



Quality Assurance Framework



[Holiday Activity and Food programme 2025](#)

Welcome to the Quality Assurance Framework for the Holiday Activities and Food (HHH) Programme. This framework has been designed to support providers in delivering high-quality, inclusive, and enriching experiences for children during holiday periods. It outlines a clear progression from foundational to exemplary standards across key areas of delivery, including food provision, nutritional education, enrichment activities, physical activity, and administrative practices.

The framework serves as a practical tool for providers to evaluate their current practices, identify areas for improvement, and implement meaningful changes. Each level is accompanied by descriptors and guidance to support continuous development, ensuring all children receive safe, enjoyable, and beneficial experiences.

Providers are encouraged to use this framework as part of their ongoing quality assurance processes. The goal is to create an environment where children can thrive, gaining access to nutritious meals, engaging activities, and valuable learning experiences.

We appreciate your commitment to delivering the HHH Programme and look forward to seeing the positive impact of your provision.

For further support or clarification, please contact the HHH team at SASP.

1	Very Poor	Failed to meet any of the standards and requirements set out in the guidance and grant determination letter here: Holiday activities and food programme 2022 - GOV.UK (www.gov.uk)
2	Poor	Met some of the standards and requirements set out in grant/tender documents, but overall was below expectations.
3	Acceptable	Delivered as expected and met the standards and requirements set out in grant/tender documents.
4	Good	Delivered above on some of the standards and requirements and met expectations in all other areas set out in the grant/tender documents.
5	Excellent	Delivered above expectations on all of the standards and requirements set out in the grant/tender documents.



Nutritional Education/Healthy Lifestyle	Level 1→	→Level 2	→Level 3	→Level 4	→Level 5
	<p>No evidence of nutritional education.</p>	<p>Nutritional education is limited and inconsistent.</p> <p>Minimal engagement with children about healthy choices.</p>	<p>Some form of nutritional education is included each day.</p> <p>Activities may involve simple discussions around healthy eating.</p> <p>Visual aids and child-friendly resources are used.</p>	<p>Daily nutritional education includes practical and theoretical activities.</p> <p>"Take and make" bags with recipes maybe provided.</p> <p>Children are encouraged to try new foods through taste tests.</p> <p>Some parents receive information on maintaining healthy habits.</p>	<p>Comprehensive nutritional education delivered daily through hands-on experiences.</p> <p>Activities include practical cooking, healthy eating challenges, and parent workshops.</p> <p>Staff model positive food behaviours.</p> <p>Children and parents are signposted to community nutrition support.</p> <p>Evidence is provided through workshop attendance records, feedback surveys, and photo documentation.</p>



Notes and support	<p>Nutrition Activities could include: Children involved in food preparation and cooking (healthy pizza, fruit kebabs, smoothies, paninis), making simple meals that could be recreated at home, menu design, growing fruit and vegetables, taste testing, direct nutritional education sessions, staff modelling healthy eating behaviours and discussing this at lunchtime informally.</p> <p>Healthy Lifestyle Activities could include: Information about the importance of sleep, hygiene, health and safety, road safety, teeth cleaning activities, hydration, eat well plates, limiting sugar intake.</p>
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Food	Level 1→	→Level 2	→Level 3	→Level 4	→Level 5
	<p>Food meets basic School Food Standards but lacks variety and choice.</p> <p>Options are uninspired, with little consideration for dietary needs or cultural preferences.</p>	<p>Food is provided but lacks variety.</p> <p>While it meets School Food Standards, it is not well-balanced across major food groups.</p> <p>Limited attention is given to dietary preferences or cultural needs.</p>	<p>One healthy meal (meeting the School Food Standard) is provided daily, with snacks and water.</p> <p>Children are supported in making healthy choices.</p> <p>Facilities are used appropriately, and basic consideration is given to dietary needs.</p>	<p>One healthy meal (meeting the School Food Standard) is provided daily, along with snacks and water.</p> <p>Children are encouraged to try different foods and make healthy choices.</p> <p>Providers monitor dietary choices for a balanced menu.</p> <p>Facilities are suitable for food preparation, and dietary needs are considered.</p>	<p>A variety of meals (meeting the School Food Standard) are provided daily, along with healthy snacks and water.</p> <p>Children are encouraged to explore different foods through themed days and other initiatives.</p> <p>Providers monitor dietary choices to ensure balanced menus.</p> <p>Facilities are appropriate for meal preparation, and dietary needs, allergies, and cultural preferences are respected.</p> <p>Evidence includes menus, photos, and dietary records.</p>



Notes and support	<p><u>This could include:</u></p> <p>Offering a range of meals throughout the week that include the major food groups.</p> <p>Offering a range of different snacks to the children each day and during the week.</p> <p>Actively encouraging children to implement their learning around nutrition and healthy lifestyles by making appropriate choices.</p> <p>Using a themed approach such as different countries where children learn about a particular country and try some traditional food from that country.</p>
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Physical Activity	Level 1→	→Level 2	→Level 3	→Level 4	→Level 5
	<p>Few children achieve 60 minutes of physical activity.</p> <p>No variety in activities and limited encouragement for participation.</p>	<p>Some children achieve 60 minutes of physical activity, but consistency is lacking.</p> <p>Limited range of activities, with minimal opportunities for choice or skill development.</p>	<p>Most children achieve 60 minutes of physical activity every day.</p> <p>Activities are similar throughout the week, with limited variation.</p> <p>Structured and free play activities are provided, though not all children may engage fully.</p>	<p>All children achieve 60 minutes of moderate to vigorous physical activity daily.</p> <p>Activities are varied, providing children with opportunities to try new sports and games.</p> <p>Sessions are well-planned, age-appropriate, and inclusive.</p> <p>Feedback from children and staff is used to adjust and improve activity offerings.</p>	<p>All children achieve 60 minutes of moderate to vigorous physical activity every day.</p> <p>A diverse range of innovative activities are offered, including new experiences for most children over the week.</p> <p>Activities are age-appropriate and combine structured sessions with opportunities for free play.</p> <p>Staff adapt activities to meet the needs of all children, including those with SEND.</p> <p>Evidence is collected through observation logs, activity plans, and feedback forms.</p>



Notes and support	<p>Sports could include: Football, rugby, badminton, basketball, cricket, tennis, gymnastics, climbing, dodgeball, volleyball and athletics. Activities could take place inside and outside.</p> <p>Physical Activities could include: Relay games, water games, Zumba, circus skills, dancing, obstacle courses, inflatables, icebreaker games, team building (outdoor and adventurous activities)</p>
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Enrichment	Level 1→	→Level 2	→Level 3	→Level 4	→Level 5
	<p>No enrichment activities offered.</p>	<p>Limited enrichment activities.</p> <p>Few opportunities for children to explore new interests.</p>	<p>All children experience at least one enrichment activity each day over the course of a week, including activities designed to learn new skills/develop existing skills and support their mental health and wellbeing.</p>	<p>All children experience a wide range of enrichment activities throughout a typical week, including at least one different activity each day over a week including activities designed to learn new skills/develop existing skills and support their mental health and wellbeing.</p>	<p>All children experience a wide range of enrichment activities throughout a typical week, allowing them to learn new and different skills, including trips out and activities designed to support their mental health and wellbeing.</p> <p>Evidence includes attendance logs, activity photos, and feedback forms.</p>



Notes and support	<p>Enrichment activities could include: Arts, crafts, pottery, mask and puppet making, drawing, painting, music, singing, drama, playing instruments, reading, storytelling, magicians, science sessions, nature activities, trips to local attractions, litter picks, fire building, IT (for example coding), film making, yoga, guided meditation, teambuilding activities, social skills at lunchtime (conversation, knife and fork skills)</p>
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Administration/Evaluation	Level 1→	→Level 2	→Level 3	→Level 4	→Level 5
	<p>HHH club meets the minimum standards for holiday provision.</p>	<p>Providers are aware of the framework of standards.</p> <p>Basic follow-up systems are in place for absentees.</p> <p>Some policies and procedures are in place but may lack clarity or visibility.</p>	<p>Providers are aware of the standards framework.</p> <p>Policies and procedures are accessible and meet requirements. SASP engagement ensures inclusivity.</p> <p>Staff wear uniforms with identification.</p> <p>Timetables are visible and explained.</p> <p>Signposting and emergency contacts are clear. Follow-up systems are in place.</p> <p>Providers conduct self-evaluations and gather feedback.</p>	<p>All staff are aware of and have read the framework of standards.</p> <p>Providers collaborate with SASP to ensure inclusivity.</p> <p>Staff wear branded uniforms with identification.</p> <p>Signposting is clear, and follow-ups occur for absentees.</p> <p>Providers offer referrals to support services and have a system for evaluation and feedback.</p>	<p>Signposting is in place, including emergency contacts.</p> <p>Consistent follow-up systems are in place for non-attendees.</p> <p>Systems for self-evaluation, feedback, and quality assurance are in place, including case studies and reports.</p>



Notes and support	HHH providers should be able to offer information, signposting or referrals to other services and support, that would benefit the children who attend their provision and their families. Other services and support could include: Citizens Advice, school nurses, dentists, or other healthcare practitioners, family support services or children’s services, housing support officers, Jobcentre Plus, organisations providing financial education, early years and childcare, including help to pay for childcare (for example, <u>Tax-Free Childcare</u>)
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