

Quest 2016 – Gplus 13

Engaging with Children 0-11 Years

Guidance Notes

Issue 3 – July 2016



Outcomes

- To work collaboratively with other service providers to provide inclusive, high quality and accessible opportunities for all children and families of young children to participate in sport, physical activity and physical education and meet the CMO guidelines of at least 180 minutes (3 hours), spread throughout the day for under 5 year olds and at least 60 minutes and up to several hours every day those aged 5-11 years.
- To reduce the levels inactivity in children by making sport, physical activity and physical education fun and accessible to them.
- To address inequality in a pro-active way, through effective interventions that widen access for: disabled children; girls; those living in deprived areas.
- To encourage children and the families of young children to be more active.
- To provide evidence of the long-term impact on children in terms of their: physical and mental development and health and wellbeing.

Suggested Guidance

Physical Activity Guidelines for Children under 5 years and are capable of walking

- Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
- Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day.
- All under fives should minimise the amount of time spent being sedentary (being restrained or sitting) for extended periods (except time spent sleeping).

For more about the UK physical activity guidelines for early years: <http://www.bhfactive.org.uk/earlyyearsguidelines/index.html>

Physical Activity Guidelines for Children 5-18 years

- All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.
- Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.
- All children and young people should minimise the amount of time spent being sedentary (sitting) for extended periods.

Individual physical and mental capabilities should be considered when interpreting the guidelines.

For more about the UK physical activity guidelines for children and young people: <http://www.bhfactive.org.uk/youngpeopleguidelines/index.html>

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Key links

- Change for life campaign: <http://www.nhs.uk/change4life/Pages/change-for-life.aspx> and 10 minute shake up: <https://www.nhs.uk/10-minute-shake-up/home#2t1lCwrjfJ9C2f65.97>
- DCMS Sporting Futures Strategy: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf
- EFDS: overview <http://www.efds.co.uk/> - Be informed; be inclusive; be active. Inclusive Fitness and Inclusive Mark.
- EFDS: Together We Will campaign encourages disabled people to be more active and aims to support you to become healthier, stronger and have fun being active <http://www.efds.co.uk/together>
- What is physical literacy – Active for Life resources aimed at parents <http://activeforlife.com/physical-literacy-2/>
- Safeguarding advice from the Child Protection in Sport Unit: <https://thecpsu.org.uk/>
- Sport England: Strategy Towards an Active Nation <https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>
- Sport England’s Use our school advisory resources: <https://www.sportengland.org/facilities-planning/use-our-school/>
- Youth Sport Trust: Primary School Physical Literacy Framework https://www.youthsporttrust.org/sites/yst/files/resources/documents/physical_literacy_framework.pdf

PLAN

Are priorities and objectives identified to increase participation amongst children and families of young children and to engage those who are inactive?

- There is a clear purpose and vision/goal to help get children into physical activity and involve their families. Activities are fun, aligned to local needs and help raise levels of participation and reduce levels of inactivity
- Various groups are working together to increase activity amongst children and help inactive children become active
- The service is aligned to the five main outcomes of the government agenda. A clear link is created between corporate objectives and national regional and local agendas. Links are made with other facilities
- There are specific measurable objective targets within the business plan to raise activity levels, address inequalities and widen access to sport
- There is awareness of local participation data; inactivity levels and needs assessments and this is used
- The wider workforce and all relevant people and groups are equipped with the knowledge, skills and resources to reach out to new participants
- Links are developed with non-sporting partners to enable new initiatives to take place and are effective to reach, engage and retain new participants
- Budgets and resources are identified to deliver and sustain interventions in both the short and long term

SUGGESTED GUIDANCE

- Is the service aligned to local needs and opportunities of children and the families of young children in the community? Is there a very clear purpose and vision/goal to help give children the ‘best start’ in physical literacy leading to a lifelong love of sport and the involvement of their families? Does this raise levels of participation and reduce levels of inactivity. Are activities designed to be fun and do they help to develop physical literacy (competency)
- Are various groups, (for example schools, parents, community organisations (including family orientated clubs), play leaders, sports development staff and facility managers) all working together to increase activity amongst children; is this helping inactive children become active and optimising the power of sport for health and social good

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- Is the service aligned to the latest Government agenda around five main outcomes of: physical wellbeing; mental wellbeing; individual development; social and community development and economic development with specific priorities for children who are inactive and from low participation groups. Does the service create a clear link between corporate objectives and national, regional and local agendas across the “place”? Are there links with other facilities, for example schools, local community facilities and outdoor space for sport and active recreation
- Are specific measurable objective targets set out within the business plan to raise activity levels, address inequalities and widen access to sport? Are inactive children being identified and engaged
- Is there awareness of local participation data; inactivity levels and needs assessments. Is this fully incorporated into business planning; the development of partnerships/collaborations, the planning of interventions and the deployment of resources
- Is the wider workforce, coaches, volunteers as well as local clubs/facilities/community organisations and staff being equipped with the knowledge, skills and resources to reach out to new participants
- Are links being developed with new non-sporting partners to support and enable new initiatives for children to take place and are effective partnerships used to reach, engage and retain new participants for the longer term
- Are budgets and resources identified to deliver and sustain interventions in both the short and long term? Does this help to achieve physical literacy amongst all children and sustainable behaviour change in the families of young children

DO

Are high quality opportunities provided and is widening access into sport and physical activity proactively provided for children and families of young children?

EXAMPLES OF BEST PRACTICE

- Insight studies, market research and demographic trends are used to shape the delivery of initiatives
- There are programmes in place locally to reach and engage with target groups
- Activities are taken to children and families of children in their own area
- Concessionary prices are positively promoted, and activities are value for money. Rewards, membership and loyalty schemes are used
- The wider workforce is fully engaged, friendly, skilled and motivated to provide a welcome and personal service? Are robust safeguarding measures in place and used

SUGGESTED GUIDANCE

- Are findings of insight studies, market research and relevant demographic trends used to shape the delivery of participation initiatives and are they carefully designed and targeted
- Are there programmes in place in the locality that are designed to reach and engage, for example with:
 - Inactive children and families of young children especially from low participation groups and at risk of health conditions
 - More disabled children and their families
 - More girls and mums/grandmothers
 - Children and families of young children living in disadvantage areas
- Are activities taken to children and families of children in their areas, for example Street Games door step sport concept and after school clubs
- Are concessionary prices clearly and positively promoted, carefully targeted and applied to attract and retain for the longer term. Are activities value for

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money and are rewards, membership and loyalty schemes used to retain and support participants.

- Is the wider workforce (for example volunteers, buddies, coaches and staff,) fully engaged, friendly, skilled and motivated to provide a welcome and personal service to new and hard to reach participants. Robust and safeguarding measures are in place, understood and used by the workforce

Is there joint working with other service providers to contribute towards a high quality and inclusive offer in their area that meets the needs of children and families of young children?

EXAMPLES OF BEST PRACTICE

- There is collaborative working with other organisations to provide and deliver sessions/ programmes. Sessions are fun and develop skills and exit routes are in place
- Infrastructure networks are strong and working
- Skilled motivators/ activators/ community champions are proactively utilised and deployed
- Local clubs and community groups are encouraged to be open and accessible, safe and friendly
- There is effective use of funding opportunities

SUGGESTED GUIDANCE

- Is there collaborative working with other organisations (for example schools, community groups and sports partners,) to provide and deliver sessions/ programmes at the right time, in the right place, with the right coach/activator and at the right level to engage and retain children and families of young children. Are sessions fun and is physical literacy developed amongst children; are exit routes designed to retain and sustain new participation
- Are infrastructure networks strong with evidence of joint working and co-production towards a common cause
- Are skilled motivators/activators/community champions pro-actively utilised and deployed to talk and engage with targeted children and their families
- Are local clubs and community groups supported and encouraged to be open and accessible, safe and children and family friendly
- Is there effective use made of external funding, grant aid or local commissioning to reach and engage with low-participant groups and those who are inactive to widen access and reduce inequalities in health and wider sports participation

MEASURE

Are there precise measurement tools in place with clear targets to evidence how children are engaged and participating in sport, physical activity and physical education?

EXAMPLES OF BEST PRACTICE

- An evaluation framework is in place
- There is a variety of KPIs that cover outputs/ outcomes and impacts
- Qualitative measure and evidence is gathered
- KPIs are measured against year on year data and performance tracked
- Results of feedback from local organisations is used to measure performance and influence future activities

SUGGESTED GUIDANCE

- Is there an evaluation framework in place identifying key data requirements for programmes and the service overall
- Is there a variety of KPIs that cover outputs/outcomes and impacts, for example:

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- Attendance numbers (and mix)
 - Project/programme/facility occupancy rates and throughput
 - Facility representativeness (measured through NBS/APSE TOOLS or similar)
 - Club and centre memberships (and type)
 - New users to facilities, projects and programmes
 - Retention figures
 - Participants who are being coached
 - Active People/Active Lives
 - School surveys
 - Sport England/Government outcomes
 - Workforce development – coaches/volunteers/trained staff
 - Unit costs of interventions
 - Social return on investment
 - Financial sustainability of interventions and activities.
- Is qualitative measures and evidence gathered to help ‘tell the story’, for example satisfaction levels of children and the families of young children
 - Are KPIs measured against year on year data, and is improvement in performance demonstrated/tracked
 - Is the results of feedback from local organisations, for example schools, health partners, community organisations, sports agencies and local commissioners services, used to measure performance and influence the shaping of programmes and activities

REVIEW

Is new learning, innovation and continuous improvement demonstrated in the services for children and families of young children?

EXAMPLES OF BEST PRACTICE

- KPIs are regularly reviewed and performance against objectives and targets is communicated internally and externally
- Performance is known and compared to similar locations/ catchments
- Projects/ programmes are monitored and evaluated to ensure they are used by the targeted children
- Referral and other pathways are monitored and evaluated
- Projects and programmes are reviewed for outputs and outcomes, and children and families of children, partners and stakeholders are involved in reviews
- Results of survey analysis are used proactively to inform change/ development
- External survey data is used to set new targets/ objectives
- Insight data and studies are constantly used to shape service design

SUGGESTED GUIDANCE

- Are KPIs regularly reviewed and compared with previous data, for example quarterly or annual trend analysis. Is performance against objectives and targets well communicated internally and externally
- Is performance known and is this compared to similar locations/catchments using national indicators to measure success

- Are projects/programmes closely monitored and evaluated to ensure they are used/ accessed by those for whom they are designed for
- Are referral and other pathways properly monitored and evaluated, and is nationally endorsed and recognised tools/frameworks or models used to help demonstrate positive health and wider social outcomes
- Are projects and programmes regularly reviewed for both outputs and outcomes? Are children and families of young children, as well as partners and stakeholders involved in reviewing the services
- Are the results of both qualitative and quantitative customer and partner survey analysis used pro-actively to inform change and development
- Is external survey data, for example National Benchmarking Survey, analysed and used to set new targets/objectives around access to key facilities
- Is insight data and studies constantly being used to shape service design, for example using indoor and outdoor facilities; targeted interventions; co-production with partners and positive campaigning to attract, engage and retain new participants and thereby develop the market

IMPACT

Is there evidence of the positive impact of the interventions for children in terms of their physical and mental development and health and wellbeing?

EXAMPLES OF BEST PRACTICE

- A theory of change identifies the desired impact and outcomes as a result of change and interventions and builds a case for further investment
- Qualitative and quantitative impact studies are demonstrating/ evidencing results
- The capacity and capability of the local workforce is developing
- There is an uplift in income, utilisation and footfall amongst target groups

SUGGESTED GUIDANCE

- Is there a theory of change for services to children and families of young children with major partners in the area? Does this identify the desired impact and anticipated outcomes as a result of the change process and activities/interventions delivered? Does this build a shared evidence base of impacts that makes a compelling case for further investment? Are areas for improving, further developing and with potential to scale up identified
- Are qualitative and quantitative impact studies able to demonstrate/ evidence results, for example:
 - Activities are targeted, inclusive and helping to widen access in the locality
 - Participation levels are increasing across the organisation and/or the wider community served in key areas and/or amongst target audiences
 - Inactivity levels are reducing in areas/audiences being targeted as a result of priorities fixed with partners/funders/commissioners of services
 - Pro-active work to target disabled children and girls is impacting on participation levels
 - Is it known what works best to make the inactive more active; to nudge and support behaviour change and to increase participation/activity levels generally over the longer term, and is more of this being done
 - There are increased opportunities for non- participants or low user groups/communities
 - New participants who have never used facilities before are now using services and progressing through pathways
 - Target communities/audiences are becoming healthier, more active and the cost of inactivity is being reduced over time
- Is the capacity and capability of the local workforce developing
- Is there an identifiable uplift in income, utilisation and footfall amongst the groups/communities targeted