

Watery Lane Preschool

Wellbeing Staff and Children



Policy statement

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for personal health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

Procedures

Children:

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff are able to recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

Staff:

Staff's wellbeing is supported by regular termly supervisions with the line manager where a wellbeing check is completed together with a discussion around work life balance. Staff will have access to the 'Hygge Hut' so that they are able to have a quiet child free space during their break. Staff have access to a wellbeing basket that includes some resources to support their wellbeing such as chocolate, lavender roll on, scented hand cream, rubix cube etc. The management team have an open door policy and staff are encouraged to come and talk if they need to and not wait until their next supervision. In addition, staff are able to book up to 1 week unpaid leave during term time subject to them finding cover for their shifts.

Links to existing policies: Achieving Positive Behaviour, Bullying & Harassment, Food & Drink, Health & Safety, Physical Activity, Promoting British Values, Safeguarding & Child Protection, Sleep & Rest, Staff Behaviour, Valuing Diversity & Promoting Equality, Whistleblowing

Links to legislation: Health & Safety at Work Act 1974, The Children Act 1989, Childcare Act 2006

This policy was adopted at a meeting of **Watery Lane Preschool**

Held on _____

Signed on behalf of management committee _____

Name of signatory _____

Role of signatory _____

Date to be reviewed _____