

Razzy's Daycare & Nursery

Children's Well-being in the Nursery Policy



Razzy's Daycare & Nursery
Est. 2025

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Introduction

At Razzy's Daycare & Nursery, we are committed to promoting the holistic well-being of every child in our care. We recognise that children's well-being forms the foundation for their learning, development, and overall life-long health. Well-being encompasses physical, emotional, mental, social, and spiritual aspects of development. This policy sets out how we support, monitor, and enhance the well-being of all children, in line with the Early Years Foundation Stage (EYFS) 2024 statutory framework, safeguarding legislation, and best practice guidance. Our approach ensures that children feel secure, valued, and able to express themselves freely in a nurturing, safe, and inclusive environment. Staff, families, and carers work collaboratively to ensure that children's needs are met consistently, and that any concerns are identified and addressed promptly.

Definition of Well-being

Well-being encompasses how children feel about themselves and their lives. It includes:

Physical Well-being – the health and development of the body, including:

- Growth and gross/fine motor development
- Physical activity and exercise
- Personal hygiene and self-care routines (handwashing, tooth brushing)
- Balanced nutrition and healthy eating habits
- Rest, sleep, and relaxation

Mental and Emotional Well-being – the ability to understand, express, and manage feelings and thoughts, including:

- Recognising and expressing emotions appropriately
- Reducing stress and anxiety
- Developing self-regulation and coping strategies

Social Well-being – relationships and interactions, including:

- Forming secure attachments with key persons and peers
- Developing empathy, compassion, and caring approaches
- Feeling a sense of belonging and inclusion in the nursery community

Spiritual Well-being – the development of identity, values, and beliefs, including:

- Awareness of self and others
- Respect for diversity and cultural beliefs
- Opportunities for reflection and exploration of personal values

Supporting Physical Well-being

Children's physical well-being is promoted through a carefully planned curriculum that provides daily opportunities for both indoor and outdoor physical activity. Activities are designed to develop gross and fine motor skills, coordination, and overall fitness, while also encouraging confidence and enjoyment in movement. Personal hygiene is taught consistently, with staff explaining why routines such as handwashing, tooth brushing, and toileting are important for health. Nutritionally balanced meals and snacks are provided, and children are supported to make healthy choices, fostering lifelong habits. Quiet spaces are available throughout the nursery where children can rest, sleep, or engage in calming activities, ensuring their bodies have the time and environment to recover and rejuvenate. Staff regularly monitor children's physical development and respond to any concerns promptly, liaising with families where appropriate.

Supporting Mental and Emotional Well-being

Children's mental and emotional well-being is central to our practice. We provide a safe, predictable, and responsive environment where children are encouraged to recognise and express their feelings. Staff use co-regulation techniques to support younger children in managing their emotions, modelling calm strategies and guiding children in recognising and naming feelings. Structured activities and play opportunities are planned to enable children to practise self-regulation skills, develop emotional literacy, and learn coping mechanisms. When children experience strong emotions that they cannot yet manage independently, staff offer individual or small-group support tailored to their needs. By nurturing these skills from an early age, we support children's capacity for resilience, empathy, and lifelong emotional health. Staff follow the Promoting Positive Behaviour Policy to ensure consistent, supportive, and fair approaches to managing children's behaviour and emotional needs.

Supporting Social Well-being

Social well-being is promoted through secure and consistent relationships between children, staff, and families. The key person system ensures each child has a designated adult who knows their individual needs and can provide continuity of care. Children are encouraged to engage in cooperative play and develop friendships, both in small groups and larger communal settings. Staff facilitate positive interactions, model respectful communication, and support children in resolving conflicts. We foster an inclusive environment where every child feels a sense of belonging, encouraging empathy, cooperation, and respect for diversity. Families are actively involved in supporting social development, through regular communication, observations, and opportunities to contribute to planning activities that meet their child's social needs.

Supporting Spiritual Well-being

Spiritual well-being is nurtured by providing children with opportunities to explore their own identity, beliefs, and values while learning to respect and understand those of others. Staff encourage reflection, curiosity, and self-awareness through stories, discussions, and cultural celebrations. Activities are planned to foster a sense of wonder, mindfulness, and respect for diversity, helping children understand their place in the world and develop personal and moral understanding. By integrating spiritual exploration into daily routines, children are able to develop self-confidence, resilience, and a positive sense of self.

Observation, Assessment, and Monitoring

Children's well-being is closely observed and assessed daily by staff, with records maintained in line with EYFS guidance. Observations focus on physical health, emotional regulation, social interaction, engagement in activities, and overall well-being. Staff discuss concerns and developments in regular team meetings, ensuring consistency and appropriate follow-up. Where concerns are identified, staff liaise with the Designated Safeguarding Lead (DSL), parents, and external professionals if required. Monitoring enables early identification of emerging needs and ensures that interventions are timely, appropriate, and effective.

Roles and Responsibilities

All staff are responsible for promoting children's well-being through high-quality care, positive relationships, and observation of needs. The key person oversees individual children's emotional and social development, communicates regularly with families, and coordinates additional support when required. The DSL monitors and supports well-being practices, ensures safeguarding procedures are followed, and liaises with external agencies where necessary. Senior staff are responsible for embedding well-being across

the nursery curriculum, training staff, and reviewing policies and procedures to maintain compliance with EYFS and safeguarding standards.

Links to Safeguarding and Policy Integration

Children's well-being is closely linked to safeguarding. Any concerns regarding a child's well-being that suggest potential harm, neglect, or emotional distress are reported immediately through the nursery's safeguarding procedures. This policy operates alongside the Safeguarding and Child Protection Policy, Promoting Positive Behaviour Policy, Staff Code of Conduct, and Whistleblowing Policy to ensure that children are protected, supported, and able to thrive.

Parental and Family Involvement

We recognise that parents and families are central to children's well-being. Staff work closely with parents to share observations, discuss developmental progress, and support consistent approaches between home and nursery. Families are encouraged to participate in planning, share their child's interests, and contribute to nurturing their child's holistic development.

Review of Children's Well-being Policy

This policy will be reviewed annually or sooner if there are changes to EYFS statutory guidance, safeguarding legislation, or Ofsted requirements. Staff will be informed of updates and receive ongoing training to ensure full understanding of well-being practices and their role in promoting children's holistic development.