



Healthy Early Years
North Yorkshire

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

This is an example of a PSED & EHWP completed action plan by a setting for the North Yorkshire Healthy Early Years Award

- Some images, data and links to the setting website / Facebook have been removed as they are personal to the setting
- These responses in the action plan do not need to be repeated by other settings but are an example of how this setting has showcased their evidence to achieve the PSED& EHWP theme.

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	Explain how each element of the criteria is already being met/ in place in the setting and the IMPACT it is having.	Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award.
PLEASE provide information to show that all aspects of the criteria are in place in your school.	e.g all staff have accessed training to support the effective implementation of the PSED curriculum and the provision is being effectively monitored.	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 setting Facebook page xxxx (a link is provided) which sets out the vision of the setting and includes, "A place to play and learn in a safe, fun and stimulating environment with adults who understand	

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.

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.

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.

and care about them. Play is vital for children, quite literally. It's through play that young children learn, grow and have fun. It helps them understand the world and develop socially and emotionally”

The setting displays visuals around the setting of PSED, this enables us to promote conversation around our health, well-being and feelings. We also add into different aspects of our curriculum and ensure the children, are equipped with a wide range of skills and knowledge around this aspect of the curriculum and their development.

The setting has a well-established set of classroom promises that are displayed with the play areas and that the children use throughout their day. At circle time staff take this opportunity to go over the classroom promises and allow children to extend their knowledge by giving examples of why we have each of the classroom promises.



	<p>The setting has a well-being policy to support all those at the setting and is shared with our families, to ensure we share a whole setting approach and that we are all inclusively working together.</p> <p>The setting operates an open-door policy, which allows families to speak to us and share information effectively to support them and their children.</p> <p>When a child starts at the setting, they are assigned a key person and we observe how the bond develops between them and if they are more drawn to another member of staff we change key person, this allows for a strong bond at the start and allows the child to feel more at ease and comfortable.</p> <p>As a setting we offer settling in sessions and these are personalised to each family and their individual needs, this ensures a positive transition into the setting and allows for those bonds to develop in a positive and nurturing way.</p> <p>The relationships between staff are of a very high quality and this is evident through are strong working partnerships</p>	
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and our shared visions and goals for the setting.


These positive relationships provide a good model from which children learn about how to behave towards others. The whole team have high expectations for consistently good behaviour, and this is supported through behaviour strategies we have in place.

Recently, the preschool staff have introduced a ' We are superstars ' display board, in order to celebrate children's individual successes and wow moments throughout the day/ week at preschool. This has shown to have a positive impact on the children's PSED and well-being and is positively talked about at home and children are showing a sense of pride within their achievements.

Our superstars display



<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 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>The setting has a wide range of policies and procedures in place to ensure it meets all the statutory requirements and is safeguarding all those within the setting. (The setting uploaded the relevant policies)</p> <p>Staff have in depth training, supervisions, inductions, and regular meetings to ensure their skills and knowledge are of a high quality and standard.</p> <p>The setting has a small staff team that highly value each other and know when someone needs a little extra support, the setting has a well-being policy in place and have a strong supportive network within the setting structure.</p> <p>All staff are PFA trained and regularly update their skills and knowledge around a wide range of aspects to ensure they have the most up to date training and knowledge.</p> <p>We access webinars, online platforms, county training and internal training and quizzes.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
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<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>These are just some of the providers we use for our training around PSED.</p>	
<p>Curriculum- Early Years Statutory Framework 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>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>PSED is an integral part of our curriculum at preschool and links with all aspects of our provision.</p> <p>On our planning and part of our inclusive practice we ensure children are given the opportunity to explore a wide range of different celebrations and events.</p>  <p>This strengthens their experiences and cultural capital. The children are able to have an understanding of others and leads them to be confident in their PSED development.</p> <p>We have recently introduced our all about me board, where our families have shared photos of themselves and where they like to visit as a family. The children have</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

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

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.

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).

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

loved sharing these and it's sparked some wonderful conversations.



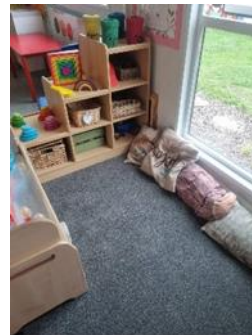
Our team are excellent practitioners and model and guide the children on a daily basis. We have our key classroom promises and displayed within the room, children are able to identify what they are and why we have them in place. Which demonstrates and shows that the children understand rules and boundaries.

One of the ways we celebrate achievements at preschool is through our 'We are superstars Board' the children love displaying their stickers and talking about what amazing things they have done and share it with their families. This supports their PSED.

The setting identified that some of the cohort were struggling with certain aspects of their PSED development and needed a designated area to express themselves and explore their emotions. So we created

a wonderful quiet/sensory/ emotions area as we recognised the need for quiet time and a safe place to express emotions for children, we have created a wonderful sensory/quiet area.

This area has activities where children can regain focus, explore their senses, talk and work through emotions and relax.



Children use the area freely and there is literature and resources to support them to manage their emotions and health and well-being. The staff regularly review how the area is working and make changes as and when needed

	<p>The setting has an effective key person in place who regularly liaise with the families and shares observations of their child and what next steps we are working on in setting and what they can do at home to further promote their learning and development.</p> <p>We use an online learning journey and families are encouraged to use this platform to share home learning. This provides an effective partnership and continuity of learning for the children, with all those involved having a shared vision.</p> <p>A strong PSED allows children to access the whole curriculum confidently and make progress within all areas of their development.</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>The ethos of the setting is ...</p> <p>“Every child deserves the best possible start in life and at XX Preschool, we aim to support each individual child to reach their full potential.</p> <p>We provide children with a wealth of learning opportunities, to ensure they are equipped with the skills and knowledge to reach their full potential.</p>	

Staff emotional wellbeing is an integral principle of the whole setting approach to emotional health and 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

At XX Preschool we encourage children to explore the world around them and take a lead in their play, building confidence and resilience.”

The staff and families have a really strong and open relationship, and the families speak very highly of the setting.

The setting is very welcoming and inclusive. The setting received their Makaton friendly status and this is a great achievement for the setting and gives them an extra tool to be more inclusive and ensure that all children feel valued and welcomed and have a positive early years’ experience.



We also have visits from the wider community and share experiences, which allows us to promote positive relationships with others and explore differences between ourselves.

<p>seeing and learning about a range of cultures and diversity.</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 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>At the setting our aim is to equip children with the skills and knowledge they need to explore and understand the world around them.</p> <p>We believe that children grow and develop when they have access to a well thought out learning environment and engaged adults. The teaching and learning of new skills and knowledge is delivered through both adult and child led opportunities both indoors and outdoors.</p> <p>We focus on the importance of knowledge and skills that will support children in every way possible, so that they can make the most of opportunities and fulfil their potential along with promoting their independence. The voice of the child is of up most importance to us and the core of what we do. Our learning opportunities for children usually happen within the moment and from child initiation and their interests.</p> <p>We have the self registration for children, which gives them a sense of belonging, they have their own name cards – linked</p>	

	<p>to their key group and their own peg, drawer etc all with their name and photo.</p> <p>At the setting we believe giving children the choices and allowing them to take an active part in their learning and development allows for personal development and is one of our main tools for using the voice of a child to evaluate and plan our provision.</p> <p>Observations are crucial to allowing us to look at the voice of the child and we use these daily. Our displays are a core focus within the setting and show a child centred setting as they link with the children's interests and next steps.</p> <p>The setting has a wide range of tools and resources for supporting emotional well-being and with support from the highly skilled practitioners, children are able to be the best they can be and make rapid progress in a nurturing environment.</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</p>	<p>Staff training and CPD is a huge part of our practice within the setting. We see this as a necessity to ensure we are continuing to provide high quality education to our children.</p>	

<p>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 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>Staff have training around PSED development and other aspects of their learning and complete the training every 2/3 years, and this ensures we are keeping the children safe and are skills up to date.</p> <p>They have access to an online training platform, which has over 100 training topics. Some of the staff have completed the oral hygiene training through North Yorkshire</p> <p>The setting conducts audits to identify key areas of need and implement an effective plan to ensure we are implementing effective change to see a positive impact.</p> <p>We work closely with our families and children and work with other professionals when needed, we are confident at supporting and ensuring we meet the needs of all our families, we have an open-door policy and our families are able to approach us at any time.</p> <p>Staff training has a positive impact on our practice and provision and our teaching and learning of the children.</p>	
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Working in partnership with families

There are positive relationships with families and effective two-way engagement and communication

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

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

EVIDENCE: provide detail in the Action Plan of relevant communications with families focused on the health and wellbeing of the children.

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.

We value to feedback from our families and conduct regular survey monkey questionnaires, this gives our families an opportunity to express their thoughts and feelings, we use these to reflect on our practice and provision and see where we can implement change.

We share information and guidance around a wide range of topics with our families and from external sources such a local playgroup, Makaton sessions, swimming, tumble tots etc and share this via our tapestry, newsletters, policies, Facebook, take home bags and leaflets.



Families are really supportive at the setting and love our take home bags we have created to help support them at home around certain topics or areas of development.

	When the local authority share information through our key messages, we share with our families to help support and guide them in making healthy lifestyle choices for their families.	
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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 want to introduce mini workshops in the future around topics that are relevant to our families and their current needs, this will allow for an even stronger partnership and more whole setting approach.
- To continue to build our take home bag library collection, to ensure we have an even bigger range of resources for our families to use at home with their children.
- To create an information hut outside the setting, which will have a wealth of resources and knowledge that families can access without staff, should they feel any embarrassment around a topic they are unsure.