

# Cornwall 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 Active Cornwall and Public Health Cornwall, in 2021 and 2022.

## Engagement



24

SETTINGS



80

PRACTITIONERS  
TRAINED



955

CHILDREN TAKING  
PART IN HEALTHY  
MOVERS ACTIVITIES  
EACH WEEK



504

PARENTS ENGAGED  
IN HEALTHY MOVERS

## Outcomes



CHILDREN

- Improved physical literacy
- Improved physical activity levels
- Improved communication and language
- 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. Interactive and practical training
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 Active Cornwall and Public Health Cornwall.

The programme ran from September 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.

# Cornwall Context

- **30%** of children in Cornwall are not reaching good levels of development in the early years foundation stage.
  - *Source: Government (2018/19) Early Years Foundation Stage Profiles*
- **25%** of reception aged children in Cornwall are overweight or obese.
  - *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*
- The number of neighbourhoods in Cornwall that are ranked within the top **30%** least deprived areas in England was 21 in 2019.
  - *Source: Cornwall Council (2019) Index of Multiple Deprivation*

# 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

- ✓ 14 surveys completed at the start of the project
- ✓ 16 surveys completed after the physical literacy training
- ✓ 27 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 **226** children from **18** settings
- ✓ Early years data from a sample of **160** children from **16** 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

- ✓ **34** surveys completed across **8** settings

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

## Case studies

- ✓ **5** case studies were produced following consultations with **6** 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.	
Locomotion: different methods (2 measures)	Demonstrates a variety of methods of travelling.	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 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.*

# Case Studies

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

Setting	Theme
Roskear	Engaging children in a deprived area through Healthy Movers and exploring parental links.
St Meriadoc	Engaging all children and supporting school readiness through Healthy Movers activities.
St Martin's	Embedding physical literacy into the early years' curriculum.
Tintangels	Building children's confidence and engagement through Healthy Movers activities.
Flying Start College and Flying Start Redruth	Increasing knowledge and understanding of physical literacy.

# 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

Three 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



Four 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

Five 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

24 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

740 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.

Note: 6 settings were recruited part-way through the programme so they were offered up to 5 support visits.

# Engagement

24 settings took part in Healthy Movers and 955 children took part in Healthy Movers activities each week.



**24 settings  
engaged**



**80  
practitioners  
trained**



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



**Over 504  
parents  
engaged in  
Healthy Movers**

Note: Engaged parents includes those that have received Healthy Movers resources, had Healthy Movers updates, or attended a stay and play session at the setting.

# Section 4

# Children Outcomes





# Physical Literacy

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

START

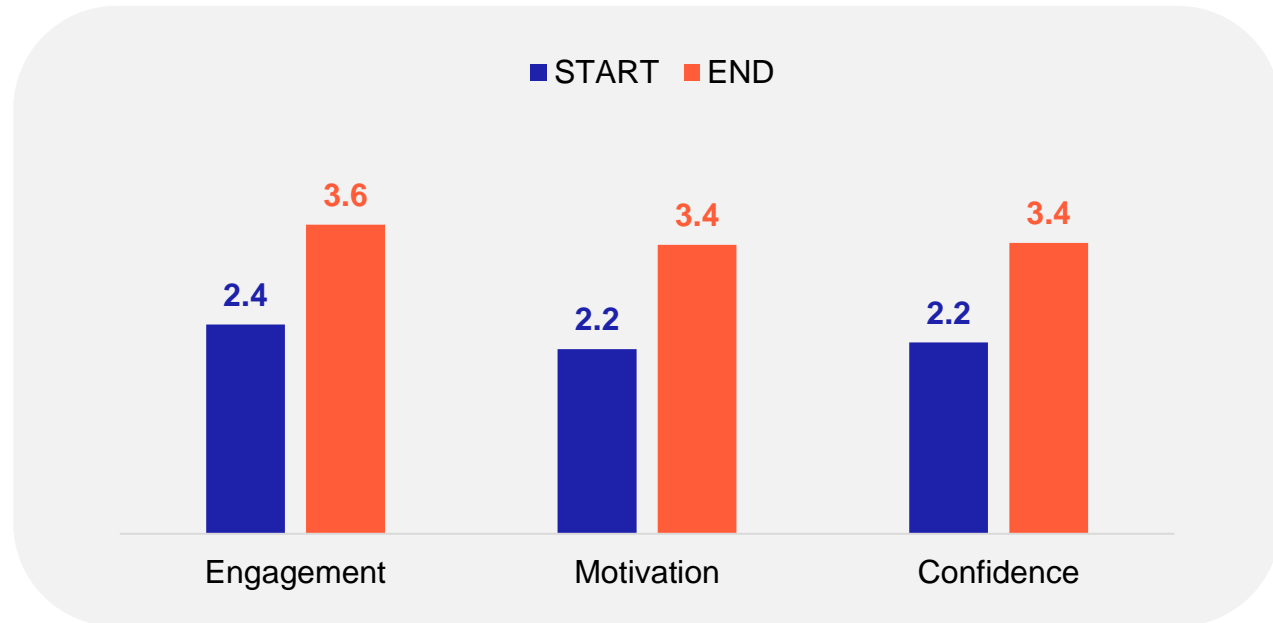
At the start of Healthy Movers, the children scored on average a **2.3** in their physical literacy across the Engagement, Motivation and Confidence criteria.



END

After the project, the average score was **3.5** - children improved their score by **+1.2** consistently across each of the three criteria.

Physical Literacy Assessment



Source: Physical Literacy Assessment (n=206-225).

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

2 year olds average score went from a 1.7 average at the start of the project to a 3.4 average at the end, which is an increase of 1.7, and is the biggest increase across ages 2, 3 and 4 year olds.

## Deprivation

Children who receive 2 year old funding scored lower than those who are not eligible for funding, both at the start and end of the project, though they improved at the same rate (+1.2 variance).

## SEND

Children with SEND scored, on average, 0.3 lower than children without SEND at the start of the project. At the end of the project, children with SEND were 0.5 lower than those without SEND.

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

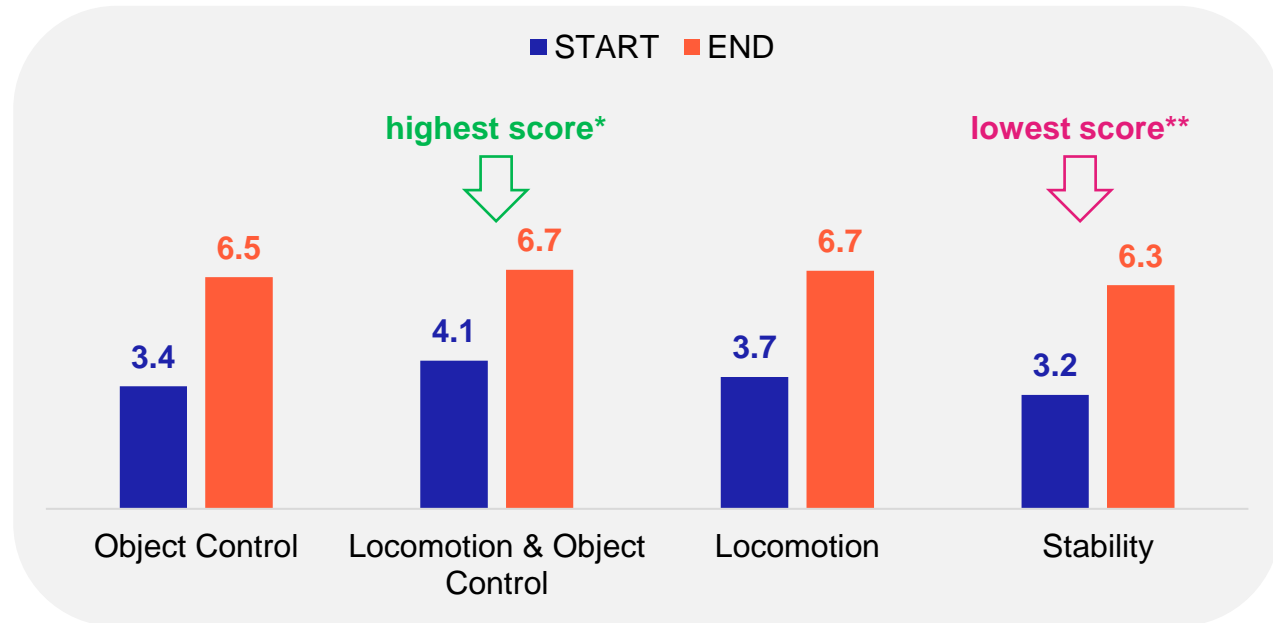
At the start of Healthy Movers, the children scored on average a **3.6** against the criteria for object control, locomotion and stability.



END

After the project, this had increased to an average of **6.5**.

Physical Literacy Assessment



\* smallest variance between the start and the end at +2.6.

\*\* biggest variance between the start and end at +3.1

Source: Physical Literacy Assessment (n=207-226)

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

There was no real difference between boys and girls.

## Age

Improvement levels increased slightly with age in this group – 2 year olds improved by 2.4 on average, 3 year olds by 2.9 and 4 year olds by 3.1 between the start and end of the project.

## Deprivation

Children who receive 2 year old funding scored lower than those who do not at the beginning and end of the project, however they improved by 3.1 on average compared to only 2.9 across the children who do not receive the funding.

## SEND

Children with SEND scored 1.2 lower than children without SEND at the start of the project, and improved at a lesser rate, ending at 1.4 lower than children without SEND. Children with SEND scored particularly low on object control (2.0).

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

All practitioners reported that Healthy Movers had a positive impact on the children's physical activity and physical skills.

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



**100%**

27 out of 27 practitioners

Very positive / Positive

Very positive	74% (20 out of 27)
Positive	26% (7 out of 27)

Confidence to be active



**100%**

27 out of 27 practitioners

Very positive / Positive

Very positive	63% (17 out of 27)
Positive	37% (10 out of 27)

Physical skills



**100%**

27 out of 27 practitioners

Very positive / Positive

Very positive	74% (20 out of 27)
Positive	26% (7 out of 27)

Source: End of Project Survey for Practitioners (n=27)

# Physical Literacy

All practitioners have seen 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.

A range of examples highlighted improvements in children's physical literacy, including:

- ✓ children being more confident to use outside play equipment
- ✓ being able to sit with better posture
- ✓ being able to put their coats on
- ✓ being able to hold a pencil

"We have been able to put the swing higher in our garden as the children have developed their core strength and no longer need to have their feet on the ground while swinging."

Practitioner

"Rolling the ball up and down their arms was just a huge 'no'...but now we do it on the floor, standing up, and walking around."

Practitioner

"The children are now so much more co-ordinated and everyday activities are much easier for the children."

Practitioner

"The children now sit with a good posture when they are doing table top activities."

Practitioner

"I was approached by our SEN advisor who recommended that one of our children with SEN should do Healthy Movers! I let the SEN advisor know that this child is currently taking part in Healthy Movers daily."

Practitioner

"My child can squat down to play with cars on the ground, keep balance and then get up again."

Parent

"My son was struggling to ride his bike and now his balance has improved so he is able to ride a pedal bike without stabilisers."

Parent

"Children are engaging more with the outdoor equipment since doing Healthy Movers, they are more creative with it and more confident in what their bodies can do."

Practitioner

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

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# Physical Activity Levels

Both practitioners and parents reported that Healthy Movers increased the children's physical activity.

Has Healthy Movers had an impact on physical activity levels of children at your setting?



**96%**

26 out of 27 practitioners

Very positive / Positive

Very positive	56% (15 out of 27)
Positive	41% (11 out of 27)
No change	4% (1 out of 27)

Has Healthy Movers helped your child to be more active?



**88%**

22 out of 25 practitioners

Yes

No	8% (2 out of 25)
Don't know	4% (1 out of 25)

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

# Physical Activity Levels

Activities are inclusive, which helps encourage participation 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 child in particular didn't want to join in with Healthy Movers but when he saw how much fun the children were having he started to join in, he now loves it!”

Practitioners

“It is a fun interactive way of engaging children in physical activity. We have also seen children that weren't interested in exercise becoming more involved.”

“He wants to walk to school now because he says it's better for his body.”

Parents

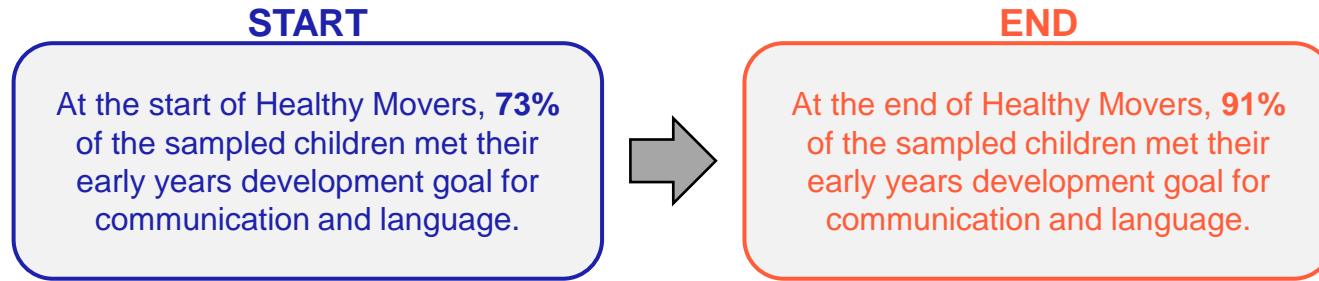
“They are happier and enjoy being active.”

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.

"We have a child in our setting who is a selective mute. He never fully engages but when we did Jungle animals he was laughing and really enjoying it. It is the first time that we have seen him like this."

Practitioner

"Activities have really helped my child's language development."

Parent

"The children are listening and focussing really well now and this is largely due to Healthy Movers."

Practitioner

Source: Early Years Assessment data (n=139-160)

# Communication and Language

All practitioners reported that Heathy Movers had improved children's listening skills and ability to follow instructions. Three quarters of practitioners reported improvements in children's speaking skills.

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



**100%**

26 out of 26 practitioners

Very positive / Positive

Very positive	46% (12 out of 26)
Positive	54% (14 out of 26)

## Speaking skills



**72%**

18 out of 25 practitioners

Very positive / Positive

Very positive	40% (10 out of 25)
Positive	32% (8 out of 25)
No change	28% (7 out of 25)

## Ability to follow instructions



**100%**

26 out of 26 practitioners

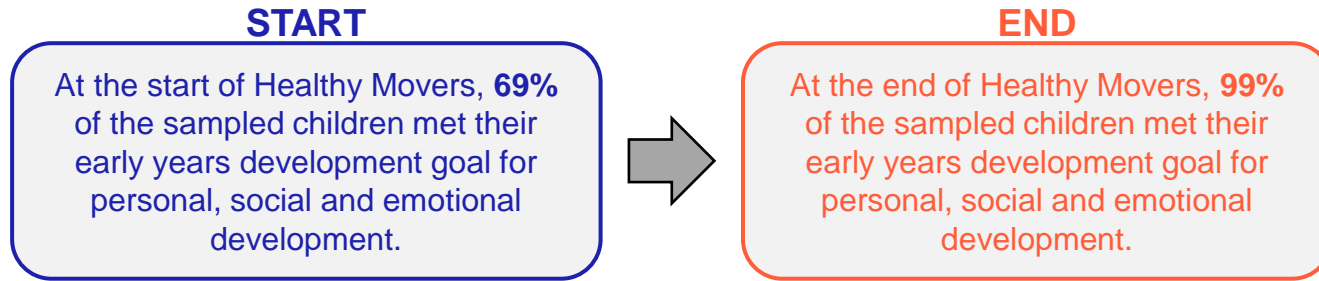
Very positive / Positive

Very positive	42% (11 out of 26)
Positive	58% (15 out of 26)

Source: End of Project Survey for Practitioners (n=27)

# 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.



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.

Source: Early Years Assessment data (n=138-157). All quotes from practitioners.

“We are seeing such a difference in the children in a short time, children are now sharing, learning to take in turns and they are helping each other.”

“I have noticed a big difference in the resilience of the children, they now persevere in Healthy Movers as well as other areas of the wider curriculum.”

“We’ve noticed that some of our reluctant learners who don’t normally like doing whole group activities will engage with Healthy Movers.”

“The children are so much more focussed after doing Healthy Movers.”

“The children didn’t used to play together but now they are enjoying playing with each other.”

# 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



**96%**

25 out of 26 practitioners

Very positive / Positive

Very positive	42% (11 out of 26)
Positive	54% (14 out of 26)
No change	4% (1 out of 26)

Engagement in activities across the day



**88%**

23 out of 26 practitioners

Very positive / Positive

Very positive	54% (14 out of 26)
Positive	35% (9 out of 26)
No change	12% (3 out of 26)

Source: End of Project Survey for Practitioners (n=27)

# School Readiness

Healthy Movers supported children's school readiness in a variety of ways.

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

- ✓ Better at following instructions
- ✓ Improved listening skills
- ✓ Improved physical development
- ✓ Improved focus / attention
- ✓ Better at sharing / helping others
- ✓ Preparation for PE lessons
- ✓ Better resilience / confidence
- ✓ Taking learnings home

"Doing the fine motor skills, children can now open their zip of their lunch box."

"It has helped children to persevere with activities, embedding that it is OK to find things difficult."

"Children are now sitting and writing their name, they have developed their core strength and their fine motor skills following this physical literacy approach."

"The children's fine motor skills have developed too and this is really helping with holding a pencil and also with holding cutlery. The children are now so much more controlled as they move around the classroom and seem to navigate the outside play area much better. The children are better now at sharing and they like to help each other."

"Children being able to concentrate on an activity for longer portions of time. Improvements in being able to put on coats and shoes, reach around to wipe bottom etc."

"It has introduced the children to set PE time in readiness for PE lessons in school and helps the children to actively think about the enjoyment linked to PE."

Source: End of Project Survey for Practitioners (n=27)

# Section 5

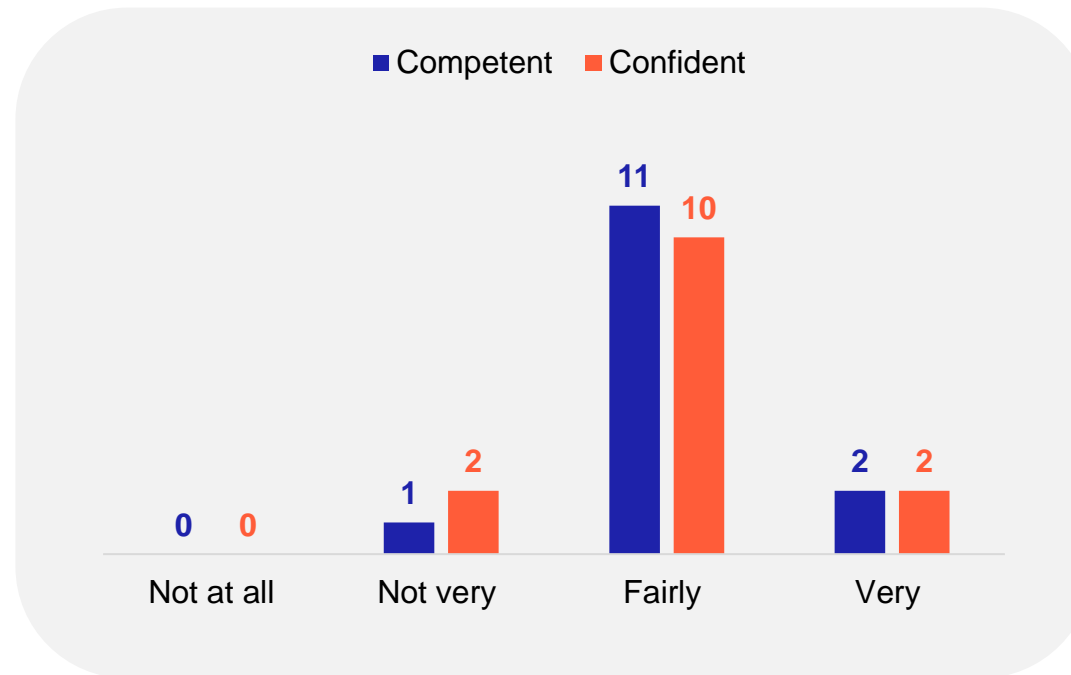
## Practitioner and Setting Outcomes



# Confidence and Competence of Practitioners

Before Healthy Movers, the majority of practitioners felt fairly confident and competent in delivering sessions for children – leaving room for improvement

Delivering physical activity sessions for the children



Source: Pre Survey for Practitioners (n=14)

# Confidence and Competence of Practitioners

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...?**  
*Scale: No help at all, Not much help, Helped a little, Helped a lot*

Feel more competent in your role\*



**100%**

16 out of 16 practitioners

Helped a lot

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

Feel more confident in your role\*\*



**100%**

16 out of 16 practitioners

Helped a lot

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

Feel more motivated in your role



**94%**

15 out of 16 practitioners

Helped a lot

Source: Training Feedback Survey for Practitioners (n=16)

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# 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.

"I hadn't really thought about tracking a scarf and bubbles links to early stages of reading, its obvious when you think about it but I just hadn't linked them together before our training session."

"HM has really helped me to focus on specific skills that I wouldn't have noticed before."

"It has upskilled the team in how to teach physical skills in a way I had not considered before. It has been flexible to embed into our daily teaching."

"Made me confident to deliver to the setting and inform other staff."

"Implement training for staff to ensure every opportunity is taken."

"Using Healthy Movers has helped with all our children's physical development. It has given us lots of ideas to keep using in the future. The cards are easy to follow, use anywhere and easy to adapt when needed."

"Staff at our setting have just picked it up and run with it."

"Tools to try new activities."

"Has given me more of an insight of how to deliver in a nursery setting."

"I feel like I have so much more knowledge and now ready to makes lots of changes."

"Reaffirmed that having fun will assist the children's learning."

"Great to go through each card. Be great if Flo could come into the setting and show the other members of staff."

Source: End of Project Survey for Practitioners (n=27)

# Impact on Delivery

All settings have embedded Healthy Movers in their curriculum, and are very likely to continue delivering activities.

## How Healthy Movers will be incorporated into settings

“It will help us to lead and extend the children’s learning.”

“Into a regular routine to help promote exercise in a fun way.”

“Simple activities that will encourage children to get active, build their skills as well as aiding learning in a variety of ways.”

“More in depth and a holistic approach.”

“Hopefully as a set session each week and then at various intervals throughout the day.”

“We will make it a daily whether this is a full activity or quickly linked into another daily task.”

100%

27 out of 27 practitioners

- **Very likely** to continue delivering Healthy Movers activities at their setting
- Have improved how they deliver physical activity at their setting **a lot / a bit**
- Have embedded Healthy Movers **a lot / a bit** in the curriculum at their setting

Source: Training Feedback Survey for Practitioners (n=16), End of Project Survey for Practitioners (n=27)

# 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 when the children transition through the building, before nap-time, at story-time, or during outside play.
- For one setting, the positive work the practitioners have been doing through Healthy Movers was acknowledged in their latest Ofsted report, which was rated 'good' (see quote).

“They have activities linked to physical movement to support an understanding about keeping fit and healthy. Staff provide home packs about the importance of being physical, as well as doing activities in the setting.”

Ofsted, 2022, Inspection of Tintangels Early Years

# Relationships

Most parents report an improved relationship with the setting, and practitioners feel more confident engaging with parents.

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



**80%**

20 out of 25 parents / guardians

Yes

Don't know | 16% (4 out of 25)

No | 4% (1 out of 25)

Practitioners' confidence to engage parents in physical activity with the children (baseline vs outcome)

Baseline position



Outcome



Fairly confident | 79% (11 out of 14)  
Not very confident | 21% (3 out of 14)

Don't know | 16% (4 out of 25)  
No | 4% (1 out of 25)

"It really helped with our parental engagement. I never expected so many families would turn up for our Stay and Play session but they just kept on coming! And now they want more!"

Source: Feedback Survey for Parents and Guardians (n=25), Baseline Survey for Practitioners (n=14), End of Project Survey for Practitioners (n=27)

# 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:

- Posters at the setting or on notice-boards
- WOW moment cards that celebrate hard work and big wins sent home
- Updates and photos on online portals, such as Tapestry or Dojo.
- Updates and photos on social media
- Verbal updates at parents' evenings or at drop off/pick up
- Healthy Movers back-packs sent home
- Healthy Movers resource cards sent home
- Stay and Play sessions at the setting

Source: Parent/Guardian Feedback Survey (n=30)

# Parent / Family Outcomes

Almost all parents reported that Healthy Movers had helped them to be more active as a family, have more ideas to help their child be active, and given them a better understanding of the benefits of being active.

## Has Healthy Movers helped in the following ways:

Scale: Don't know, No, Yes

Increased understanding of the benefits of being active



**96%**

24 out of 25 parents / guardians

Yes

No | 4% (1 out of 25)

Given you ideas to help your child be active



**100%**

25 out of 25 parents / guardians

Yes

Helped you to be more active as a family



**96%**

24 out of 25 parents / guardians

Yes

No | 4% (1 out of 25)

Source: Parent / Guardian Feedback Survey (n=25)

# Parent / Family Outcomes

Please tell us any ways that Healthy Movers has helped you or your child.

"Helped by being healthy and exercise and being more active with the family."

"We talk about physical activity more now."

"Now that I have seen these movements we can do them at home."

"He loves the bag and showed his granny how to wave the scarves around."

"We have enjoyed joining in with our child as a family with the activity cards. They have also benefitted my child a lot."

"Given us more activities to do together."

"We get outside and do lots of things together anyway. But Logan loves getting his wider family circle involved with his Healthy Movers as well."

"Helps keep the whole family more active as a group activity."

"It has given me a chance to meet new people, and lots of ideas on how we can be more active together."

"She teaches her big brother how to roll the ball."

"They have allowed us to be more active as a family and to join in as a family with the activity cards."

Source: Parent/Guardian Feedback Survey (n=30)



# Section 7 Programme Views



# Feedback on Training and Support

All practitioners rated the tutor, content and overall experience of the Healthy Movers training as highly as possible.

How would you rate the following aspects of the training?

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

## The Networking Sessions

53%

9 out of 17 practitioners

Very good

Good	18% (3 out of 17)
Average	6% (1 out of 17)
Don't know	24% (4 out of 17)

## The Tutor

100%

16 out of 16 practitioners

Very good

## The Content

100%

16 out of 16 practitioners

Very good

## Your Overall Experience

100%

16 out of 16 practitioners

Very good

Source: End of Project Survey for Practitioners (n=17), Training Feedback Survey for Practitioners (n=16)

# Programme Views

All practitioners would 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)

9.7

Average score

## Comments

"The amount of support and encouragement was really appreciated."

"It is a fun interactive way of engaging children in physical activity."

"Amazing Tutor."

"We just love how easy it is to work with the Healthy Movers cards."

"The tree has been really good for helping all practitioners understand the physical literacy movements that we are trying to focus on."

"It's great to focus on physical literacy and see how healthy movers can help deliver the whole curriculum."

"It's so easy to follow. It can be used anytime of the day, inside and outside."

"Staff can just pick up a card and go."

"I love how healthy Movers can just link to all of the children's interests."

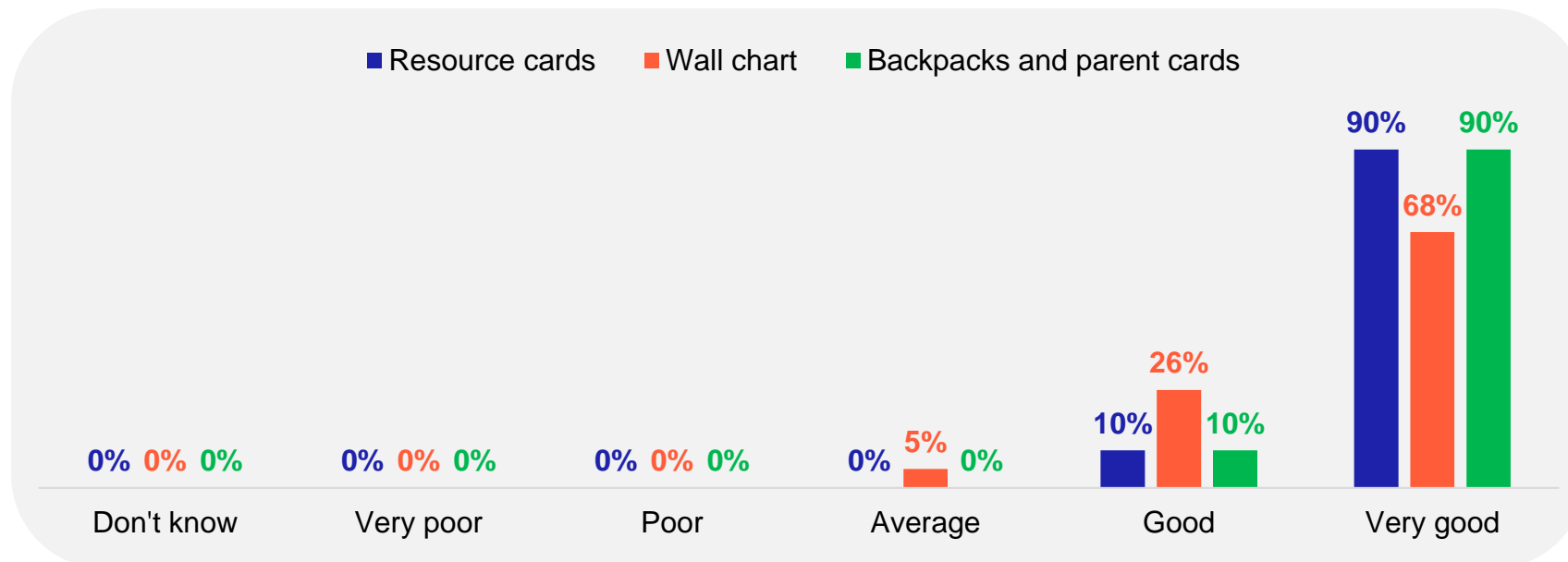
"Our children just love Healthy Movers and they ask for it every day."

Source: End of Project Survey for Practitioners (n=20)

# Programme Views

Almost all practitioners rate the resource cards, wall chart and back-packs and parent cards as 'very good'.

How would you rate the following elements of Healthy Movers?



Source: End of Project Survey for Practitioners (n=27)

# Programme Views

The majority of parents surveyed think Healthy Movers is good.

Has your child done any Healthy Movers activities at home?



**96%**

24 out of 25 parents / guardians

Yes

No | 4% (1 out of 25)

What do you think of Healthy Movers?

Scale: Poor, Ok, Good



**88%**

22 out of 25 parents / guardians

Good

Ok | 12% (3 out of 25)

Source: Parent / Guardian Feedback Survey (n=25)

# Programme Views – Parents and Children

“My daughter really enjoyed Healthy Movers, she loved the new weekly activity- getting the whole family involved.”

“We love playing with the bean bags at home.”

“I want to keep my bag on all day” - Child

“We are an active family anyway, however, we have enjoyed joining in with the cards.”

“Given us more activities to do together.”

“The activity cards have really benefitted my child and my child has really enjoyed doing this.”

“Developed child's catching abilities.”

“Fun new ways to get active. Lovely bag too.”

“We have followed some of the activity cards. Really good idea.”

“He loves the fun activities that come with Healthy Movers, especially joining in with friends.”

Source: Parent/Guardian Feedback Survey (n=30)

# Challenges

Engaging parents, a lack of equipment and staff absence / turnover have been notable challenges for staff.

## Engaging parents

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For some settings, engaging parents has been a challenge, particularly as Covid-19 has restricted access into the settings. Notwithstanding this, settings have adopted a range of methods to engage parents and a mix of approaches that responds to the needs of different parents appears to have been most successful.

## Lack of equipment

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Some settings have highlighted a lack of equipment for Healthy Movers activities. Tutors have worked with the settings to demonstrate how activities can easily be adapted or delivered with other everyday objects. For some of the larger settings, there were not enough back-packs for all children taking part. Some settings have started to make up their own bags of equipment for the children to take home.

## Staff absence / turnover

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Staff absences due to Covid-19 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

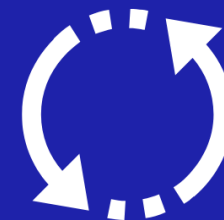
Interactive & practical training.



Ongoing support.



Opportunities for synergy.



Reinforce at home.



Child-led.



Cascade knowledge.

# Key Lessons

## ONE

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Ensure training remains interactive and practical.

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Practitioners rated the Healthy Movers training highly. Key strengths were the interactive and practical delivery, which gave practitioners the opportunity to have a go at delivering the activities prior to returning to their setting. Importantly, this helped to build practitioners' confidence in delivering Healthy Movers.

## TWO

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Retain ongoing support from tutors.

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The support visits from tutors were rated highly by practitioners and were key to maintaining momentum and ensuring that Healthy Movers was embedded and sustained. The ongoing support helped to build confidence among practitioners and helped to identify solutions to challenges.

# Key Lessons

## THREE

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Maximise opportunities for synergy with other activities.

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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

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

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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 back-packs have also been extremely well received by the children and have helped to reinforce learning at home.

# Key Lessons

## FIVE

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### Encourage child-led activities.

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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, 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

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### Ensure knowledge is cascaded.

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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). Power hour training, the resource cards, and the wall chart were effective at sharing knowledge across more staff.

# 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. For the practitioners, the practical training and on-going support from the tutors has been critical to the programme's success and the resource cards and wall chart have supported delivery back at their settings. In some cases, it has been challenging to engage parents, particularly during Covid-19 restrictions, but settings have demonstrated a wide variety of methods to communicate with parents about Healthy Movers. The children have also loved receiving the Healthy Movers back-packs, which has supported their engagement in the programme.

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.

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, 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.

