doing the Hide and Seek Healthy Movers card."

Practitioner quotes

"We are finding it really easy to include mathematical language when using the Choo Choo card, the children are counting carriages and matching numbers."

School Readiness

Healthy Movers prepares children for school in a variety of ways, mainly improving their physical development, listening skills and ability to follow instructions.

How do you think Healthy Movers has impacted on children's overall school readiness?

- ✓ Ability to follow instructions
- ✓ Listening skills
- ✓ Concentration skills
- ✓ Core movement skills
- ✓ Preparation for PE at school
- ✓ Healthy eating
- ✓ Increased confidence
- ✓ New friendships
- ✓ Independence
- ✓ Resilience
- ✓ Improved handwriting skills

"Children are able to engage in adult led activities better."

"It has really helped with their determination to have a go before asking for help."

"Encouraged independence, gross motor skills and focus on challenges."

"It prepares them for PE at school."

"The children have become used to a structured movement session each day where they need to listen, join in, follow instructions etc which is hugely helpful for school. Also the children have developed key, core movement skills ready to build on at school."

"It has impacted their listening skills and ability to follow instructions which will help them at school."

"Activities in the programme have helped to develop the right gross and fine motor skills in preparation for writing. It has also instilled a motivation to learn."

Source: End of Project Survey for Practitioners (n=18)

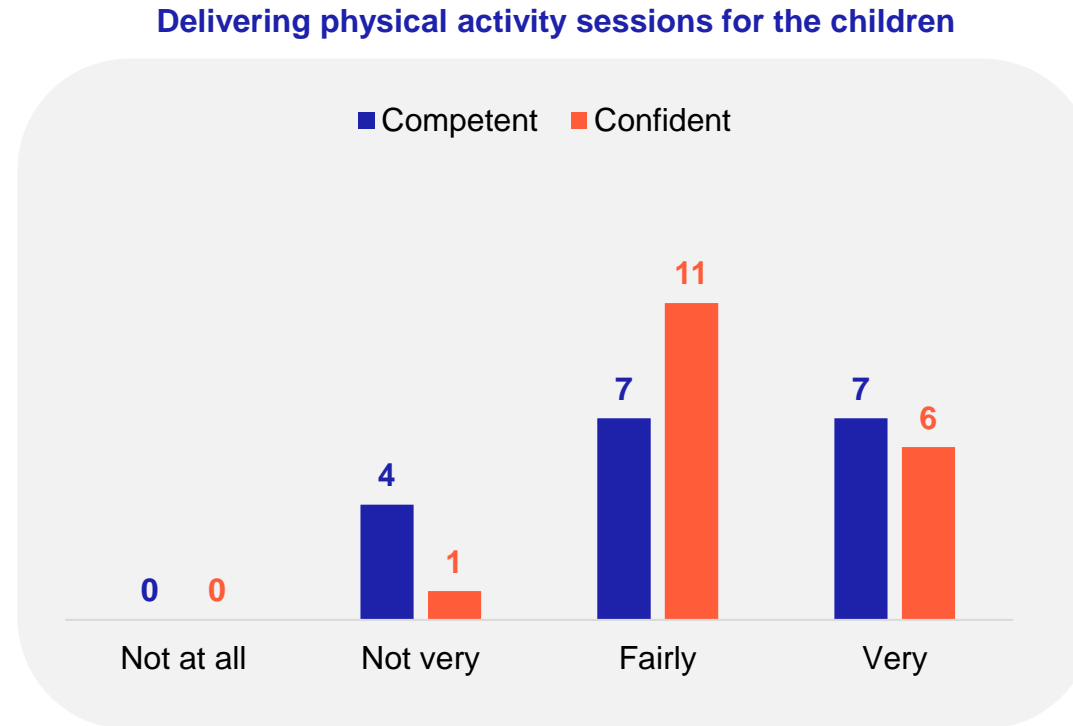
Section 5

Practitioner and Setting Outcomes



Baseline Confidence and Competence Levels

Before Healthy Movers, a large proportion of practitioners only felt fairly confident and competent in delivering sessions for children– leaving room for improvement.



Source: Pre Survey for Practitioners (n=18)

Increase in confidence & competence levels

Almost all practitioners felt that the Healthy Movers training helped 'a lot' to make them feel more competent and confident in their role.

How much has the training helped you to...

Feel more competent in your role*

95%

19 out of 20
practitioners

Helped a lot

**Competent: having the necessary ability, knowledge or skills to do your role successfully*

Feel more confident in your role**

95%

19 out of 20
practitioners

Helped a lot

***Confident: having the belief that you can do your role well*

Feel more motivated in your role

95%

19 out of 20
practitioners

Helped a lot

Source: Training Feedback Survey for Practitioners (n=20)

Confidence and Competence of Practitioners

Healthy Movers gave practitioners new ideas for activities.

Practitioners frequently highlighted that Healthy Movers had given them new ideas for activities. Through the training and the ongoing support visits, the tutors also played a key role in building the confidence of the practitioners to deliver Healthy Movers activities.

The programme has developed practitioners' skills and knowledge of physical literacy, including its benefits and how to effectively improve children's physical literacy.

"Has helped me reflect on the amount of physical activity I currently offer."

"It has definitely helped to find new ideas to bring on children's development."

"Given me the resources to provide the children with healthy movers."

"Great ideas that cover the whole EYFS and get the children moving. Love the oral health section too."

"Really great way of linking everything we already do to the Healthy Movers initiative."

Source: Training Feedback Survey for Practitioners (n=20)

Impact on Delivery

All practitioners say they are likely to continue delivering Healthy Mover activities at their setting.

How Healthy Movers will be incorporated into settings

"Session in the morning with Healthy Movers! To encourage them all to join in."

"Broad variety of activities that can be used everyday circle time etc."

"My Healthy Movers noticeboard really helps to remind us that Healthy Movers can be embedded through other activities that we do throughout the day."

"We loved it and going to incorporate it into our every day routine at the setting."

"Structure to the activities, bringing in all areas of EYFS not just physical development."

"At any free moment there is an opportunity to do a card so we will be using that opportunity."

"In the Family Hubs I can do a section at the end of groups or even theme a group for part of a programme delivery."

100%

18 out of 18 practitioners

- **Likely** to continue delivering Healthy Movers activities at their setting
- Have made **a lot / a bit** of improvements to how they deliver physical activity at their setting
- Have embedded Healthy Movers **a lot / a bit** in the curriculum at their setting

Source: Training Feedback Survey for Practitioners (n=20). Question that was asked: Please tell us how you think as a result of this training, Healthy Movers will be incorporated into your setting. End of Project Survey for Practitioners (n=18). Questions that were asked: How likely are you to continue delivering Healthy Movers activities at your setting?, As a result of Healthy Movers, have you made any improvements to how you deliver physical activity in your setting?, How much has Healthy Movers been embedded in the curriculum at your setting?

Impact on Delivery

Healthy Movers activities complement other areas of delivery, including the EYFS.

- There is a range of evidence to demonstrate how settings are using Healthy Movers activities to complement other areas of delivery, including the EYFS.
- Importantly, the Healthy Movers activities are flexible and easy to adapt to enable practitioners to link to other areas of work or to children's interests.
- Settings are typically embedding Healthy Movers activities by integrating the Healthy Movers activities throughout the whole day, for example by delivering the activities during any free moments, or through dedicated Healthy Movers sessions. Practitioners are also focussing on Healthy Movers during planning sessions.
- One setting has created a box in which they put laminated photocopies of the activities for each card with all the resources so the staff can just pick out the card and do it straight away.
- The wall chart is also helping to remind staff of the Healthy Movers activities.
- For two settings, the positive work the practitioners have been doing through Healthy Movers was acknowledged in their latest Ofsted reports, which were both rated 'good' (see quotes).

"Staff promote children's good health and encourage children to be physically active. Children take part in a physical development programme and learn how to move in a variety of ways. They use their pincer grip to grasp pieces of materials and swish them around in the air to make small and large circles."

Ofsted, 2022, Inspection of The Lantern Pre-School

"In Staff training has a positive impact on children's learning. For example, on reflection from recent training, they meet as a team and plan on how to support children to become more physically active. Staff provide a programme of opportunities to extend children's physical development, such as their agility and locomotion."

Ofsted, 2022, Inspection of Muddy Boots Nursery School

Relationships

The majority of parents report a better relationship with the setting, and practitioners feel more confident engaging parents.

Has Healthy Movers helped you have a better relationship with your child's setting?



65%

17 out of 26 parents / guardians

Yes

Don't know | 19% (5 out of 26)
No | 15% (4 out of 26)

Practitioners' confidence to engage parents in physical activity with the children

Baseline position
Not very / fairly confident

94%

17 out of 18 practitioners

Fairly confident | 72% (13 out of 18)
Not very confident | 22% (4 out of 18)
Very confident | 6% (1 out of 18)



Outcome
Helped a lot / a little

89%

16 out of 18 practitioners

Helped a lot | 50% (9 out of 18)
Helped a little | 39% (7 out of 18)
Not much | 11% (2 out of 18)

Source: Feedback Survey for Parents and Guardians (n=26), Baseline Survey for Practitioners (n=18), End of Project Survey for Practitioners (n=18)

Section 6

Parent / Family Outcomes



Parent / Family Engagement

Parents and families have been engaged in Healthy Movers in a variety of ways.

Settings have used a variety of methods to engage parents in Healthy Movers. Importantly, most settings have used a mix of methods to meet the different needs and preferences of parents.

Methods of parental engagement include:

- ✓ Sending letters to parents to explain Healthy Movers and its benefits.
- ✓ WOW moment cards that celebrate hard work and big wins sent home.
- ✓ Speaking to parents about Healthy Movers at pick up and drop off.
- ✓ Discussing next steps for the children's physical literacy at parent's evenings.
- ✓ Sharing updates, videos and photos on social media.
- ✓ Posting pictures and updates on online apps, such as Tapestry or Dojo.
- ✓ Sending Healthy Movers backpacks and resource cards home.
- ✓ Stay and Play sessions at the setting.

"Gave ideas of new games while we get more active."

"Loved the parachute game - made our own at home with a duvet!"

"Helped my child have a better relationship with my family."

"We spend more time together practicing catching and throwing for hand eye co-ordination and he enjoys all activities associated to healthy movers and loves to show me his new skills from the class lessons."

Source: Parent/Guardian Feedback Survey (n=30). All quotes from parents.

Parent / Family Outcomes

Parents report a better understanding of the benefits of being active, and having new ideas to have an active family.

Has Healthy Movers helped in the following ways:

Scale: Don't know, No, Yes

Increased understanding of the benefits of being active



83%

25 out of 30 parents / guardians

Yes

No | 10% (3 out of 30)
Don't know | 7% (2 out of 30)

Given you ideas to help your child be active



87%

26 out of 30 parents / guardians

Yes

Don't know | 10% (3 out of 30)
No | 3% (1 out of 30)

Helped you to be more active as a family



62%

18 out of 29 parents / guardians

Yes

No | 24% (7 out of 29)
Don't know | 14% (4 out of 29)

Source: Parent / Guardian Feedback Survey (n=30). All quotes from Parents / Guardians.

Section 7 Programme Views



Feedback on Training and Support

The YST Healthy Movers Tutors are rated the most positively as part of the training.

How would you rate the following aspects of the training?

Scale: Very poor, Poor, Average, Good, Very good

Physical Literacy Training

100%

20 out of 20
practitioners

Very good / Good

Very good 95% (19 out of 20)
Good 5% (1 out of 20)

Parental Engagement Training

89%

16 out of 18
practitioners

Very good / Good

Very good 56% (10 out of 18)
Good 33% (6 out of 18)
Average 11% (2 out of 18)

Networking Sessions

81%

13 out of 16
practitioners

Very good / Good

Very good 50% (8 out of 16)
Positive 31% (5 out of 16)
Don't know 19% (3 out of 16)

Source: Training Feedback Survey (n=20) and End of Project Survey for Practitioners (n=18)

Feedback on training and support

All practitioners rated the tutor and content of the Healthy Movers physical literacy training as highly as possible.

How would you rate the following aspects of the training?

Scale: Very poor, Poor, Average, Good, Very good

The Tutor

100%

20 out of 20
practitioners

Very good

The Content

95%

19 out of 20
practitioners

Very good

Source: Training Feedback Survey for Practitioners (n=20)

Training Views

All practitioners would recommend Healthy Movers to other settings and view it very positively.

How likely are you to recommend this training to others?

On a scale of 0 (very unlikely) to 10 (very likely)

9.8

Average score

"Really good practical course, can see how I can incorporate in Hub delivery."

"Very inspirational tutor made it fun."

"Very fun."

"Loved the whole day and Flo was great."

Source: Training Feedback Survey for Practitioners (n=19)

Programme Views

All practitioners rate the resource cards and backpacks as good – there is scope to improve the wall charts.

How would you rate the following elements of Healthy Movers?

Scale: Very poor, Poor, Average, Good, Very good

Resource cards

100%

18 out of 18
practitioners

Very good / Good

Very good | 83% (15 out of 18)
Good | 17% (3 out of 18)

Wall chart

78%

14 out of 18
practitioners

Very good / Good

Very good | 28% (5 out of 18)
Positive | 50% (9 out of 18)
Average | 22% (4 out of 18)

Backpacks and parent cards

100%

16 out of 17
practitioners

Very good / Good

Very good | 89% (16 out of 18)
Good | 11% (2 out of 18)

Source: End of Project Survey for Practitioners (n=18)

Programme Views

The practitioners are very likely to recommend Healthy Movers to other settings.

How likely are you to recommend Healthy Movers to other settings?

On a scale of 0 (very unlikely) to 10 (very likely)

9.0

Average score

"More bags for the children to take home."

"Would like the option to be given a CD instead of USB."

"Healthy Movers provides an enjoyable, colourful and highly engaging experience for children and parents."

"Because HM has allowed the children to express themselves through physical movement, build on attention and listening, building their confidence, and learning and understanding their body and have more control."

"The children love the wide variety of activities that they might not have tried before."

"The backpacks were very helpful. The resource cards are easy to use without lots of planning/ preparation. We have seen key, core movement skills improve."

"Healthy Movers has had such a good impact on the children, It helps to engage the staff and is great fun for all. The children ask to do HM."

"For settings that need inspiration and motivation this is a good resource for them."

Source: End of Project Survey for Practitioners (n=18)

Programme Views – Parents

Surveyed parents had a positive view of Healthy Movers.

What do you think of Healthy Movers?

Scale: Poor, Ok, Good



83%

25 out of 30 parents / guardians

Good

Ok | 17% (5 out of 30)

"Enjoyed having all the items we needed."

"Ideas our children could do together at home."

"Maybe cards a little bit simpler."

"Backpack- great idea!"

"I liked how easy the moves were to do at home and being able to do these activities with minimal equipment."

"Absolutely loved being able to join in with healthy movers! The resources have been so much fun and there are lots of great ideas in the cards provided. Such a fun way to get parents involved as well."

"The cards were brilliant and gave us lots of ideas for games. The cards were very easy to follow."

Source: Parent / Guardian Feedback Survey (n=30). All quotes from Parents / Guardians.

Challenges

Staff confidence and staff absence / turnover were key challenges.

Staff confidence

Many practitioners lacked confidence at the start of the programme, particularly in terms of engaging parents. The ongoing support from the Healthy Movers tutors has been key to supporting practitioners and building their confidence. Support between settings has also been an effective support mechanism.

Staff absence / turnover

Staff absences and shortages have impacted on capacity to deliver Healthy Movers in some settings. Staff turnover has also presented a challenge for some settings if trained staff leave the setting. Cascading knowledge to other staff has been important to ensure sustainability, for example through team meetings, demonstrating activities, sharing the resource cards, using the wall chart and through power hour training.

Section 8

Lessons and Conclusions



Key Lessons | Summary

Collaborate.



Ongoing support.



Opportunities for synergy.



Reinforce at home.



Child-led.



Cascade knowledge.

Key Lessons

ONE

Encourage collaboration between settings.

There have been instances where settings have collaborated to share knowledge and ideas, to support one another, and to deliver stay and play sessions together. This approach should be encouraged to ensure that settings have ongoing support.

TWO

Retain ongoing support from tutors.

The support visits from tutors were rated highly by practitioners and were key to building the confidence of practitioners. It also helped to maintain momentum and ensure that Healthy Movers was embedded and sustained.

Key Lessons

THREE

Maximise opportunities for synergy with other activities.

Practitioners regularly highlighted that Healthy Movers complemented many of the topics and skills covered by the EYFS. Embedding Healthy Movers in day-to-day delivery can help to support wider outcomes for children.

FOUR

Deliver Healthy Movers in the setting and then reinforce at home.

It is important to engage parents in Healthy Movers early on; a layered approach to engagement has been successful. For example, starting with Healthy Movers updates, followed by sending resource cards home, and then a stay and play session at the setting. This allows time for the practitioners to build their confidence and gradually builds understanding among parents. Delivering Healthy Movers activities at the setting first and then encouraging parents to participate with their child at home supports engagement and understanding. The stay and play sessions and the back-packs appear to have been particularly effective at reinforcing learning at home.



Key Lessons

FIVE

Encourage child-led activities.

Settings are increasingly adopting child-led approaches to delivery and Healthy Movers supports this. The Healthy Movers activities are wide ranging and can easily be adapted to respond to children's interests and abilities, which in turn, will support their engagement. Supporting this, a key strength of Healthy Movers is that activities are flexible, along with being quick and easy to deliver.

SIX

Ensure knowledge is cascaded.

Ensuring that Healthy Movers knowledge is cascaded to other staff members, including senior management, helps to support buy-in across the whole setting, encourages Healthy Movers to be embedded, allows staff to share ideas, and ensures sustainability (e.g. in cases of staff absence or turnover). The resource cards and the wall chart were effective at sharing knowledge across more staff. Staff have also ensured Healthy Movers is discussed during team meetings and planning sessions.



Conclusions

Healthy Movers has been extremely well received by practitioners and the children have enjoyed taking part in the activities.

Key strengths of the programme are its flexibility, inclusivity, and ease to deliver. The on-going support from the tutors has been critical to building practitioners' confidence to deliver the programme. Staff absence and turnover has been a challenge for many settings but ensuring that Healthy Movers knowledge is shared across all staff has been key to minimising this challenge.

Parents have engaged well in stay and play sessions and the children have loved receiving the Healthy Movers back-packs, which has helped to reinforce the learning at home.

Healthy Movers has increased the confidence and competence of practitioners to deliver physical activity sessions for the children. Children's physical literacy has improved significantly. Parents and practitioners have also cited improvements to children's communication and language skills, social skills, engagement at nursery, and school readiness. Data has also shown some improvements in literacy and mathematics.

There is evidence to suggest that settings are embedding Healthy Movers into day-to-day activities and that they are effectively using Healthy Movers activities to support the EYFS curriculum. As a result, there are likely to be sustainable changes in the settings. However, ensuring that Healthy Movers knowledge is cascaded to staff will also be critical to achieve long-term changes.

The programme would benefit from further research to generate a better understanding of parent views of the programme, and greater exploration of causality and attribution of impacts.

* By the end of the programme, the vast majority of children were meeting their early years development goals for communication and language and personal, social and emotional development,, literacy and mathematics, which meant that the sample size was too small to do further analysis into the physical literacy progress made by children who had met their early years development goals compared to those that had not.

