



Tilbury Nursery,
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Child well-being policy

What is Wellbeing?

- Wellbeing is when you feel good and enjoy your day-to-day life
- The things that we do and the way that we think affects our wellbeing.

As part of our ongoing observation, assessment & planning cycle a child's key person will be recording their well-being & involvement and planning activities to support the children in this area. This will be shared with parents through the assessments of observations in their online learning journey, and at parents' evenings. We record children's well-being & involvement as part of our termly focus observations. These are collated in the child's on-line learning journal. Parents can view this at any time and add to it if they wish. Through observation staff will identify any factors that may pose a risk to a child's social & emotional well-being as part of the on-going assessment of their development. This could include

- A child being withdrawn
- A child being unresponsive
- Children showing signs of a behavioural problem
- Delayed speech or poor communication & language skills

To support their mental well-being children need

- **Affection, warmth & tenderness**, we support this through the effective keyperson system, and working closely to build relationships with children and their parents/carers.
- **Recognition & affirmation** (feeling accepted & appreciated by others, being part of a group & having a sense of belonging). Each child is

an individual and is respected as so. Children are welcomed regardless of their needs, ethnicity, religion, background or any other consideration that makes them unique. The key person system, group times and carefully planned activities including our daily self-registration all support and recognise this need. We also share special celebrations such as festivals, and birthdays which encourage a sense of belonging and value.

- **To feel capable** (feeling that you are good at something, to experience success), staff encourage and support children to take part in new experiences, and test their ideas. Activities and next steps are carefully considered to be challenging yet achievable. With differentiation to meet the wide needs of the children. Staff are encouraged to praise children not only for their achievements but for their efforts. We support verbal praise with wow certificates to share special moments with parents/carers.
- **Safety, clarity & continuity** (knowing the rules, being able to predict what comes next, counting on others). We carry out robust risk assessments to ensure the safety of the children at all times. We include children in practices such as fire drills where we explain how and why we keep them safe. We allow children to develop a sense of how to keep themselves safe, through conversation and allowing them to take carefully supervised risks, such as using tools and safety knives. In order to support continuity and clarity we provide a visual time line, demonstrating our daily routine. We discuss rules and help the children identify behaviours on an age appropriate level, for example using stories. We carefully organise our environment with structure and purpose. All staff have current safeguarding training to enable them to respond should they feel a child may be in danger.

In addition to these practices staff are aware of **Suffolk Children and Young People's Emotional Wellbeing Hub**. The Emotional Wellbeing Hub provides: A multi-agency team of Emotional Wellbeing Practitioners for expert information, advice and support. An online referral form for anyone concerned about a child or young person's emotional wellbeing and mental health. Young people can also self-refer. A consultation helpline for emotional wellbeing and mental health issues relating to children & young people.

Call **0345 600 2090**, available Monday to Friday, 8am to 7:30pm.

It is possible to visit the **Emotional Wellbeing Gateway website** for more information and to make an online referral.

To ensure overall wellbeing staff must consider not only mental but also physical needs (need to eat, drink, move & sleep)

We follow the Children's Food Trust "eat better start better" guidelines for snacks and drinks which outline the best practice for early years settings when providing food and drinks for children including those with allergies, intolerances and other special dietary requirements. This new guidance, updated in 2017 reflects the government's dietary recommendations for children aged 6 months to 5 years and sets out the food and drink guidelines for early years settings in England

In accordance with this we plan menus for snacks to ensure that they are varied across the week and that the food provision across the day is balanced. Limiting sweet foods such as cakes, and confectionery. (We may make or share cakes/sweets as part of special celebrations with parental permission) Children have access to fresh drinking water. Water and milk are the only drinks that are provided between meals by the nursery school and as part of snacks.

Food/snacks are prepared by staff who are appropriate and competent to do so, and also have due regard to their obligations under food hygiene legislation.

The Department of Health And Social Care states that 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. We aim to spend at least one hour per 3hr session on physical activity; this includes active time in the garden, exploring in the local outdoor environment, dancing, physical games, and yoga activities.

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

We also support physical wellbeing in many other ways including;

- Ensuring good dental health. We invite dental education professionals to speak with the children about tooth care.
- Meeting the medical & dietary needs of children.
- Though careful infection control and supporting personal hygiene routines
- Providing first aid and treatment, recording accidents and injuries.
- Encouraging application of suncream, and weather appropriate clothing.

- Ensuring time and space for sleep and rest. Although often around the age of 2/3/4yrs many children may no longer need a regular daytime sleep we recognise that this may change from child to child, and day to day, depending on several factors. At the very least children may still need some "down time".

If a child appears to be, or tells us that they are tired or sleepy we will encourage them to rest in our cosy area which has beanbags, cushions, and blankets.

Following periods of physical activity we encourage children to have a drink and snack and explain the importance of resting our bodies. We may do this whilst listening to a story, relaxing and listening to music or simply with quiet activities such as puzzles or mark making. We understand that some children may also benefit from calm sensory activities such as cornflour/sand pouring in order to relax.

The Suffolk health and wellbeing board offers further advice and support-

<https://www.healthysuffolk.org.uk/advice-services/children/children-and-young-peoples-emotional-health-and-wellbeing>

This policy was adopted at a meeting of Tilbury Nursery Management Committee

held on _____ (date)

Date to be reviewed _____ (date)

Signed on behalf of the
Management Committee

Name of signatory _____ Mr Frank Palmer

Role of signatory _____ Chair of Management Committee