

Children's Well-being in the Nursery Policy

At The Orchard Day Nursery Kingston we believe that children's wellbeing is the foundation for all learning, development and future success. A child who feels safe, secure, healthy, valued and emotionally supported is more likely to become an engaged, confident and resilient learner. We recognise that wellbeing is central to the Early Years Foundation Stage (EYFS) and underpins children's ability to develop positive relationships, regulate their emotions, explore their environment and reach their full potential.

Our curriculum is carefully planned to promote every child's physical, emotional, social and psychological wellbeing through secure relationships, high-quality interactions, enabling environments and meaningful learning experiences. We recognise that every interaction, routine and experience throughout the day contributes to children's overall wellbeing and sense of belonging.

We understand that wellbeing is unique to every child and is influenced by many factors, including their health, relationships, family circumstances, culture, previous experiences and individual temperament. We work closely with parents, carers and other professionals to ensure each child receives consistent, individualised support that enables them to thrive.

Physical Wellbeing

Physical wellbeing provides the foundation for children's health, learning and development. We promote healthy lifestyles through an environment that encourages movement, exploration, independence and healthy habits from the earliest age.

Children's physical wellbeing is supported by:

- providing a balanced, nutritious and varied diet that reflects current Government nutritional guidance for early years providers and accommodates individual dietary, cultural and medical requirements
- ensuring fresh drinking water is available throughout the day and encouraging children to recognise their own thirst and hydration needs
- providing daily opportunities for energetic outdoor play, physical activity, climbing, balancing, running and developing both gross and fine motor skills
- planning activities that strengthen children's coordination, core stability, dexterity and physical confidence
- promoting safe risk-taking opportunities that allow children to develop resilience, confidence and judgement within carefully managed environments
- supporting children to develop healthy personal care routines, including handwashing, nose wiping, toileting, oral health and understanding why these routines help keep them healthy

- ensuring children receive appropriate opportunities for rest, relaxation and sleep in line with their individual developmental needs and family routines
- working closely with parents regarding nutrition, weaning, physical development and any health concerns that may affect a child's wellbeing.

Emotional and Mental Wellbeing

We recognise that emotional wellbeing is fundamental to children's learning and development. Babies and young children learn to regulate their emotions through warm, nurturing and responsive relationships with trusted adults. Practitioners understand that behaviour is a form of communication and seek to understand the feelings, needs and experiences behind children's behaviour.

Our practitioners build secure attachments by responding sensitively to children's verbal and non-verbal communication, offering reassurance, comfort and encouragement whenever needed. We know that children who feel emotionally safe are more willing to explore, take appropriate risks, develop friendships and engage confidently in learning.

We actively support children's emotional wellbeing by:

- creating calm, nurturing and emotionally secure environments where every child feels welcomed, valued and respected
- developing strong, trusting relationships through the key person approach
- helping children identify, understand and express a wide range of emotions using age-appropriate language, stories, songs, visual supports and everyday conversations
- modelling positive relationships, empathy, kindness and respectful communication
- supporting co-regulation, recognising that young children first learn to regulate their emotions through consistent support from caring adults before developing increasing independence
- providing quiet, comforting spaces where children can regulate their emotions when feeling overwhelmed, tired or anxious
- recognising that all emotions are valid while supporting children to develop safe and appropriate ways of expressing them
- celebrating children's achievements, efforts and individuality to build confidence, self-esteem and resilience
- maintaining consistent routines which help children feel secure, understand expectations and manage transitions throughout the day.

Practitioners understand that children may experience periods of emotional distress due to changes in family circumstances, bereavement, illness, trauma, additional needs or significant

life events. During these times, we work closely with families and external professionals where appropriate to provide additional emotional support and ensure children's wellbeing remains at the centre of our practice.

Social Wellbeing

Positive relationships are fundamental to children's wellbeing. We believe every child has the right to feel that they belong within our nursery community and that they are respected, listened to and valued for who they are.

Children are supported to develop positive social wellbeing through opportunities to:

- build secure relationships with their key person and other familiar adults
- develop friendships with children of different ages and backgrounds
- learn to cooperate, negotiate, take turns and solve problems together
- develop empathy by recognising and responding to the feelings of others
- participate in group experiences while also respecting children's need for individual or quieter play
- experience an inclusive environment where diversity, equality and individuality are positively celebrated
- contribute their own ideas, opinions and interests to the daily curriculum.

Our practitioners carefully observe children's interactions, supporting them to develop confidence in social situations while intervening sensitively where children require additional guidance.

Developing Identity and Belonging

We believe that children develop positive wellbeing when they feel accepted, represented and respected. We celebrate each child's unique identity, culture, language, religion, family structure and life experiences.

Children are encouraged to develop confidence in who they are through experiences that promote self-awareness, independence, choice, responsibility and pride in their achievements. Our environment reflects the diversity of the wider community and provides opportunities for children to learn about themselves and others in meaningful and respectful ways.

Supporting Self-Regulation

Supporting children's developing self-regulation is a key aspect of our practice. Practitioners understand that self-regulation develops gradually through repeated experiences of sensitive adult support.

Rather than expecting young children to manage overwhelming emotions independently, staff use co-regulation strategies including calm voices, reassuring physical presence, modelling breathing techniques, naming emotions and helping children problem solve when appropriate. As children's confidence develops, practitioners gradually encourage increasing independence while remaining emotionally available.

We recognise that some children, including those with special educational needs and/or disabilities (SEND), may require additional support to develop emotional regulation. Individual strategies are developed in partnership with families and other professionals to ensure children receive consistent, appropriate support.

Staff Wellbeing

We recognise that children's wellbeing is closely linked to the wellbeing of the adults who care for them. We are committed to promoting a positive, supportive and respectful working environment where staff feel valued, listened to and professionally supported.

Through effective leadership, supervision, training and opportunities for reflection, we promote staff wellbeing, recognising that emotionally available practitioners are best placed to provide high-quality care, learning and support for children.

Partnership with Parents

Parents are children's first and most important educators. We work in close partnership with families to promote children's wellbeing by sharing information, discussing concerns promptly, celebrating achievements and developing consistent approaches between home and nursery.

Where concerns arise regarding a child's emotional wellbeing, mental health or development, we will work sensitively with parents and, where appropriate, seek advice from relevant professionals to ensure children receive timely support.

Monitoring and Review

Children's wellbeing is continually monitored through observations, discussions with families, supervision of staff practice and ongoing assessment of children's learning and development. The nursery manager and leadership team regularly evaluate the effectiveness of our provision to ensure that all children experience a safe, nurturing and emotionally secure environment where they can flourish.

At The Orchard Day Nursery Kingston we believe that promoting children's wellbeing is everyone's responsibility. Through secure relationships, responsive care and high-quality teaching, we aim to ensure every child feels safe, healthy, happy, valued and confident to become an active learner both now and throughout their future education.

This policy was adopted on	Signed on behalf of the nursery	Date for review
06/08/2026	F.Joyce	December 2026

