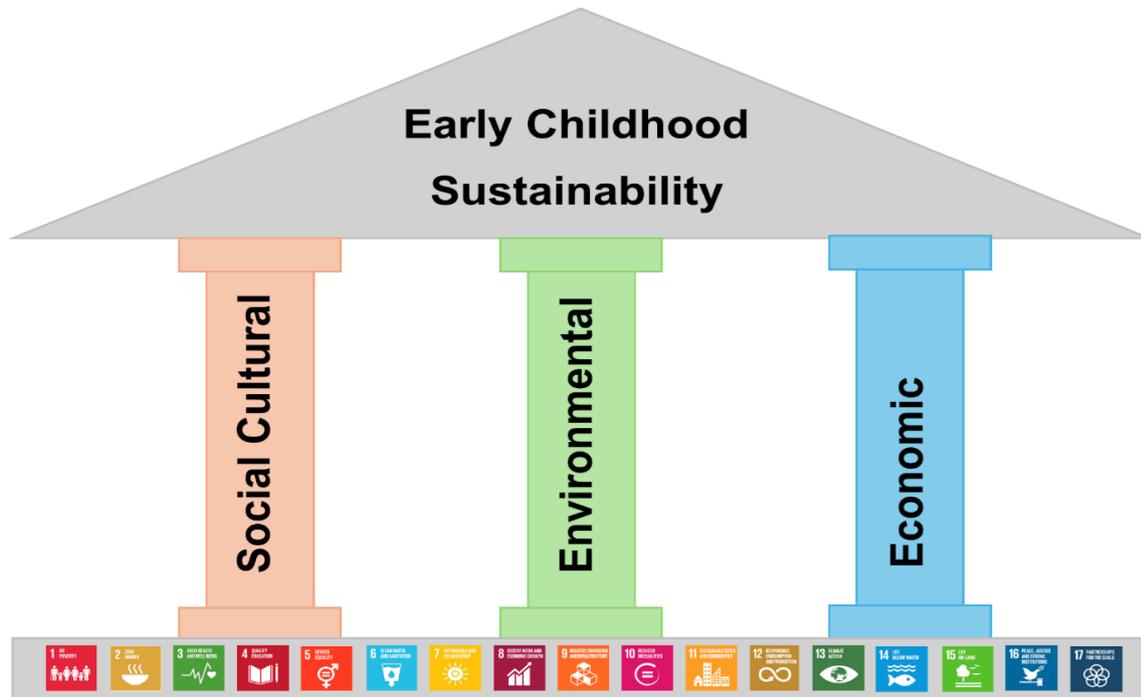


# Climate Action Plan (CAP) Audit

Name of setting -----



Link to DfE strategy and supporting website - [Sustainability leadership and climate action plans in education - GOV.UK](#)

Free online resource to embed the 17 SDGs into practice- [early-years-sustainability-resource.pdf](#)

Develop Skills for the 21<sup>st</sup> century (UNESCO, 2017) aligning with the 3 Characteristics of Effective Learning (EYFS, DfE, 2024) –

**Playing and exploring** - children investigate and experience things, and ‘have a go.’

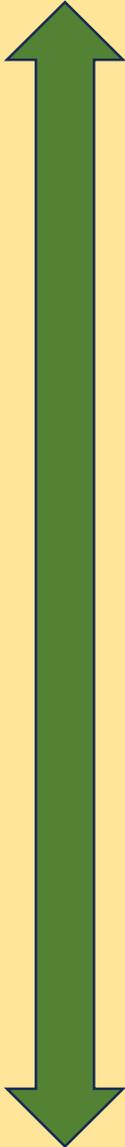
**Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

**Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.



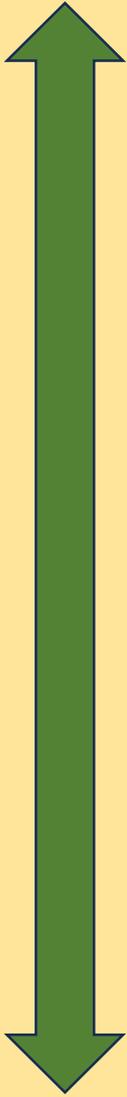
Stronger Hub NW Liverpool City Region and Beyond

**Climate Action Plan Audit – biodiversity (outside) (Links to SDG [3/4/ 5/ 10/13/14/15](#))**

Lower Impact/ Effort and/or Cost	Actions	Tick when complete
	<p>Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into CAP.</p>	
	<p>Undertake discussions with children and families to find out how they would like to make changes to the outdoor area to support local diversity and nature play. Involve children actively in all stages. Incorporate more natural elements e.g. logs, stepping stones, seating and balance beams, sensory gardens and textured pathways. Include tips in your newsletter. It might inspire families to look at what they can do in their own garden or to bring in cuttings.</p>	
	<p>Contact your nearest DfE Climate Ambassador. <a href="#">Climate Ambassadors: Turning Climate Ambition into Climate Action in Education   Climate Ambassadors</a> support and become part of the National Education Park Early Years <a href="#">Using the outdoors to promote wellbeing at Selly Oak Nursery School   Education Nature Park</a></p>	
	<p>Draw upon Eco School Early Years <a href="#">Early Years - Eco Schools</a></p>	
	<p>At all times incorporate correct scientific terminology and use with the children the correct names for all biodiversity and fauna (plants/trees/flowers/etc).</p>	
	<p>Develop areas/containers for planting so children can grow their own food and use it to make salads or cook soups. Seed to table philosophy. Use the whole plant.</p>	
	<p>Provide a range of elements in your outside space -e.g. add a bee house or nesting box to replicate natural shelters such as tree hollows. Create a mud kitchen or sand pit. Or construct a tunnel using bamboo and grow climbers such as beans over the frame to create unique and interesting spaces and support all inner and outer senses.</p>	
	<p>Add mulch, logs, large flat rocks and stone piles for lizards, animals and insects and have a more natural bug hotel. Develop a stumpery.</p>	
	<p>Plant a range of plants in your garden to provide shelter, nesting and food for animals and birds that might be passing through your outdoor area. Include or retain trees and tall shrubs, dense or spikey lower shrubs, plants that provide fruit, nectar and seeds. Talk to your local nursery to select suitable plants for your outdoor area. For the outdoors, look for varieties that are low maintenance and have less watering requirements. These will also create habitat for local wildlife.</p>	
	<p><b>Higher Impact/ Effort and/or Cost</b></p>	<p>Create a frog pond that is safe for your children at your setting to access. Consider incorporating pets into your outdoor space e.g. rabbits, guinea pigs, chickens – these can make excellent pets for young children. Consider investing in a beehive and equipment.</p>

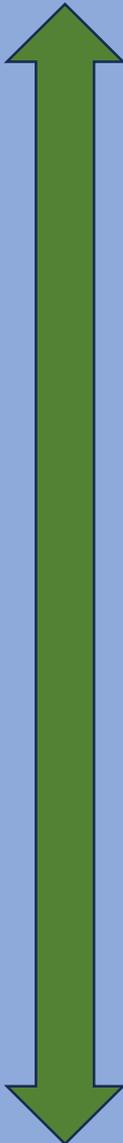
## Climate Action Plan Audit – Biodiversity play/indoors.

(Links SDG [3/4/5/10/11/12/13/15](#))

Lower Impact/Effort and/or Cost	Actions	Tick when complete
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.	
	Introduce different plants indoors and ensure staff and children know the watering, light and feeding requirements of the plants purchased.	
	Incorporate stones and other natural materials including shells, pebbles and pinecones into both the indoor learning environments to encourage small world imaginative play.	
	Drawing on the Characteristics of Effective Learning (CoEL) encourage scientific observations, drawings and discussions about different plants and wildlife wherever possible. Experiment with different growing conditions.	
	Display reference books and posters of animals, birds and insects that are indigenous to your locality, so children and staff become familiar with them. Encourage children to design their own posters/reference books on wildlife.	
	In your planning encourage intergenerational links with parents'/grandparents'/ communities to come in and share stories with the children about their culture locality.	
	From a socio-sustainability inclusive perspective ensure children have the correct weatherproof clothing for sun, rain, and snow so all children have opportunities to develop a love of nature.	
	Encourage children to participate in garden/bird watching to recognise migration patterns/ seasonal changes/ and identify local wildlife. Invest in binoculars and clip boards to record audits. <a href="#">Big Garden Birdwatch</a>	
	With the children make items such as windchimes, bird feeders, weaving frames etc to use in their garden using recycled materials as they are fun, cheap and easy to make and develop their fine motor skills.	
	Borrow a bug, reptile or mammal collection and invite rangers into talk about them.	
	Higher Impact/Effort and/or Cost	Plan to take children out of the setting on trips regularly and consistently to woodland/parks/beach/zoo/farm etc to incorporate place-based learning in their experiences and to see and understand seasonal changes. Discuss these changes and offer solutions through detailed conversations. Use A3 sized thinking pads to record the experiences so children can revisit their trip.

## Climate Action Plan Audit – Adaption/Water conservation/Green skills.

Links to SDG [3/4/5/6/8/9/10/13/14/15](#)

Lower Impact/ Effort and/or Cost	Actions	Tick when complete
	Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into Climate Action Plans.	
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.	
	Drawing on the CoEL ensure there are opportunities for children to observe, analyse, evaluate, estimate. Predict to develop 21 <sup>st</sup> century problem solving skills.	
	Use the eco cycle on washing machines and dishwashers and only when full.	
	Use a full sink of water to wash or soak items such as art supplies rather than use running water from the tap.	
	Involve your families about the actions you are taking to reduce water use and include water saving tips in your newsletter. Increase mulching of gardens to prevent evaporation to reduce garden's watering needs.	
	Consider installing a rainwater butt for both play and outside watering. Install a water wall for the children's play area and water bath for birds.	
	Conduce a water audit to eliminate unnecessary water use and compare water bills when available. This is very motivating for staff and children .For example, check for leaky toilets which costs a lot per year!	
	Plan to highlight different parts of the World which suffer through either flooding/drought or discuss solutions. In small world play build dams etc to understand flooding.	
	Reflect upon the dangers of pollution in the oceans. Design posters to encourage ocean literacy. Visit the beach wherever possible.	
	Install low flow taps including push taps to prevent water wastage through taps being left on. When purchasing water fixtures and appliances, select those with the highest water efficiency rating.	
	Ensure all toilets are converted to dual flush toilets with hippos fitted. Investigate the opportunity to label the bed sheets so they can be used on the same child for consecutive days.	
	Install a rainwater tank with a gauge and connect to toilets and washing machine. Monitor the gauge.	
	Locate your water meter and take manual water reading to highlight if water is being lost outside business hours. Consider flood options regarding the grounds of your setting/home and ensure plans are in place ready for any possible flooding.	
Higher Impact/Effort and/or Cost		

## Climate Action Plan Audit – Adaption and Resilience/Energy.

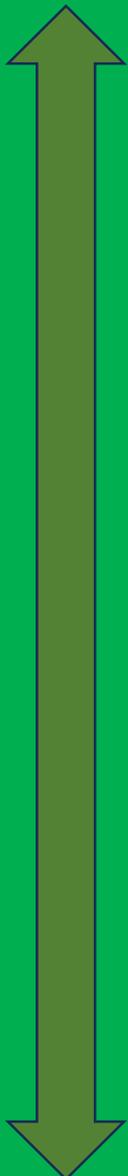
(Links to SDGs [4/5](#)/[7/8/9/10/11/13](#))

Lower Impact/ Effort and/or Cost	Actions	Tick when complete
	Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into Climate Action Plans.	
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.	
	Maximise the use of natural light and ventilation during the day making sure there are no gaps reducing energy waste.	
	Place signs near all light switches, power points to act as reminders to turn off when not needed and check list at the end of each day all lights and appliances are turned off.	
	Tell your families about the actions you are taking to reduce energy use. Include energy saving tips in your newsletter.	
	Use correct temperature settings on air conditioners and section off rooms when heating or cooling. Use fans where possible instead of air conditioners. Ensure radiators are not on overnight or in warmer times.	
	Make sure children are appropriately dressed requiring less use of heating and cooling appliances. Supply the necessary extra clothing if needed for equity of experiences.	
	Always use cold water for washing, wait for a full load and use the eco cycle and eco washing liquid. Minimise the use of clothes dryers. Use the clothesline instead.	
	Choose suppliers/resources wisely and consider the benefits for the planet e.g. nappies/plastic work gloves.	
	Install energy efficiency monitors and display in foyer so families, children and staff can see energy use. Use this as a discussion point.	
	Conduct an energy audit to eliminate unnecessary power use. E.g. Try to switch to more energy efficient lighting or install sensor lights in infrequently used areas.	
	When purchasing any new appliances consider those with high energy star ratings.	
	Install a weather shade /canopy so the outside is accessible during wet and hot days.	
	Consider installing a solar power system and a solar hot water system.	

**Higher  
Impact/Effort  
and/or Cost**

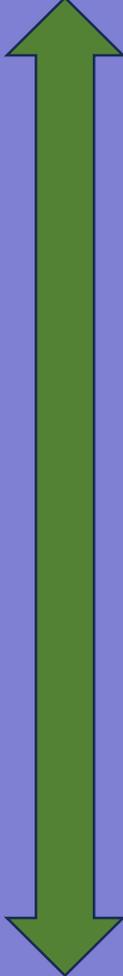
## Climate Action Plan Audit – Good Health and Wellbeing

(Links to SDG [1](#)/[2](#)/[3](#)/[4](#)/[5](#)/[7](#)/[10](#)/[13](#)/[15](#))

Lower Impact/ Effort and/or Cost	Actions	Tick when complete
	Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into Climate Action Plans.	
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.	
	Discuss with families, children and staff your plans to become healthier and ask for suggestions as to how this can be achieved. The more involved families feel, the chances of them adopting healthier habits increase. Reflect upon cultural options.	
	Encourage a walk to setting day for families and staff. Ensure staff understand the long- and short-term benefits of adopting a healthier lifestyle.	
	Increase the physical activity levels of all children and staff. Support children's understanding of energy and how their bodies store /use it to move /live.	
	Ensure staff act as positive role models for children and are observed making healthy food choices and keeping active.	
	Develop a community-based eating approach where all children/staff eat together. Invite families into a setting to share a healthy picnic and ask them to bring in a healthy food choice.	
	Develop a plant-based food menu that can be used weekly encouraging children to try more plant- based alternatives.	
	Develop a mindfulness/ sensory area where children can slow down and be resting. Ensure mental health options are available for staff too. Offer yoga or baby massage.	
	Encourage breastfeeding or for parents to bring in bottled breast milk and regularly hold information sessions for families.	
	Buy local/organic/fair trade produce where possible. Explain to the children through story about others in different parts of the world. <a href="#">Fiver Challenge</a>	
	Support children to understand the need to be sustainable in food choices- demonstrate using all the plant in cooking- honey rather than sugar- experiment with fresh v processed foods.	
	Higher Impact/ Effort and/or Cost	Donate to a local food /baby bank/ research distribution and if possible, visit. Raise money for local charities and help children understand empathy towards others less fortunate.

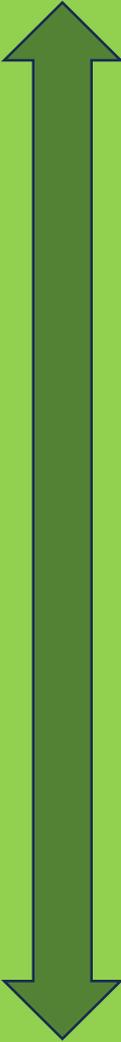
## Climate Action Plan Audit – Decarbonisation

(Links to [SDG 4](#)/[5](#)/[6](#)/[7](#)/[8](#) /[9](#)/[10](#)/[11](#)/[13](#))

Lower Impact/ Effort and/or Cost	Actions	Tick when complete	
	Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into Climate Action Plans.		
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.		
	Reflect upon different types of energy- solar/wind/coal Consult with your families and staff on ways to reduce your settings' carbon footprint. Involve the children in discussions. <a href="#">Count Your Carbon - Eco Schools</a> <a href="#">About Us - The Carbon Literacy Project</a>		
	Communicate with families through your newsletter the various ways you are striving to reduce the settings carbon footprint and encourage them to adopt the same strategies.		
	Encourage families to walk to the setting by establishing walk to nursery initiatives and offer car share options for staff.		
	Introduce awards for the children who walk to setting on a regular basis.		
	Ensure the nursery reduces the number of correct coloured bins to minimise waste		
	Develop second hand uniform/clothing drop off and resources to share in the school community.		
	Carry out a transport audit and consider the number of deliveries that arrive at setting, can any of these be reduced? Once a week to once a fortnight or once a month?		
	Visit a train station, fire station or farm to allow children to experience modes of transport in their natural environment.		
	Invest in a variety of alternative modes of transport for the children including bicycles, trikes, scooters, balance bikes and wheelbarrows. Develop sponsorship opportunities with local businesses.		
	On neighbourhood walks look out for different methods of energy in transport- electric buses or bikes and critique (CoEL)charging points etc. Develop projects that invite children to reflect on benefits of different modes of transport v the natural environment.		
	Higher Impact/ Effort and/or Cost		

## Climate Action Plan Audit – Climate Action/Green skills and Communities

(Links to [SDG 4](#)/[5](#)/[10](#)/[11](#)/[12](#)/[13](#)/[16](#)/[17](#))

Lower Impact/ Effort and/or Cost	Actions	Tick when complete
	Display all 17 Sustainable Development Goals (SDG) in the foyer of the setting. Try to incorporate them into your planning and into Climate Action Plans.	
	Provide a wide range of both fiction and non-fiction books to encourage literacy and STEM through provocations. Talk about Climate change and discuss solutions.	
	Use reusable shopping bags every time you shop instead of plastic bags. Discuss different types of packaging and which are more ecofriendly. Set up paper collection points in each craft area and encourage children to re-use one sided paper.	
	Ask families to bring in recyclable items for children's activities and set up a useful box in each room to store them in. Encourage children to build and create using recyclable items.	
	Encourage families to reduce food packaging by introducing a package free lunch box initiative.	
	Embed litter picking into children's everyday thinking both inside /outside nursery and beyond the gates. Invest in litter pickers for each nursery class.	
	Move to online assessments and parental notifications so that documentation and newsletters are not printed out.	
	Every class to have compost bins – make different types of compost and support children's understanding of how material decompose /changing states of matter.	
	Move away from throwaway nappies and move towards either washable ones or biodegradable alternatives.	
	Develop garden beds/planters to encourage all children to have responsibility and to understand the cyclical seed to plate process, encouraging natural home-grown foods over processed foods.	
	Invest in purchasing real child sized tools (not plastic) made from steel/wood etc. to support children in have opportunities to develop their outer senses (balance/co-ordination) and to reflect trade skills.	
	Develop a worm farm and use worm casting and juice from your worm farm on your own veggie garden.	
	Reassess the number of general waste bins and frequency of pick up following the introduction of measures to reduce waste.	
Higher Impact/ Effort and/or Cost		

Our task for the future is to work together collaboratively for and with the planet, which is central to holistic early childhood and reflects all 17 Sustainable Development Goals (UNESCO,2015).

 **SUSTAINABLE DEVELOPMENT GOALS**



NW Stronger Hub Liverpool City Region and Beyond Support the SDGs.

The Three Pillars of Sustainable (Environmental, economic and socio-cultural) like the 17 SDGs are interconnected and must not be viewed in isolation.

To further support your climate action journey and completing Climate Action Plans visit the Early Years Sustainable Hub- [Early Years Sustainable Hub | ENSFC](#)