



5.4. Mental Health & Emotional Wellbeing

“Well Being is a state or feeling that can be recognised by satisfaction, enjoyment and pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible”

Professor Ferre Laevers

At **Tarvin Pre-School & Day Nursery** a child's mental health and social and emotional wellbeing is taken into account in everything we do. Social and emotional wellbeing is important in its own right, but it also provides the basis for future health and life chances.

Well-being relates to our basic needs as human beings. These are –

- Physical needs (need to eat, drink, move and sleep)
- The need for affection, warmth and tenderness (being hugged, receiving and giving love and emotional warmth)
- The need for safety, clarity and continuity (knowing the rules, being able to predict what comes next, counting on others)
- The need for recognition and affirmation (feeling accepted and appreciated by others, being part of a group and sense of belonging)
- The need to feel capable (feeling that you are good at something, to experience success)

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

- **Growth and development**
- **Moving and keeping physically fit**
- **Caring for your 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.**

Early years practitioners should identify factors that may pose a risk too a child's social and emotional well-being as part of the ongoing assessment of their development. This could include –

- A child being withdrawn
- A child being unresponsive
- A child showing signs of a behavioural problem
- Delayed speech and poor communication and language skills

We ensure that all children, families, staff and visitors are welcomed and we are an inclusive setting. We support all to embrace their spiritual well-being and celebrate key events with them.

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of play 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 enables them to recharge their batteries and supports both their physical and mental wellbeing.

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 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 can't cope with just yet. We support children's self-regulation through carefully planned activities and resources. This includes supporting children to manage their own emotions and behaviours using rules and boundaries created by the children themselves. Staff use the promoting positive behaviour policy to ensure consistency. Children are encouraged to take part in our regular yoga sessions and mindfulness activities.

Staff are able to recognise when a child may need support with their emotions and 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 will support them throughout their life.

Practitioners understand children's emotional health needs and have the time and skills to develop nurturing relationships and environments. This is achieved by

- Key Person system and children's attachment
- Developing effective relationships with parents and carers
- Promoting positive behaviour
- Developing effective relationships with outside agencies and Health Visitors
- Preparing Two-year Checks and sharing this information with parents and Health Visitors who will also share the results of their integrated reviews.
- Having due regard to Nutrition and Healthy Eating and Oral Health
- Being aware of Childhood Obesity and the value of physical exercise
- Developing exciting and motivating indoor and outdoor play including risk taking opportunities
- Preparing a wide and varied curriculum which takes account of "School Readiness" (see document "School Readiness" Cheshire West & Chester)
- Having thorough Safeguarding Policies and Procedures and ensuring staff are trained.