



FUN FOUNDATIONS DAY NURSERY

Est. 2010

Children's Well-being in the Nursery

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. This is covered in the Health and Well-being Area of Learning and Experience within the curriculum for Wales and therefore embedded within the developmental pathways of the curriculum for funded non-maintained settings.

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.

Children's physical well-being is supported through our curriculum programme which supports all types of gross and fine motor play, both indoors and outdoors. 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 worker, 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 the wide range of opportunities provided, carefully planned activities and resources, modelling calming strategies, naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills. Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Focused on holistic development



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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 build the foundations to do this throughout their life.

Signature	Date for review
A. Ferguson.	June 2026