



**Personal, Social and Emotional Development (PSED) and Emotional Health & Wellbeing theme
North Yorkshire Healthy Early Years Award**

**Kirkgate Childcare
Behind The Old Girl's School
Sherburn in Elmet
LS25 6BL**

This action plan is for all Early Years settings including: day nurseries, playgroups, pre-schools, childminders who work on their own, childminders with assistants or childcare on domestic premises.

We are strongly recommending that school reception classes are included in a schools application for a [Healthy Schools award](#). If your setting is based on a school site and would like to jointly submit with the school, then please get in touch with the Healthy Schools team to discuss the most appropriate application process at healthyschools@northyorks.gov.uk

This action plan is to record progress and evidence towards achieving the PSED & Wellbeing theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold type when extra information is needed either written into the action plan or documents uploaded online as evidence; when you apply for a Healthy Early Years award.

Once all criteria have been achieved, please work through the PSED & Wellbeing 'Theme content' section online by logging into the website, adding evidence where required. Finally upload your completed action plan. Then complete a short online survey, essential feedback for our funders. Your evidence will be submitted for assessment towards an award and go through the quality assurance process. We will be in touch after the award submission deadline to let you know whether your application has been successful.

One completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all three themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme and the training and events section to support staff CPD for this theme. Any issues, contact us healthyschools@northyorks.gov.uk

We want to recognise and celebrate the good work that all early year providers do. We need to be assured that the criteria is in place within the setting but we appreciate there may be some differences in the type of evidence from providers who work alone to those with a number of staff working in an early years setting. Please explain how your particular setting meets the criteria in your own way.		
Criteria to be achieved for PSED and Emotional Health and Wellbeing PLEASE provide information to show that all aspects of the criteria are in place in your school.	Explain how each element of the criteria is already being met/ in place in the setting and the IMPACT it is having. e.g all staff have accessed training to support the effective implementation of the PSED curriculum and the provision is being effectively monitored.	Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award. e.g Need to review the story books to ensure they are inclusive of all aspects of equality and diversity.
Leaders Commitment The vision and values of the setting shows the commitment to the health and wellbeing for the whole setting community. The leader(s) of the setting champions the importance of nurturing emotional wellbeing for all children and provides an effective PSED curriculum for each unique child.	At Kirkgate Childcare, our mission is simple: "Happy Staff, Happy Children & Happy Parents Make Foundations for Life." This guiding principle is proudly displayed at our nursery entrance, on our website, and in our private Facebook group for parents and carers. We believe that a child's personal, social, and emotional development (PSED) is fundamental to all areas of learning. Our approach is tailored to support each child's individual needs, ensuring they feel safe, secure, and confident in their nursery environment. To ease the transition into nursery life, we offer personalised settling-in periods, which include:	

<p>The setting prioritises the importance of attachments so children are in an emotionally safe environment and develop strong, warm and supportive relationships with adults which enables children to learn how to understand their own feelings and those of others.</p> <p>EVIDENCE: detail in the Action Plan the vision and values of the setting that supports the commitment to the health and wellbeing of the whole setting community including emotional wellbeing. If appropriate, add in the website link to this vision or upload the vision statement.</p>	<ul style="list-style-type: none"> • A home visit to help the child become familiar with their Key Person in a comfortable setting. • Gradual parent-accompanied and independent play sessions, increasing in duration based on each child's needs. <p>This thoughtful process helps children understand that nursery is a welcoming, secure space where they can learn, explore, and thrive.</p> <p>Our Key Person & Link System We recognise the importance of strong, trusting relationships in helping children feel secure. Each child is assigned a Key Person who acts as their primary source of comfort and support. To ensure continuity of care, we also implement a robust Link System, meaning:</p> <ul style="list-style-type: none"> • The Key Person and Link Key Person both attend the child's home visit to begin building a relationship with the child and family. • While the Key Person is the child's main point of contact, their Link Key Person is also a familiar and trusted adult. • In cases of staff absence, training, or other circumstances, the child has a secondary attachment figure, ensuring they always feel supported and confident in the nursery environment. <p>Supporting Families from the Start We prioritise clear communication and strong parent partnerships to support each child's emotional well-being. Our website homepage (https://kirkgatechildcare.co.uk/) provides easy access to information about:</p> <ul style="list-style-type: none"> • PSED • Home Visits 	
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	<ul style="list-style-type: none"> • Settling Periods • The Key Person System • Parent Partnerships <p>These resources help parents understand how we nurture their child's emotional development from the very beginning of their journey with us.</p> <p>At Kirkgate Childcare, we are committed to creating a warm, supportive environment where children feel valued, parents feel reassured, and staff feel empowered—building strong foundations for life.</p>	
<p>Policy and Safeguarding</p> <p>The early year's setting has written policies and procedures which clearly describe how the setting takes 'necessary steps to keep children safe and well'. This clearly includes the use of mobile phones and cameras in the provision. Providers have ensured that staff understand and are familiar with these, and that they are accessible and explained to families</p> <p>It is not a statutory requirement but the setting may have in place an emotional health and wellbeing policy for a whole setting approach</p> <p>All persons are aware that they must not drink / be under the influence of alcohol or smoke or</p>	<p>At Kirkgate Childcare, we have a robust Safeguarding Policy that clearly defines everyone's responsibilities in ensuring the safety and well-being of children. This policy is regularly reviewed as a staff team to ensure it is consistently followed, remains up to date, and reflects best practices. It includes essential information on staff ratios, the use of mobile phones and cameras within the setting, and staff fitness for work.</p> <p>All staff members participate in regular safeguarding training, reviewed annually, to maintain the highest standards of care. Additionally, all staff, including apprentices, are Paediatric First Aid trained, ensuring a safe and responsive environment for the children.</p> <p>Beyond safeguarding, we have further policies in place to support children's PSED, including the Key Person Policy and the Special Educational Needs and Inclusion Policy (SEE EVIDENCE UPLOADED).</p>	<p>While we have numerous policies that support the emotional health and well-being of both children and staff, we recognise the value of implementing a dedicated Health and Well-Being Policy to promote a whole-setting approach. (COMPLETED 20/02/2025) (SEE EVIDENCE UPLOADED – Whole Setting Emotional Health and Wellbeing Policy)</p>

<p>vape in or on the premises when children are present or about to be present</p> <p>When children are on the premises there are the correct number of staff trained in a current full Paediatric First Aid (PFA) certificate appropriate to the size of the setting for all opening hours</p> <p>All settings are committed to equality and inclusive and adhere to the Equality Act 2010</p> <p>EVIDENCE UPLOAD: relevant wellbeing policies and if applicable an emotional health and wellbeing policy.</p> <p>Please do not upload the safeguarding policy as this is not a check of the settings Safeguarding policy – that remit sits outside the jurisdiction of the Healthy Schools team.</p>	<p>Our policies are routinely reviewed by management and as a team during staff meetings. They are also available for parents to view, with key policies shared and discussed during home visits to ensure transparency and partnership in supporting each child's development.</p>	
<p>Curriculum- Early Years Statutory Framework</p> <p>The Personal, Social and Emotional Development (PSED) Educational Programmes from the Statutory framework for the early years foundation stage are effectively implemented in the setting</p>	<p>At Kirkgate Childcare PSED is a fundamental part of our Early Years Curriculum, which is integrated into all areas of learning and daily activities.</p> <p>We provide children with a wide range of opportunities to help them develop self-regulation, understand emotions, and build confidence while forming positive relationships with both peers and adults.</p>	

<p>The Understanding the world (people, culture and communities) aspects from the statutory framework for the early years foundation stage are effectively implemented in the setting</p> <p>The leader has an overview of the PSED and the Understanding the world curriculum and are confident that a creative curriculum is in place</p> <p>The key person for the child knows and understands the child and they know the progress of the child to achieve the outcomes set out in the PSED and the Understanding the world educational programme and has strong evidence of the child's next steps</p> <p>There is effective two way communication with families on the child's progress in learning through the PSED and Understanding the world curriculum and families are encouraged to support and share the child's learning</p> <p>The PSED and Understanding the world curriculum links to, and compliments the wider setting activities to promote and support health and wellbeing and equality and diversity</p>	<p>Our curriculum is designed to nurture children's PSED, so that by the time they transition from Kirkgate Childcare, they will have the skills and confidence to:</p> <ul style="list-style-type: none"> - Settle happily without a parent/carer. - Tell their friends and grown-ups what they need. - Take turns and share when playing. - Go to the toilet on their own and wash their hands. - Independently put on their coat, shoes and feed themselves. - Tell a grown-up about my own feelings. - Know that what I say and do can make others happy or sad. - Be curious and want to learn and play. - Stop what they are doing to listen and follow simple instructions. - Enjoy sharing books with grown-ups. <p>(Taken from our curriculum goals).</p> <p>Here are some examples that we share with parents on how we support children's PSED in our setting:</p> <ul style="list-style-type: none"> • We have good routines which enable your child to feel safe. • We talk about and help your child to recognise theirs and others feelings. • We will show your child different ways to manage their feelings. By using phrases such as "I can see you are angry, what is making you feel this?" • We use a strategy we are very proud of to help children with their emotions and we never over look emotions by saying "stop crying or you're fine". • We help your child to understand their emotions for the child – I can see your feeling..... • We provide comfort, support and encouragement for your child to work together to find a solution. 	
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<p>EVIDENCE: detail into the Action Plan some examples of how the setting ensures the PSED Educational Programmes and Understanding the world are being achieved and the ways children's next steps are communicated to families.</p> <p>EVIDENCE UPLOAD: an example of how the PSED curriculum links to further activities to promote and support the emotional wellbeing of the children (it could be photos with a short summary and information about the positive impact it has on children).</p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group</i></p>	<ul style="list-style-type: none"> • We use a feelings box and tree to help children become aware of a variety of emotions. • We enjoy regular time with our key groups and this is also where we sing our "hello song" which enables children to tell us how they are feeling. • We role model. • We Talk and listen to your child. • We Model things like turn taking, sharing, good ways of speaking to people. • We encourage Independence. • We have a very strong key person system in place. <p>We provide feedback on a child's emotional well-being during each daily handover, offering insights into their experiences at nursery. If appropriate, we also discuss the child's next steps in their Personal, Social, and Emotional Development (PSED) at this time. Additionally, we hold termly parent evenings where we explore the child's PSED progress in greater detail. These meetings allow us to collaboratively set next steps, share strategies for support, and ensure consistency between home and nursery.</p> <p>At Kirkgate Childcare, the Understanding the World (People, Culture, and Communities) aspects of the EYFS are effectively embedded within our curriculum. The setting provides diverse, inclusive experiences that help children develop an awareness of different cultures, traditions, and communities. Our leadership team maintains a clear overview of both PSED and Understanding the World, ensuring a creative, engaging, and well-balanced curriculum that supports children in developing a sense of identity, respect for others, and a curiosity about the world around them.</p>	
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To help children understand emotions, we use *The Colour Monster* as a key resource, as it is engaging, relatable, and highly effective in teaching basic feelings such as happy, sad, angry, scared, calm, and loved. Through storytelling, discussions, and small group activities, we explore these emotions in a way that is meaningful to the children.




Our Interactive Colour Monster Feelings Display

We introduce *The Colour Monster* early in the academic year to establish a strong foundation for emotional literacy. Later, we build on this understanding during school transitions by incorporating *The Colour Monster Goes to School*. This familiar and well-loved concept helps children navigate the transition to school by providing a reassuring and relatable framework. It encourages them to express their thoughts and feelings, fostering confidence and emotional readiness for this important milestone.

We have a variety of fiction and non-fiction books about feelings and emotions, to help children learn about different feelings, how they may feel in their bodies, and strategies they can take to help themselves feel better. Our selection of books are also a great wait to facilitate discussions around feelings between children and grown-ups in the setting.



An example of some of our feelings books

	 <p><i>An example of some of our books about different cultures and diversity.</i></p>	
<p>Ethos and Culture</p> <p>There is a positive culture, ethos and environment which promotes resilience, respect, security, fosters positive relationships and values diversity.</p> <p>There are positive relationships between staff and children and families and between children and there is a sense of belonging to and liking of the setting.</p> <p>Staff emotional wellbeing is an integral principle of the whole setting approach to emotional health and</p>	<p>We have our Family Board in the Home Corner where pictures of children's families, pets and people who are special to them are displayed. This helps to create a sense of belonging in nursery and sparks some wonderful conversations about children's personal experiences.</p>	

wellbeing. There is a culture around promoting positive staff wellbeing.

The setting is actively promoting equality and diversity described as differences in age, culture, family structures, disabilities, ethnicity, gender, religion and sexual orientation. The setting ensures all families and children feel welcome and can see themselves reflected in the settings environment as well as learning about a range of cultures and diversity. This is supported through the Understanding the World educational programme and the people, cultures and communities should be integral to everyday practice, as well as the celebrations of religious days, visitors and visits. Children are able to form positive relationships, especially with other people who may do things differently to themselves and their family.

Staff are aware of the Equality Act and are confident in inclusive practice to challenge discriminatory, prejudicial, derogatory or aggressive language

EVIDENCE: detail into the Action Plan how the setting is positively promoting equality and diversity



and **UPLOAD** evidence to show how children are seeing and learning about a range of cultures and diversity.



Staff emotional wellbeing is supported, through fostering a supportive and inclusive environment. (PLEASE SEE – Staff Mental Health and Wellbeing Policy).

At Kirkgate Childcare, we actively promote equality and diversity by creating an inclusive environment where all children feel valued. Our resources, displays, and activities reflect a wide range of cultures, abilities, and family structures, ensuring positive representation. We provide adaptable learning opportunities to meet the needs of every child, including those with SEND. We celebrate different traditions and festivals and encourage families to share their experiences and traditions with us to celebrate in nursery.

(PLEASE SEE EVIDENCE UPLOADED)

	<p>Our staff receive ongoing training in equality, diversity, and inclusion, ensuring best practices are upheld. We challenge stereotypes, use inclusive language, and embed discussions on respect and empathy into daily activities. Any incidents of discrimination are addressed immediately, reinforcing our commitment to a kind, respectful, and safe environment for all. This is embedded through our commitment to British Values and our nursery rules which reflect the British Values in an accessible way for the children.</p> <p>We build strong family and community partnerships, ensuring parents feel welcomed and involved. Termly parent's evenings, feedback surveys, and inclusion of children's home languages, enrich our nursery environment, fostering a culture of belonging.</p>	
<p>The voice of the child</p> <p>The setting is supportive that “every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured” and the voice of the child is a core focus in the setting which can be seen through displays, photos and child centred learning in relation to PSED/Understanding the world and emotional wellbeing</p> <p>UPLOAD EVIDENCE: Provide detail in the Action Plan of examples of how the voice of the child is collected and UPLOAD</p>	<p>At Kirkgate Childcare, we listen to and value the feelings, interests, and opinions of all children, recognizing that young children may not always express themselves verbally. Our practitioners are attentive to these non-verbal cues, understanding that children often communicate their 'voice' through their actions. With this in mind, practitioners plan activities that build on the interests children express. We also strive to involve children in decision-making whenever possible— for instance, they help choose which fruits and vegetables to order for snack time. By actively listening to the voice of the child, we empower them, fostering their personal, social, and emotional development and supporting their overall well-being, giving them a sense of autonomy in their play and learning.</p> <p>(Please see upload the voice of the child for more examples)</p>	

<p>some examples to showcase the voice of the child in relation to PSED / Understanding the world and emotional wellbeing</p> <p><i>We are not asking for individual photos of children, if these are provided then permission needs to be obtained from the family as the evidence is shared with the healthy schools partnership quality assurance group</i></p>		
<p>Staff CPD</p> <p>There are CPD opportunities for leader(s) and / or staff to develop their practice and provision in effectively implementing the PSED and Understanding the world curriculum and there is a positive impact on the practice and provision in the setting</p> <p>Staff can access CPD to increase their knowledge of emotional health and wellbeing to equip them to be able to promote positive mental wellbeing</p> <p>All staff are able to effectively use their knowledge of child development, pedagogy and strategies to assess, understand and plan a response to a child's emotional health and wellbeing</p>	<p>At our setting, we recognise that in order for Early Years Practitioners to effectively support children's Personal, Social and Emotional Development (PSED) and Emotional Health and Wellbeing (EHWB), they must be equipped with both the professional skills and personal resilience to manage their own wellbeing. We are committed to fostering a culture of continuous professional development (CPD) to ensure our team is confident, knowledgeable, and responsive in supporting the diverse needs of our children.</p> <p>All staff have access to the online training platform <i>Flick</i>, which offers a wide range of CPD courses. Staff are encouraged to choose training that aligns with their personal interests and professional development goals. A key focus has been mental health awareness, which all staff have completed to support both their own wellbeing and their capacity to promote positive mental health in the children they care for.</p> <p>All staff complete annual Safeguarding Training (Level 2 for practitioners and Level 3 for leaders and management). This ensures we are up to date with current safeguarding legislation, policies, and procedures, and confident in identifying and</p>	<p>Following this training, we recognised that while our staff have a strong foundation in PSED and emotional health and wellbeing, there is always room to grow. To further strengthen our inclusive practice, we have identified a new short online course on inclusive language. All staff will complete this course to ensure a shared understanding and consistent approach to promoting equality and diversity across the setting. (COMPLETED MARCH 2025)</p>

<p>need and measure the impact of interventions to improve wellbeing.</p> <p>EVIDENCE: provide detail in the Action Plan of staff training and the <u>impact</u> it has had on provision including any targeted interventions to improve children's wellbeing.</p>	<p>responding to any safeguarding concerns promptly and appropriately.</p> <p>Our team engages in regular training, and we actively promote a culture of sharing learning. Information is cascaded to colleagues during staff meetings and shared with families through parent information sheets and our private Facebook group. This ensures consistent understanding and application of good practice across the setting.</p> <p>One example of targeted CPD impacting our provision is the NHS York and Scarborough 'Picky Eaters' training, which addressed a common concern raised by parents. As a result, staff were better equipped to take a supportive, informed approach to healthy eating. One child was identified as experiencing food-related anxiety, and knowledge from this training was used to inform their Individual Learning and Provision Plan (ILPP). The outcome was a calmer mealtime experience both in the setting and at home. Additionally the staff member attending the training created an information leaflet for parents, offering practical advice and reassurance.</p>	
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Tips for Parents of Picky Eaters

Helping your child explore new foods can be easier with these simple strategies:

1. Use Stick-Shaped Foods

Offering foods in stick shapes (e.g., carrot sticks, cucumber slices, cheese) makes self-serving easier, giving your child a sense of control and encouraging them to try new things.



2. Introduce Foods in a New Context

New foods can feel overwhelming in a usual meal setting. Try offering them during a picnic, snack time, or as part of a fun food activity.

3. Keep Plates Simple

Serving just 2-3 different foods at a time prevents children from feeling overwhelmed, helping them focus and enjoy their meal without pressure.

4. Be Patient and Positive

Repeated exposure to new foods is key. Avoid pressuring your child—let them explore at their own pace and celebrate small victories.

5. Involve Kids in Meal Prep

Let children help wash veggies, stir ingredients, or arrange food on their plate. This involvement increases their interest in eating what they've prepared.

6. Offer a Safe Food

Include at least one familiar and liked food on their plate. This helps them feel secure while trying something new, reducing mealtime stress.

7. Encourage Variety at Lunch

Nursery lunches don't have to be just sandwiches! Try wraps, "picky bits" (crackers, meats, cheese, veggies), or warm meals in a flask like pasta or stew for variety and excitement.

Remember:

Mealtimes should be positive and stress-free. Small, consistent changes help your child develop healthier eating habits over time!

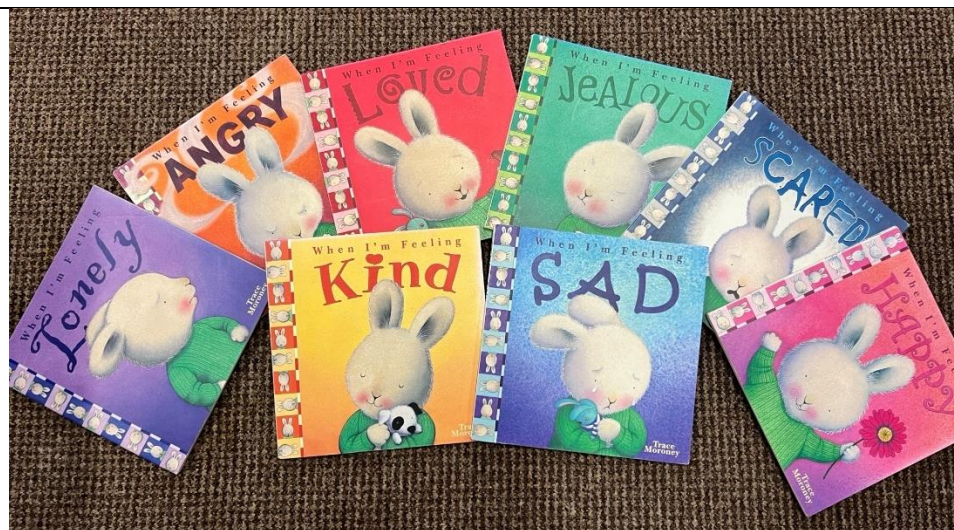


Several staff members have also completed NYES Early Help Assessment Training. This has enhanced our ability to identify families who may benefit from additional support and has strengthened our confidence in completing referrals and supporting

	<p>families throughout the process. This early intervention plays a vital role in supporting the child's overall wellbeing and PSED.</p> <p>A staff member has completed Early Talk Boost Training. This has impacted our setting as we now run the intervention in setting. We currently run this programme with a group of six children identified as needing additional support with communication and language. The positive impact has been evident in the children's ability to better express their wants and needs—an essential factor in promoting self-confidence and emotional wellbeing.</p> <p>Our SENDCO holds a wealth of training and qualifications, including the Level 3 Early Years SENCO Qualification. This underpins our inclusive practice and early identification of additional needs. Most recently, the SENDCO attended NHS York and Scarborough's 'Supporting Children with Social Differences Using a Neuro-Affirmative Approach' training. This has strengthened our commitment to a total communication approach, ensuring all forms of communication—verbal and non-verbal—are valued and encouraged. The training also introduced practical strategies to support early communication development.</p> <p>All staff have also completed <i>Autism Awareness</i> training. This has deepened their understanding of autism spectrum conditions and how these may present in early years children. The training has equipped staff with practical strategies to create an inclusive, supportive environment that meets the diverse sensory, social, and communication needs of autistic children. It has also enhanced staff confidence in working closely with families to provide consistency between home and setting, supporting the child's emotional wellbeing and development.</p>	
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<p>Working in partnership with families</p> <p>There are positive relationships with families and effective two- way engagement and communication</p> <p>The setting actively works in partnership with families to inform them about the settings positive approach to health and wellbeing and how this can be continued in the home setting</p> <p>Families are signposted to appropriate information and opportunities to support their child's health and wellbeing e.g swimming lessons, baby groups, sleep foundation information etc and signposted to external support agencies</p> <p>EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on the health and wellbeing of the children.</p> <p>If the setting has a website please provide a link in the Action Plan to communications with families and signposting of information/ groups/ services for families.</p>	<p>At our nursery, we believe in fostering strong, communicative relationships between our staff and families through a well-developed Key Person System. We prioritise open communication with parents and carers, enabling us to share valuable insights from both home and nursery. This collaborative approach ensures that each child's Personal, Social, and Emotional Development (PSED) is supported holistically.</p> <p>From the very first meeting, we establish a foundation of trust and understanding. Our process begins with a home visit, allowing us to get to know the child and their family in a familiar setting. During this visit, we ask parents to complete an 'All About Me' form, which helps the key person understand the child's needs, preferences, and current interests. We also introduce parents to nursery routines, discuss relevant policies, and provide an opportunity for any questions.</p> <p>Supporting a child's PSED is essential for a smooth transition into nursery life. We strive to create an environment where every child feels safe and secure, enabling them to thrive, learn, and develop. Parent partnership is at the heart of our settling-in process. Parents are encouraged to attend initial sessions with their child to provide comfort and familiarity. As the child gains confidence, the time spent independently at nursery gradually increases, tailored to their individual PSED needs. Parents play an active role in this process, deciding when they feel their child is ready to attend without them. To further support this transition, we provide thorough handovers and share photos of the child's day, ensuring parents remain connected to their nursery experience. Parents also share insights into their child's interests at home, which we incorporate into nursery activities to create a sense of familiarity in the new environment.</p>	
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	<p>We maintain strong communication with parents through daily handovers and termly parent evenings, where we discuss progress in greater detail and share activities to support PSED at home. If concerns arise regarding a child's personal, social, or emotional wellbeing, we offer additional support meetings with the key person and, if needed, the SENDCO. These sessions provide practical strategies and resources for home support, such as:</p> <ul style="list-style-type: none"> • Recommended books on emotions • Guidance on safe emotional expression • Visual timetables and 'now and next' boards (including the child's Key person creating personalised versions for their Key Child to use at home) • Signposting to additional support services, such as health visitors or supporting parents in making an Early Help Referral <p>Our book lending library includes the <i>When I'm Feeling</i> series, a valuable resource for exploring emotions with children. These books not only help children understand and express feelings but also offer practical advice for parents at the back. Parents are welcome to borrow these books as needed, or we may recommend specific titles based on a child's current emotional needs.</p>	
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We understand that significant life transitions, such as starting school, moving house, or family changes, can impact a child's PSED. Our nursery has a robust school transition program, including strong connections with local feeder schools. Parents are encouraged to visit their child's new school, and teachers visit nursery to meet the children before they start. In the summer term, we host a *School Leavers Transition Evening* where parents and children can learn about school readiness, receive tips for supporting their child at home, ask questions, and connect with other families attending the same school.

We support children and their families through significant changes at home, helping them navigate transitions in a way that feels safe and meaningful. For example: when welcoming a new sibling, we work with parents to prepare children for this exciting change. We read stories about becoming a big brother or sister, engage in

	<p>discussions, and encourage role play in the home corner to help children process their feelings and new responsibilities. Moving house can be a big transition for a child. To support this, we talk about the move in a positive and reassuring way. We incorporate large boxes into our home corner for role-playing, allowing children to "pack up" their belongings and gain a better understanding of the process in a fun and engaging way.</p> <p>Our nursery website also offers a range of information on PSED for parents to access, including a post dedicated to PSED and why it is so important to your child and us as a setting. https://kirkgatechildcare.co.uk/personal-social-and-emotional-development/</p>	
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NEXT STEPS

What are your planned next steps to continue to ensure the effective implementation of a whole setting approach to PSED & Wellbeing?

Please detail below:

- We will continue to take a proactive approach to staff CPD, ensuring that all team members have access to relevant training that strengthens their ability to effectively support children's PSED and emotional health and wellbeing within the setting.
- We currently have *Empathy Dolls* available as a resource within the setting. While they are used from time to time, we plan to incorporate them more intentionally and regularly into planned activities. This will help us to role model and explore emotions, empathy, and kindness, supporting children in understanding their own feelings and developing positive relationships with others.
- We plan to share additional resources with families to support emotional regulation at home, such as 'I Am Feeling' charts and 'When I Am Feeling Angry' strategy cards. These tools will provide children with more opportunities to recognise and

express their emotions, while also encouraging families to engage in supporting their child's emotional literacy in everyday situations.