



Health & Wellbeing At Kerswell Kids

Includes:

Healthy Early Years London

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Welcome to HEYL at Kerswell Preschool

The Healthy Early Years London (HEYL) programme works with Early Years Settings to support and encourage work on health and wellbeing.

HEYL helps Kerswell Preschool to identify good practice as well as areas to develop focusing on health and wellbeing. HEYL complements and enhances the statutory Early Years Foundation Stage (EYFS) which sets the standards to ensure that children learn and develop well and are kept healthy and safe. HEYL also encourages joint working with parents and carers involving, health and other services that can support our families.

HEYL covers a number of important areas of health, wellbeing and education for your child, including: healthy eating; oral health; physical activity; physical development; reducing sedentary (inactive) behaviour; speech, language and communication; early cognitive development; social and emotional health and wellbeing; parenting and home learning; home safety, accident prevention and reducing injuries; supporting children with chronic health conditions; special educational needs and disabilities; infection control and immunisations.

Some examples of activities we will encourage as part of our commitment to HEYL

- Healthy eating: your child will learn about what kind of food is good for them and are encouraged to try healthy food.
- Physical activity: you and your child will be encouraged to walk or cycle to the setting and participate in many exciting and challenging physical activities within the setting.
- Emotional health and wellbeing: your child will learn about their own feelings and how to express and manage them.

Food provided must meet the Department for Education, Public Health England and the Department of Health example menus and guidance, for Early Years Settings in England, November 2017.

The advantages for the Preschool community including our children and families participating in Healthy Early Years London is we will promote the health and wellbeing of our children, parents/carers and staff, by what is taught in the setting and through information and ideas for families about further support available in the local community.

As a HEYL setting we will improve our performance and will be working towards meeting the Department of Health example menus and guidance for Early Years Settings in England (2017). The professional development of staff will be further supported. The setting will also strengthen its links within the local community, by developing stronger external partnerships with services and with parents or carers.

The **benefits** your child/children will experience is they will be more confident, motivated and will learn the skills and information to make important life and health choices.

The **benefits** for you as parents and carers, there will be many opportunities for you to influence and contribute to what goes on in the setting and work alongside it. Through regular communication you will be provided with information and guidance on how you can support your child's health, wellbeing, happiness and education.

Parents and carers can help by....

Supporting your child to:

- Drink plenty of water not fizzy drinks
- Walk to the setting
- Take your child/children to the park
- Join your child/children in available activities supporting healthy eating and physical activity
- Ensure your child/children has/have plenty of sleep
- Get your child/children to the setting on time
- Sing songs and read stories with your child/children

Family activities:

- Try to eat five portions of fruit and vegetables a day
- Make your home smoke-free
- Ditch the remote



Immunisation Statement

MAYOR OF LONDON'S



Aims

As a Healthy Early Years London Kerswell Kids Preschool (the setting) want to ensure that we promote the health and well-being of the whole Preschool community through encouraging parents/carers to immunise children and by providing consistent messages to children, parents/carers and staff.

We are aware of the importance of immunisation

Immunisation is the safest way of protecting children against serious diseases. Some diseases can kill children or cause lasting damage to their health. Immunisation prepares children's bodies to fight off diseases if they come into contact with them.

We are aware that there has recently been a drop in the number of children being immunised which has caused outbreaks of some diseases. The low uptake of childhood immunisation has led to more children suffering from vaccine preventable diseases such as measles, mumps, whooping cough and polio.

We promote positive messages about immunisation and encourage parents/carers to fully immunise their children

We proactively and confidently approach parents and carers about children's immunisation status. If a child is not immunised, we encourage parents or carers to go to their GP or talk to their health visitor to find out more about immunisations. There is also information available for parents and carers, including information on what immunisations are given and when www.nhs.uk/conditions/vaccinations/Pages/childhood-vaccination-schedule.aspx

We are confident to share key messages to parents and carers about immunisation, such as:

- immunisations save lives
- it is important to make sure babies are protected as early as possible
- it is never too late to have a child immunised even if a child has missed an immunisation and is older than the recommended ages
- vaccines are quick, safe and extremely effective. It is common for children to have some redness, a rash or swelling where the needle goes in, this should only last about a day
- the Measles, Mumps and Rubella (MMR) vaccine does not cause autism
- when a child is immunised, it helps to protect the whole community, this is important because some children with medical conditions or allergies cannot have certain vaccines.

We also offer information and advice for parents and carers in preparing children for vaccination injections and support thereafter.

We have a procedure in place for checking and recording children's immunisation status

We understand that it is very important to maintain and keep an up-to-date record of children's immunisation status. Some children under our care may be at a higher risk of exposure to infectious diseases due to contact with more children and adults than children at home. Keeping a current record of all children's immunisation status helps us to quickly identify which parents/carers need to be informed if there is an outbreak of a specific disease.

On registering a new child, we request the parents complete our health and wellbeing document which documents all current immunisations, this document also asks parents to detail any known medical concerns, allergies/intolerances and the contact details of their family GP/Health Visitor.

This information is also saved on our management software, so we have access to it in at least two secure places. Should we not have this information available for a family, we would disseminate useful information about immunisations to the family. We would also ensure they are aware of the likelihood of catching illnesses in a communal environment like a preschool and advise them of the importance of doing to build their child's immunity. Information will be sourced from the Government website <https://www.gov.uk/government/collections/immunisation>, to give to families.



Food & Drink Statement

MAYOR OF LONDON'S



Aims

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through all aspects of food and nutrition and provide consistent messages to children, parents/carers and staff.

Our meals and snacks are scheduled at regular times

Either a meal or a snack is offered to children at least every $1\frac{1}{2}$ – 3 hours. We provide meal routines such as breakfast which consists of wholegrain cereals and breads, along with milk, and fruit, children are offered a mid-morning snack of fruit and raw vegetables. Our lunch menus are inspired from the 'Change for Life' and 'Eat Better and Start Better' menus. This is because children have small stomachs and high nutrient needs as they grow and develop, and to play and learn. Only drinking water or milk is provided.

We serve age-appropriate portion sizes

We serve small portion sizes on child sized plates. It is better for children to ask for seconds than to serve them too much. Children are not praised for finishing the food on their plate. This helps children to recognise when they are hungry and when they have eaten enough. Snacks served are mini meals, with components as healthy as mealtime choices.

Meal and snack times are relaxed, calm and with shared conversation

Meal and snack times are recognised as an important time to develop verbal skills as well as a time to learn about healthy eating. We eat with the children at mealtimes and eat the same food. We can easily offer help, role model good manners and eating behaviour, direct conversation, and create a calm and relaxed eating environment. At the same time we can supervise the children eating. We provide an environment/routine to make the dining room/snack area suitable for children such as tables for small groups of children where the cutting up and sharing of food and allowing children to pour their own drinks plays an important part in the social life of the setting as well as reinforcing children's understanding of the importance of healthy eating. At lunch times, again children sit in small groups and are encouraged to try new foods and talk about their experiences of food including food they both like and dislike.

Children are encouraged to try healthy food

Children are encouraged to have a little of the different dishes on their plate and to have a balanced diet. Dried fruit is not served as part of a snack as this can cause tooth decay. Children are allowed to say 'no' to foods and all food served is healthy. Food is not used as a reward or punishment. Children are not praised for finishing the food on their plate but will be praised for trying different foods.

We use food to support the development of children

All children in our setting are given opportunities to explore food using their different senses. Children are involved in food growing and in food preparation, such as simple cold dishes: sandwiches, dips, salads our yearly plans include growing fruit and vegetables which children tend to and harvest when ready and prepare at snack times. Children are encouraged and helped to be successful in whatever self-feeding and self-serving they can do to support their growing independence, for example children are encouraged to put their own water or milk and to help younger members of the group. Children are actively encouraged to wash, chop and share fruit and vegetables that they have supplied from home or have grown in the setting.

Our parents and/or carers are given information on the meals and snacks provided

We tell parents and/or carers how well their child ate during the day and foods they particularly enjoyed or tried. Children benefit when parents and practitioners share information and work together. When creating our menus which are meat free, we ask for parents input to see what they would like on the menu and if it is feasible to make. We also offer seasonal changes and ask parents for suggestions relating to their culture to encourage diversity.

We support parents to do the best for their children

We ask for food brought from home to meet the Voluntary Food and Drink Guidelines for Early Years Settings in England. We encourage eligible pregnant women and mothers with children under four to register with the Healthy Start scheme and access the weekly food vouchers and free Healthy Start vitamins. We provide effective support and information for parents and carers about all aspects of feeding infants and young children. We provide information about any workshops and parenting programmes on healthy eating that we provide or refer parents such by 'Change for Life' and 'Eat Better and Start Better'.

We provide suitable food for all

Children with complex needs have their nutrition needs taken into account. A food/drink substitution made in case of allergies will be similar in nutrient content to the food/drink it replaces. Foods served reflect the ethnicity and cultures of all children using the provision. Parents and/or carers are asked for advice to ensure the needs of all children are met and we learn from carers and parents' experiences and suggestions.

Special occasions and birthdays are celebrated with mostly healthy foods or with non-food treats

We promote non-food celebrations and treats, such as craft projects or stickers, which are pleasant alternatives to birthday sweets. If food is used for celebrations, it forms part of a balanced meal provision and does not replace healthy foods.

Only healthy drinks are provided

Drinks are offered in an open cup. Water and milk are the best drinks for children's teeth and bodies. We provide semi skimmed milk for children; we do not use skimmed milk for children under five. Drinking water is always available. Juice (even diluted juice) or other sugary drinks are not provided.

We have received appropriate training

We have received food safety and hygiene training if involved in preparing and handling food. We have undertaken other relevant training to keep me up to date on healthy drinks and foods suitable for children under five.



Physical Activity Statement

Aims

As a Healthy Early Years London setting we want to ensure that we promote the health and well-being of the whole setting community through encouraging physical activity and providing consistent messages to children, parents and staff.

We are aware that children of all ages should be active

Being active is important for children under five because it helps them build and maintain a good level of health; physical activity is critical to optimal growth and development. Children under five need time to play and master their physical environment and fundamental movement skills; the early years are also an important time to establish habits relating to physical activity.

The Chief Medical Office provides guidance on how much physical activity children under five should be doing:

Physical activity guidelines for infants (under 5s) who are not yet walking:

1. Physical activity should be encouraged from birth, particularly through floor-based play and water-based activities in safe environments.
2. All under 5s should minimise the amount of time spent being inactive/sedentary (being restrained for example in walking aids or baby bouncers or sitting for example in infant carriers or seats) for extended periods (except time spent sleeping).

Physical activity guidelines for infants (under 5s) who are capable of walking:

1. Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day (most UK pre-school children currently spend 120–150 minutes a day being physically active, so achieving this guideline means adding another 30–60 minutes each day).
2. All under 5s should minimise the amount of time spent being sedentary (being inactive, restrained or sitting) for extended periods (except time spent sleeping) by reducing screen time (e.g. watching TV, using a computer, tablet or smart phone) and reducing time spent in a pushchair or car seat.

Physical activity at the Preschool

Our planning for both indoor and outdoor physical activities is based on the Early Years Foundation Stage. Each programme of activity supporting physical development is planned, reviewed and evaluated on a regular basis.

Most children who attend the Setting are confident walkers, however for children that may have a physical disability or are delayed in walking we encourage opportunities for them to move freely on their tummy or back. For example: treasure basket to encourage children to reach/grasp, tummy time activities, there is , climbing frame/play gym and soft play resources to encourage children try new ways of moving. If children need extra support in their physical development, we seek advice from Physiotherapists via the local authority to ensure children get the best support, for example specific equipment has been purchased and environmental readjustments made based on children's individual needs

We provide equipment to facilitate physical play, e.g. balance bikes, climbing equipment and ample running space. We have a range of regularly updated resources including sporting equipment, natural resources like barks, mud and tyres, hoola hoops, blocks, spades, boxes, dens etc. We regularly run structured activities that encourage movement, e.g. action songs, races, balance challenges, parachute games etc

We have a supportive environment

We endeavour to provide an environment which promotes physical activity throughout each day including travel to and from our setting.

We are thinking sensibly about health and safety

We are aware that in order for children to learn about managing risks associated with physical activity, we need to offer stimulating and challenging environments; through these environments children are supported to explore and develop their own abilities and understanding. Alongside this we aim to manage the level of risk so that children are not exposed to unacceptable dangers. We conduct risk assessments and establish suitable arrangements for off-site visits to encourage children and their families to take advantage of the range of physical activities available within the local community. Our pre-schoolers are involved in doing risk assessment to develop an understanding of safety from the start.

We minimise the amount of time children spend being sedentary for extended periods (except time sleeping)

In the Early Years spending time sedentary (being inactive, restrained or sitting) limits the opportunities that children have to move. Sedentary behaviour is any low-energy activity that takes place while sitting or lying down. We avoid using restraining equipment (buggies/chairs/car seats) for long periods of time, unless for reasons of safety. We only use sitting devices for children who cannot sit upright safely and independently. Children are only required to sit when eating and can sit when involved in activities if they wish. We interact regularly with every child to encourage movement.

We provide suitable physical activities for all

All of our children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activity opportunities that allows all children to improve their skills of co-ordination, manipulation, control and movement and to develop positive attitudes towards physical activities including sports. Our provision is also fully inclusive of children from different cultures and religions. All staff are aware of the need to be sensitive to individual beliefs about what is acceptable in relation to physical activity. Our resources reflect physical diversity such as dolls, books, videos and displays will be representative of people with different physical abilities.

Working with families

Staff are confident in giving out advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the Setting. We facilitate this by providing somewhere safe to leave buggies or scooters. We regularly promote/hold special events for the children, which promote physical activity such as treasure hunts, walking to Preschool for sports day, inviting parents to volunteer with external events and field trips, obstacle courses, stay and play etc.

We have developed a range of outings that our children can walk to. This supports children's and families' knowledge of places of interest in the local environment that are easy to reach on foot. These include regular trips into the local community that help us integrate with the local community as well. These include trips to the local post office, libraries, supermarkets, train stations, parks and religious institutions.

Health and Self Care

Under the Early Years Curriculum, Self-Care forms part of the Physical Development Goal. For this, we encourage independence in children from a young age such as baby led weaning, using cutlery for toddlers and self-serving/laying table etc for pre-school. Our planning regularly reflects self-care and activities are planned to support independence, hygiene and personal health such as dental hygiene, nose wiping stations, water stations and accessible sinks and aprons.

Children are toilet trained in partnership with parents as toddlers, in preparation for Primary School. Toilet training information and support is given to parents/carers and we work closely with families to mirror home and Preschool toilet training schedules.

We also contact local schools to assess what they require from pre-schoolers at Reception and ensure that by the time the children leave the setting for school, they can feed themselves, use the toilet, put on and take off their jackets and shoes and ask for help if needed.



Transition Policy

(Statutory Framework for the EYFS – 3.50, 3.51)

It is of paramount importance to Kerswell Kids that all children in starting at Preschool should be treated with great care and consideration. A new child should feel comfortable, safe, cared for and integrated into the setting as soon as possible. We fully appreciate that this can be a difficult time for both adult and child.

We initially invite the parent/carer and child to a viewing out of the normal Preschool hours so they can view the setting, meet their Keyperson and ask any questions or discuss any issues. Parents/carers are also encouraged to attend our Stay and Play sessions which run in the school holidays which gives families an opportunity to trial the resources and activities.

Parents/carers will be given access to Tapestry, our online 'Learning Journey' even before their child starts at Preschool. This gives parents/carers an opportunity to complete the 'About Me' on their child and we also ask parents/carers to send through photographs of important people in the child's life, this is the start of the link between home and Preschool.

During the first two introductory (settling in) sessions the parents or carers will be asked to leave their child at the gate in the care of their Keyperson. This gives children the opportunity to begin the attachment process with their keyperson, it is important that children realise that their parent/carer will collect them after a certain time, during the settling in process this may mean your child may only stay for 20mins especially if they have struggled to separate. The keyperson will work with parents/carers every step of the way to build up sessions in a way that both the parent and child are comfortable with.

When a child starts Preschool, we are happy to receive telephone calls from the parents or carers at all times. We fully understand that parents and carers are concerned about their child's welfare and are likely to feel upset at leaving them in someone else's care. We will aim to alleviate these fears but if a child is very upset it is our policy to tell the caller, thus giving the caller the option of calling again. On occasion some children can become very anxious and upset when separating from their parents or primary carer. If the child remains very upset, it is the policy of the Preschool to call the parent or carer to come and collect.

Check list for settling new children to Preschool

- Assign keyperson to child
- Know exact date child will be starting
- Book settling in sessions with parent/carer
- Ensure coat hook, tray and (given) self-registration name (Butterfly Group only) is ready
- Know from parents/carer what favourite activity/toys via initial conversations and from 'About me' on Tapestry are and have them available on settling in days
- Greet child using their given name – ask them how they are (go down to their level)
- Keyperson shows child where to leave coat and where their tray is
- Keyperson shows child where toilets/nappy changing is
- Keyperson introduces Preschool staff
- Keyperson introduces child to activities and introduces them to the other children in the group
- Through session assist them with routines and explain what is happening for children with developmental delays or EAL this may take the form of a visual timetable.
- Step back (if possible) and observe, keep a check that they settle in
- At the end of the session talk to parent/carer and share information on the child's morning



Behaviour Policy

(Statutory Framework for the EYFS – 3.50, 3.51)

It is central to the philosophy of Kerswell Kids Preschool (the setting) that all staff should be very positive at all times towards the children and each other. We imbed British Values into our practices ensuring all children are treated with equal concern and are made to feel welcome. We aim to offer a high-quality service for parents and children and understand the need to set reasonable and appropriate limits to help manage the behaviour of the children in our care.

By providing an interesting, stimulating and challenging environment, offering choice and independence and consulting with children, they will be empowered to attempt to solve their own problems, with adult support when required. The setting's staff will encourage children to always show respect for the feelings and well-being of other children and staff. In return, children can expect staff to respect their feelings. We actively promote co-operation and sharing.

We do not and will not use physical punishments or the threat of them, or any form of punishment with the intention of causing pain or discomfort, or any kind of humiliation or hurtful treatment to any child in our care. We discourage unkind behaviour or physical aggression, and if problems arise, we try to help children resolve these. *(Please refer to our Restrictive Physical Intervention Policy).*





Our 'Rainbow Rules' (Preschool) are used as an effective way of setting limits and expectations. We use positive reinforcement of good behaviour, to help build self-confidence and self-worth. Children are continually praised for their efforts, and their opinions and interests are valued, listened to and acted upon.

Procedure

- ✚ We keep up to date with behaviour management issues and relevant legislation through appropriate training. The Behaviour Management co-ordinator is supported in cascading relevant training to other members of staff.
- ✚ Wherever possible we will try to meet parents/carers requests for the care of their child according to their values and practices. Records of these requirements are agreed and kept with the child's records. These records will be reviewed and updated regularly with parents.
- ✚ In all behavioural aspects we involve parents/carers as much as possible to eliminate any persistent unwanted behaviour. Where necessary a joint strategy will be agreed upon and recorded and kept with the child's records.
- ✚ A child's individual needs will be taken into consideration when persistent behaviour is present.
- ✚ We request that parents keep us informed of any circumstance which could have an effect on the child's behaviour. All information shared with us will be kept confidential unless there appears to be a child protection issue.
- ✚ Parents/carers are able to request a meeting to discuss their child's care and any issues or concerns, in addition to regular discussions with the child's keyperson. If we do not share the first same language as the child's parents, we will take further action to facilitate effective communication.
- ✚ We will only intervene and possibly restrain a child to prevent an accident or to prevent an injury or damage to the child or another child or member of staff *(please refer to our Physical Intervention Policy)*
- ✚ We use strategies such as distracting or re-directing children's interests as a way to discourage unwanted behaviour. We encourage responsibility by consulting with children about their actions and facilitate positive outcomes agreed by everyone concerned.
- ✚ We will respond positively to children who constantly seek attention or are disruptive and use observations to identify 'trigger times' and possible ways to resolve this.
- ✚ If we have concerns about a child's behaviour, which are not being resolved, we will ask permission from the parents to talk with another childcare professional.
- ✚ Concerns that could identify a particular child are kept confidential and only shared with people who need to know this information.
- ✚ Everybody; including staff, parents and carers, should be consistent in their approach to behaviour management.

Procedure for dealing with unacceptable behaviour

All staff will deal with any unacceptable behaviour by a child in the following way:

-  An immediate verbal response to the action.
-  A gentle explanation as to why the behaviour was unacceptable.
-  If unacceptable behaviour persists, the child will be withdrawn from the activity/group for a short period.
-  Parents will be informed if the child's behaviour is particularly worrying and we will work with the parents/carers to implement strategies to overcome the behaviour.

'Our Rainbow Rules'

- 1. We are kind to each other.**
- 2. We share and take turns**
- 3. We look after our toys**
- 4. We listen to each other**

Date policy created: August 2023

Date of next review: August 2024

Policy most relevant to: Staff/Parents/Students