

Document name: *Audit: How do you support the physical growth, development and activity of babies and young children?*

Document date: 2023

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OpenLearn course: Supporting physical development in early childhood

OpenLearn url: <https://www.open.edu/openlearn/health-sports-psychology/supporting-physical-development-early-childhood/content-section-0>



**Supporting physical development in early childhood:**

How do you and your setting support physical activity and development?

**Audit: How do you support the physical growth, development and activity of babies and young children?**

The audit below is designed to highlight some of the factors that can affect children’s physical growth, development and activity. The columns ask you to think about how and when you do so and changes or improvements you could think about introducing. If there is something that you don’t do, you are asked to think about barriers and solutions to improving your support to babies and young children in relation to the factor.

The first example is completed with some ideas of how you might approach giving babies the opportunity to go barefoot.

Factors that can impact on physical growth, development and activity of babies and young children	yes	How/when do you do this?	Could this be changed or improved?	no	What are the barriers?	What are the solutions?
<b>Baby or Child</b>						
<b>Clothing and footwear:</b> is the baby given opportunity to be barefoot?	yes	Babies and toddlers go barefoot on the grass in the summer	Consider ways of giving them opportunities to go barefoot all year round		Identifying activities that include opportunities for babies to be barefoot indoors	Ensure babies are warm enough when barefoot Ensure babies are happy to be barefoot, some babies may need to be gently introduced to being barefoot if they are not used to it Identify activities that babies like – painting that includes foot printing

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<p>Do babies have enough room in socks or clothing (such as Babygros) for toes and feet to move freely?</p> <p>Is the <b>child</b> wearing the correct shoe size? Given opportunities to go barefoot? Provided with waterproof clothing for outdoor play?</p>						
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<p><b>Play:</b> are babies and children given play opportunities that promote <b>fine motor skills</b>?</p> <p><b>Gross motor skills?</b></p> <p><b>Multi-sensory play opportunities?</b></p> <p>Given <b>access to the outdoors</b>?</p>						
<p><b>Additional needs:</b></p> <p>Does the child have specific <b>likes or dislikes</b>?</p> <p>Or <b>complex medical needs</b>?</p> <p>Or <b>a health condition</b> that can affect physical activity?</p>						
<b>Adults</b>						
<p>Are you <b>knowledgeable</b> about</p>						

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children’s likely stage of development? The amount of physical activity a child should take each day?						
Do you know the <b>child’s interests</b> ? Do you use this knowledge to plan activities to promote physical development that follows the baby/child’s interests?						
Do you have knowledge about how to promote <b>physical literacy</b> ?						
Do you promote a <b>culture of movement</b> in your setting?						
<b>Risk and resilience</b>						

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Do you give children the opportunity to take risks? Do you give <b>watchful encouragement</b> to children when they are taking risks?						
How do you <b>work with parents</b> to promote children's physical development?						
Do your <b>policies</b> promote a culture of movement in your setting?						
Are you and your colleagues <b>positive role models</b> for children? Are you physically active?						

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Environment				
Does the <b>environment</b> allow children the opportunity for <b>big movements</b> : to crawl, run, jump, dance climb and roll?				
Does the environment allow children to have <b>opportunities for small movement</b> ?				
Does the environment allow <b>risky play</b> ?				