

## Green Issues

The following related tools and resources can be found in the 'Tools and Resources' section in the members only area of the website.

- *Energy Efficiency template*

Every Child Matters (ECM) contains key principles to ensure every child, whatever their background or their circumstances, has the support they need to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.

Every council in England is currently working with its partners, through children's trusts, to find out what works best for children and young people in its area and act on it.

The following illustrates how childcare settings and the EMC principles could link together:

- **Be healthy**, e.g. Childcare settings travel plans and promotion of cycling/walking; developing childcare setting grounds and growing fruit/vegetables; composting; developing physical play areas; healthy eating.
- **Stay safe**, e.g. childcare setting travel plans; learning about road safety and cycling proficiency; learning about safe use of pesticides/fertilisers/tools in childcare settings grounds and working safely around water.
- **Enjoy and achieve**, e.g. gaining lifelong skills through a range of enjoyable activities such as taking meter readings, growing food, recycling, learning about fair trade;
- **Make a positive contribution**, e.g. Using knowledge and skills to make informed choices and decisions i.e. reducing impact on environment; minimising contributions towards climate change; contributing to worthwhile activities; sustainable purchasing; minimising waste; selling produce grown at childcare settings; managing budgets.
- **Achieve economic well-being**, e.g. links between fuel, poverty, ill health and energy efficiency awareness; developing skills to enable children to lead more sustainable lives; use of childcare setting to develop vocational skills; growing and selling produce (hidden skills of accounting, profit & loss); fundraising; organising childcare setting/local events.

### **What are the potential environmental impacts?**

Educational establishments can have a number of impacts on the environment:

- **air emissions**, for example from boilers, laboratories and workshops
- **land contamination**, for example from oil and chemical storage
- **waste disposal**, such as waste electrical and electronic equipment (WEEE), hazardous materials and clinical wastes

- **water discharges**, for example from, catering and accommodation
- **resource use**, for example energy, paper and water.

### Saving Money

Small changes to the environmental management of a setting can result in considerable financial savings.

Cutting out draughts, closing doors and windows or switching off lights and electrical appliances when not in use will reduce the energy bills. For example, energy-saving light bulbs last up to ten times longer than ordinary ones and save between £5 and £10 per bulb, per year. Considering the amount of light bulbs required in settings this change could prove to be a massive saving.

Below is a useful template to see how energy efficient your setting is.

### **ENERGY**

<p>Is there someone in your setting who has special responsibility for monitoring the consumption of energy (electricity, heating etc.) in the setting? If there is, who is it?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/>
<p>Are the energy meters (e.g. electricity meters) easily visible ?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Has your setting taken any of the following low-cost steps to reduce heat loss through windows?</p> <ul style="list-style-type: none"> <li>• Draught excluding strips</li> <li>• Solar reflecting film</li> <li>• Responsible class window monitors</li> </ul>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No  <input type="checkbox"/> Yes      <input type="checkbox"/> No  <input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Do the settings windows have double glazing, triple glazing or energy-saving glass?  If Yes, then in how many rooms? (If all, write all)</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/>
<p>Are any external (outside) doors self-closing?  If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/>
<p>Are any internal (inside) doors self-closing?  If Yes, then how many doors are self-closing? (If all, write all)</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <hr/>
<p>Are low-energy light bulbs and fluorescent tubes used in the setting?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>

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<p>If Yes, then in how many rooms? (If all, write all)</p>	
<p>Does each setting room have its own heating thermostat?</p> <p>If No, then how many rooms have a thermostat? (If none, write none)</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>_____</p>
<p>Are lights and electrical items turned off when not in use?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Sometimes</p>
<p>Does the setting have any of the following sources of renewable energy?</p> <ul style="list-style-type: none"> <li>• Wind generator</li> <li>• Solar water PV heating panels</li> <li>• Wood fuel boiler</li> <li>• Ground source heat pump</li> </ul>	<p><input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/></p>
<p>Any further comments on energy:</p>	

### LITTER

<p>How serious is the problem of rubbish/litter in the setting grounds?</p> <ul style="list-style-type: none"> <li>• Very serious, the place is a mess most of the time</li> <li>• Not too bad, but could be improved</li> <li>• The grounds are more or less litter free</li> </ul>	<p><input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/></p>
<p>Does your setting have a clear anti-litter policy?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Are there litter bins inside the setting buildings?</p> <p>How many of these are:</p> <ul style="list-style-type: none"> <li>• Full – overflowing</li> <li>• About half full</li> <li>• Less than a quarter full</li> </ul>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>_____  _____  _____</p>
<p>Are there any areas inside the setting buildings that are littered where there are no bins?</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Are there enough litter bins in the settings grounds?</p> <p>How many of these are:</p> <ul style="list-style-type: none"> <li>• Full – overflowing</li> <li>• About half full</li> <li>• Less than a quarter full</li> </ul>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>_____  _____  _____</p>

Are there any areas in the setting grounds that are littered where there are no bins?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are litter bins generally: <ul style="list-style-type: none"> <li>• Big enough</li> <li>• Correct design (holding in litter when windy)</li> <li>• Clean</li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Any further comments on litter bins / location of litter:	

### WASTE MINIMISATION / RECYCLING

Does the setting carefully control the use of resources such as paper, pencils, ink cartridges, pens, envelopes etc? <ul style="list-style-type: none"> <li>• No, there seems to be little control</li> <li>• Yes, but control is not very tight</li> <li>• Yes, control of these materials is very strict</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Does the setting buy stationery products (paper, pencils, pens etc.) made from recycled content?	<input type="checkbox"/> Yes (where possible) <input type="checkbox"/> Sometimes <input type="checkbox"/> No
Are hand towels and other disposable paper products purchased with recycled content?  If some, note which products are and which aren't	<input type="checkbox"/> Yes <input type="checkbox"/> Some <input type="checkbox"/> No
Does the setting recycle any of the following items of waste?	
<input type="checkbox"/> paper <input type="checkbox"/> cardboard <input type="checkbox"/> plastic <input type="checkbox"/> inkjet cartridges <input type="checkbox"/> vending machine cups <input type="checkbox"/> other	
Please describe other materials recycled _____	
What proportion of setting food waste is composted?	<input type="checkbox"/> None <input type="checkbox"/> 1% – 25% <input type="checkbox"/> 26% – 50% <input type="checkbox"/> 51% – 75%

	<input type="checkbox"/> 75% - 100%
Do you run any other recycling schemes to raise money for the setting and / or involve the local community, e.g. mobile phones, jumble sales?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the setting encourage reuse of materials, e.g. water bottles?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the setting have any policies to reduce waste?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Any further comments on waste minimisation / recycling:	

## WATER

Is there a water meter to record water use in setting?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Is the meter easily visible?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are the toilets designed to reduce water loss e.g. low-volume flush, flush on demand urinals etc.?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many of the toilets are fitted with such devices? (list, or state All)	_____
Are hand-basin taps of the push-on or self-stopping type?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If YES, then how many? (list, or state All)	_____
Are taps left running?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
Are dripping taps and other leaks fixed quickly?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If NO, then approximately how long do repairs take?(circle)	<input type="checkbox"/> 2 – 3 days <input type="checkbox"/> 4 – 7 days <input type="checkbox"/> more than 7 days
Any further comments on water:	

## TRANSPORT

Do you monitor how children travel to the setting?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, how many children use the following transport to or from the setting – note <u>total count of children</u> <input type="checkbox"/> walk <input type="checkbox"/> bus <input type="checkbox"/> Cycle <input type="checkbox"/> share a taxi <input type="checkbox"/> share a car <input type="checkbox"/> travel as a single passenger in car  Has this data been mapped? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Does the setting have a network of 'safe routes' to walk or cycle?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the setting organise regular 'walk to your setting' or 'cycle to your setting' events?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do any of the settings transport vehicles (buses, taxis etc.) run on alternative fuels such as electricity, land-fill gas or vegetable-derived oils?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the setting have a pedestrian and cycle entrance that is separate from vehicle access?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Any further comments on transport:		

### HEALTHY LIVING

Does the setting provide and promote healthier food at snack time and lunchtimes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the setting include education on healthier eating and basic food safety practice within the EYFS?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a system for monitoring whether children eat a balanced lunchtime diet over the week?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the setting have drinking water easily available throughout the day?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is there a setting approach to the promotion of physical activity?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Does the setting have a no-smoking policy for staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, is this followed by all staff including carers, parents and staff?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Can settings windows be opened to improve ventilation?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are there green plants growing in pots in the setting? If Yes, in which of the settings rooms	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the setting use environmentally friendly cleaning products?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Does the setting toilets have: <input type="checkbox"/> Locks <input type="checkbox"/> Toilet paper <input type="checkbox"/> Sanitary disposal facilities <input type="checkbox"/> Hot water <input type="checkbox"/> Paper towels <input type="checkbox"/> Sanitary product dispensers	
Any further comments on healthy living:	

### BIODIVERSITY

Are chemical pesticides and herbicides used in the settings grounds?	<input type="checkbox"/> Often <input type="checkbox"/> Occasionally <input type="checkbox"/> Never
Does the setting have any plants in containers, pots or beds in the settings grounds?	<input type="checkbox"/> Yes, lots <input type="checkbox"/> Yes, some <input type="checkbox"/> No
Does the setting have a wildlife, conservation area or Forest School area? If Yes, is the area protected by fences or settings rules, or both?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
Does the setting maintain any of the following? <input type="checkbox"/> Bat boxes <input type="checkbox"/> Bird boxes <input type="checkbox"/> Bird feeders <input type="checkbox"/> Bird baths <input type="checkbox"/> Woodland area <input type="checkbox"/> Pond <input type="checkbox"/> Squirrel feeders <input type="checkbox"/> Butterfly-friendly plants <input type="checkbox"/> Log piles for invertebrates <input type="checkbox"/> Species records	
If any of the above are ticked Yes, are the children involved in looking after them ? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Does the setting have links with any local or national environmental organisations? If Yes, then with whom? (list)	<input type="checkbox"/> Yes <input type="checkbox"/> No

Any further comments on biodiversity:

### SETTING GROUNDS

What proportion (percentage) of the settings grounds are?

Grass playing field, short grass	_____	Long grass	_____
Woodland	_____	Tarmac/paths/roads	_____
Conservation or wildlife area	_____	Flower/vegetable beds	_____
Water or wetland area	_____	Seating area	_____
Activity play area	_____	Other	_____
_____	_____	_____	_____
_____	_____	_____	_____

What proportion (percentage) of the settings boundaries are.....?

Hedges and trees	_____	Wire or railing	_____	Open	_____
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Does the setting recycle garden or fruit/vegetable waste in a composter or wormery?	<input type="checkbox"/> Always <input type="checkbox"/> Occasionally <input type="checkbox"/> Rarely <input type="checkbox"/> Never
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Do you ever hold lessons or part of lessons outside?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Any further comments on setting grounds:

### GLOBAL PERSPECTIVES

Does the setting consider how actions taken within the childcare establishment affects people and the environment locally and globally? If so, please give examples:	<input type="checkbox"/> Yes <input type="checkbox"/> No												
<table border="1"> <thead> <tr> <th>Local Action</th> <th>Local Effect</th> <th>Global Effect</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Local Action	Local Effect	Global Effect										
Local Action	Local Effect	Global Effect											

Any further comments on global issues:

### CHILDREN PARTICIPATION

<p>Do any of the issues considered in this environmental review feature in The children's education?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Are special environment-related visits undertaken by the setting? e.g. paper making, visits to environmental venues etc?</p> <p>If Yes, then list those in the last term, detailing the topic covered.</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Are children involved with local waste/recycling/conservation etc.</p> <p>If Yes, then list some examples:</p>	<p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>

### Comments / Notes for Action

On completion of the Environmental Review fill in the following boxes with any comments relating to each topic and list possible actions that could be taken. Some of these actions can then be used in your Action Plan

Energy

Litter

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Waste Minimisation / Recycling
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Water
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Transport
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Healthy Living
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Biodiversity
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Settings Grounds
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Global Perspectives
Children Participation

**Date of Review:**.....

**Review carried out by:**.....

**Environmental Review**

A simple review outlining the areas to improve your childcare setting’s green issues.

To be completed on an annual basis.

**Litter/Rubbish**

- 1. Is there too much litter on the ground in the setting grounds?  
 Yes       No
- 2. Does the setting have organised litter picking sessions?  
 Yes       No
- 3. Are there enough bins inside and outside, in the setting grounds?  
 Yes       No

**Energy**

- 4. Are the lights left on in the settings rooms when people aren’t in them?  
 Yes       No

5. Is it sometimes too hot in the settings rooms and the heating cannot be turned down?

Yes  No

6. Are the computers left on when not in use?

Yes  No

### **Waste**

7. Does the setting recycle its paper from its childcare rooms and offices?

Yes  No

8. Does the setting compost its waste fruit/vegetables/weeds etc?

Yes  No

9. Does the setting try to buy goods made from recycled materials?

Yes  No

### **Water**

10. Are there push-stop water-saving taps in the toilets?

Yes  No

11. Are there water-saving devices on the urinals in the toilets?

Yes  No

### **Settings Grounds**

12. Does the setting have a growing area?

Yes  No

13. Are there enough places for children to sit at playtime if they wish to?

Yes  No

### **Biodiversity**

14. Does the setting have a wildlife/forest school area?

Yes  No

15. How else do you try to attract wildlife into the setting grounds? \_\_\_\_\_

### **Transport**

16. Is there a problem with cars outside the setting at dropping off and picking up time?

Yes  No

17. Is it possible for most children to walk with parents or cycle to the setting or take public transport?

Yes  No

### **Healthy Living**

18. Does the setting have a fruit/healthy snacks?

Yes  No

19. Are healthy options encouraged for settings dinners? (if applicable)

Yes  No

20. Is drinking water available in the setting?

Yes  No

### **Global Perspectives**

21. Do you consider how actions taken within the setting affect people and the environment locally and globally?

Yes       No

**Date of Review:**.....

**Review carried out**

**by:**.....

For more useful websites in relation to green issues and Environmental Conservation see below:-

[www.encams.org](http://www.encams.org) see leaflet Litter organising a clear up.

[www.bctv.org.uk](http://www.bctv.org.uk) This is a charity which was set up in 1959, and has a successful history of environmental conservation volunteering throughout the UK and around the world.

[www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk) see Environment and Planning

[www.netregs.gov.uk](http://www.netregs.gov.uk) see key Environmental Legislation relevant to England.