

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. Under the Early Years Foundation Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both 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 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:

- Values and beliefs held
- Personal identity and self-awareness.

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate key events for families and staff.

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 meals for the children and support our staff to make healthy choices regarding 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 well-being.

Children’s mental and emotional well-being is supported. We provide a safe environment that supports caregiver-to-child co-regulation. This consistent practice helps children build the capacity for manageable self-regulation. We provide activities that help children recognise and express their emotions, including emotional literacy activities. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children’s self-regulation through carefully planned activities and resources, modelling calming strategies and 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.

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 helps build the foundations to do this throughout their life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/05/2026		01/05/2027