

Felixstowe Nursery School

Safeguarding and Welfare Requirement: Health

The provider must take necessary steps to promote the health and well-being of the children

The provider must promote the good health of the children, take necessary steps to prevent the spread of infection, and take appropriate action when they are ill.

Promoting Health and Well-being

Statement

Our setting recognises that children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects. We promote health, safety and well-being through our practices, policies and procedures. We endeavour to minimise hazards and risks to enable the children at our setting to thrive in a healthy and safe environment. Safeguarding children from harm is a shared responsibility by everyone within the setting.

Procedures

Physical well-being

All children are different and develop in individual ways and at varying rates. Every area of development -physical, cognitive, linguistic, spiritual, social, and emotional, is equally important. Staff are aware of the different stages of child development and how the effects diet, exercise, environment, sleep, emotion can all affect their development.

Our setting provides a safe, secure, stimulating, supportive environment for all children and do not discriminate against any child or their family on the basis of protected characteristics as defined by the Equalities Act 2010. The importance of hygiene is promoted and children are supported to maintain their own hygiene by such things as washing hands and covering mouths to reduce spreading germs to others.

Healthy eating

Children need a balanced diet that contains foods from all the essential food groups to thrive and grow. Our setting regards snack times as an important part of the settings day. Eating represents a social time for children and adults and allows the children to learn about healthy eating. We promote healthy eating using resources and learning about healthy foods and practices through a wide range of activities. At snack time, we aim to provide good quality nutritious food that meets the children's individual dietary needs.

We follow these procedures to promote healthy eating in our setting.

- We record information about each child's dietary needs on their registration form and parents sign this to signify it is correct.
- We regularly consult parents to check the information is correct and current any amendments are made and signed by the parents.

- We provide nutritious foods for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a wide variety of foods from the main food groups in our snack time.
- Fresh drinking water is available throughout the session for children to pour themselves or by an adult should they require it. We promote the importance of hydration especially in the warmer weather.
- Semi-skimmed Milk and water is available at snack time.
- We have visits from the community dentist to support us on the importance of healthy eating.
- We promote healthy eating and children understanding of the importance of a balanced diet through a variety of practical activities and discussions. Stories, posters and resources enable us to reinforce this on a daily basis.
- We support parents by giving advice as required and displaying literature to promote their knowledge and understanding of a healthy diet and its importance
- All staff receive food hygiene training and refreshers to ensure safe best practice is maintained.
- We use anti-bacterial gel on our hands and the children's prior to the having their snack to promote hygiene ensuring hands are clean and safe from germs minimising possible risks if running water not available. Educating the children on the importance of hygiene. Parents sign a permission slip for this as the child starts the setting.
- We plan activities that encourage healthy food choices and the role food plays in maintaining health.
- We promote healthy eating to be positive role models that the children will follow and continue to make healthy choices in the future.

Exercise

Our setting is aware of the importance of exercise and the benefits it has to child as a whole. We recognise not only the benefits it has on their health but also promotes stamina, endurance and allows an opportunity to socialise with their peers

- We provide a range of opportunities to take part in physical exercise within session time.
- We encourage the children to move in a variety of ways to develop co-ordination, balance and gross motor skills.
- We encourage and support children until they feel confident to try activities without adult support.
- We discuss and promote the importance of exercise and the impact and effects it has on their bodies, and the importance of rest.
- We have sponsored obstacle courses and bike rides to raise fitness and encourage parents to take part in such activities.
- Staff promote exercise by participating and taking the lead for children to follow.
- We access the outside play area daily and promote the importance of physical activity and the stimulation exploring the outdoor environment can provide.

Supporting parents and families

- Staff support parents and families by offering advice on areas of concern
- Provide emotional support to those that are emotionally vulnerable and experiencing difficulties such as separation, financial concerns and housing problems.
- Liaise with health visitors and local services in order to provide information and support required.
- Inform parents where they can access medical treatment, dentist, and health centre if just moved to the area.
- Provide information both verbally and in written format, in different languages/

- different sized texts as required and go through it to ensure understanding.
- Providing information on healthy practices such as immunisation and advice on health matters such as chicken pox and head lice
- Ensure parents are aware of the settings policies and procedures including those relating to safeguarding, equal opportunities/inclusion and health and hygiene. Policies are always available for parents to access.
- We take children still in nappies and support the child and parents with toilet training when the child progresses to this stage.

Emotional well-being

- Staff are made aware during induction to the setting of all the settings policies and procedures and ensure they are followed.
- Children's individual needs and requirements are met and their feelings accepted and respected. Friendships and team building are encouraged and promoted through daily activities.
- The settings policy on Achieving positive behaviour ensures that children can feel safe and secure as negative attitudes and bullying are dealt with promptly and effectively.
- Children gain a sense of well-being when they are encouraged to take responsibility and join in with activities that interest them.
- The child has a key person allocated to them on induction to provide support and guidance throughout their time in the setting. The key person will help guide them through transition to setting to the one at school, providing emotional support for the parent and child.
- Staff receive training and guidance to ensure they are confident promoting and supporting well-being.
- We provide a supportive network to respond to sensitive issues involving staff, children and adults.
- We ensure staff receive support in professional development, supported through the settings policies and procedures such as health and safety and grievance procedures

Risk Assessment/Safety

We endeavour to minimise hazards and risks to enable the children at our setting to thrive in a healthy and safe environment. We are aware of the importance of a clean and safe environment.

Our risk assessment process covers adults and children and includes:

- Checking risks/hazards inside and outside.
- Checking activities and procedures for children and adults.
- Understanding what areas need attention.
- Develop an action plan, who will be responsible for actions and when actions will be completed.
- Risk assessment checks are carried out on a daily basis. A detailed and in depth assessment is carried out yearly and more frequently if circumstances require it.
- Medicines and cleaning materials are kept out of children's access. All cleaning products/ chemicals are kept in original containers and Control of Substances Hazardous to Health (COSHH) Regulations records kept in case somebody has a reaction to them or is hurt by them.
- Our setting follows the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Safeguarding issues and behavioural incidents between children are not regarded as incidents and separate policies cover these areas.
- The settings Safeguarding/ child protection policies and procedures are adhered to

- at all times and are always available for parents to access.
- The settings Health and safety policies and procedures are adhered to at all times and are always available for parents to access.
- Staff are aware of fire drill procedures. Fire drills are practised twice a term and children are aware of the importance of this.
- Our setting is strictly no smoking zone. We offer advice on the effects smoking can have and support parents who are giving up smoking or want advice on where to access help to stop.
- The settings sun protection policies are implemented and are always available for parents to access.

Legal Framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)
- Health and Safety at Work Act.(1974)
- Management of Health and Safety at Work Regulations (1992)
- Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- Regulation (EC)852/2004 of the European Parliament and of the council on the hygiene of foodstuffs
- Protection of Children Act (1999)
- Data Protection Act (1998)
- Children Act (1989) & (2004)
- Safeguarding Children (2010)
- Human Rights Act (1998)
- Equality Act 2010
- Special Educational Needs and Disability Act (2001)
- Managing Risk (2009)

This policy was adopted at a meeting of Felixstowe Nursery School.

Held on

Date to be reviewed.....

Signed by Chairperson.....

Signed by Manager.....