

# St. Elizabeth's Nursery

## Children and Staff Well-being Policy

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Policy updated March 2026

Policy to be reviewed September 2026

### Children's Well-being

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.

The Key Person is responsible for tailoring the child's care to their individual needs, ensuring a smooth transition between home and the nursery to maintain emotional consistency.

## Physical Well-being

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 snacks and cooking activities for the children and staff model healthy choices at lunchtime.

To support physical well-being and safety, all snacks are prepared in line with safe-eating and choking-risk guidance (e.g., grapes halved lengthways).

Personal hygiene is supported through planned activities which explain the reasons for hand washing, tooth brushing and other routines.

We work with parents to promote oral health and, where appropriate, include supervised tooth brushing or evidence-based dental hygiene education in our daily routine.

We ensure children have access to daily outdoor play and aim to provide a significant time for physical activity throughout the day, according to the Chief medical Officer's guidelines:

<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

## Mental Well-being

Children are provided with quiet and calming areas for 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 in small groups and large groups to support this area of development.

We adapt our well-being support for children with SEND or those who speak English as an Additional Language (EAL), using visual aids to reduce anxiety and support emotional transitions.

Children's mental and emotional well-being is supported. We provide a safe environment that allows for co-regulation with staff and supports the process of children building the capacity for self-regulation, through the following strategies:

**Positive Relationships** – we provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.

**Enabling Environments** – we create an environment that provides a safe, rich, and varied space for children to learn and grow and is physically and emotionally safe for children to explore and take risks without unnecessary stressors.

**A Sense of Belonging** – we promote a sense of belonging by celebrating the diverse backgrounds of our families and teaching children respect for different beliefs and identities.

**Executive Functioning** – we support children's executive function by providing clear routines and games that encourage turn-taking and memory skills.

## Co-regulation

We teach self-regulation skills through resources such as emotion puppets, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

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.

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.

We recognize that a significant change in a child's well-being or behaviour can be an indicator of a safeguarding concern. In such cases, the Key Person will liaise with the Designated Safeguarding Lead (DSL) in accordance with our Safeguarding Policy

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## Staff Well-being

At St. Elizabeth's Nursery, we recognize that the well-being of our staff is the foundation of a high-quality learning environment for our children. To ensure our team feels valued, resilient, and supported, we commit to the following:

### Environment & Work-Life Balance

- **Rest & Reflection:** We provide a dedicated, comfortable quiet space away from the children for staff to take their breaks. This allows for genuine mental decompression and physical rest during the working day.
- **Work-Life Harmony:** We strive to offer flexible working patterns where possible and ensure that administrative tasks are allocated within paid hours to minimize "take-home" stress.

### Professional Support & Growth

- **Supportive Supervision:** Every staff member participates in regular, formal **supervision sessions**. These meetings are not just for performance tracking but are a safe space to discuss emotional challenges, workload, and personal professional development.
- **Open-Door Policy:** Our leadership team maintains an open-door policy. We encourage staff to voice concerns, share ideas, or seek support at any time, ensuring that small issues are addressed before they become significant stressors.
- **Leadership support:** the Nursery manager is supported by a member of the Nursery Committee who acts as mentor and adviser.

### Financial & Future Security

- **Pension Scheme:** We contribute to a workplace pension scheme, supporting our team's long-term financial health and retirement planning.
- **Continuous Professional Development (CPD):** We invest in our staff's growth by providing access to high-quality training and qualifications, fostering a sense of mastery and career progression.

### Culture of Care

We promote a culture of mutual respect and kindness. We acknowledge the emotional intensity of early years' childcare and actively work to support staff through team building and recognizing the individual contributions of every team member.

Signature of Staff