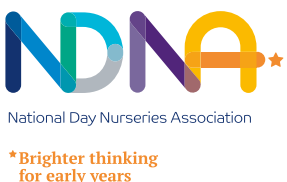




Monday

Healthy Body, Happy Me 2020

Mental Well-being



Supported by



What is mental well-being?

According to the Mental Health Foundation, good mental health starts in infancy. Strong bonds created in the first five years of a child's life are crucial to their resilience and well-being is the key to their future mental health. The Mental Health Foundation reported in 2019 that one in 10 children and young people are affected by mental health issues, so it is paramount that we promote and support children's personal, social and emotional development in the early years.

Well-being is defined by the Oxford English Dictionary as, 'the state of being comfortable, healthy or happy'. The defining meaning by the New Economics Foundation is "well-being can be understood as how people feel and how they function, both on a personal and social level and how they evaluate their lives as a whole."

There is lots of advice and guidance available and you should make it a priority to upskill in this area, learning as much as you can to support our children.

The six areas of well-being

There are six areas that need to be considered when thinking of mental health and well-being in children.

A child's well-being is the centre of early years practice and is fundamental to all aspects of learning. It is beneficial to reflect on each of the six areas of well-being and how they are embedded in daily practice - what the setting is already doing and how it can improve.



Activities, experiences and tips to promote mental well-being

The following experiences will support children's well-being and promote their engagement, emotional literacy, interactions and much more.

Calm spaces

Too much colour or stimulation can negatively affect children's well-being. Create calm spaces for children to just be themselves; to choose to lie down or just to sit quietly.

Soft and neutral is best. Add a calming basket with items like soft cushions with different textures and tools to support breathing deeply; for example scented objects, or images of different facial expressions for children to explore different emotions.

Consider which areas of provision are close to the calm area which may be noisy or distracting for the children. Plan together what this space might look and feel like. Spend some time there. How calm does it feel to you?

And don't forget to plan for the outside too. Create quiet areas of the nursery garden with sensory planting. Fresh air and space can be the calmest place for children. The impact of increased contact with nature on mental health is well documented - as little as five minutes of 'green exercise' can improve mood and self-esteem by a significant margin and it's never too early to start.



Calm area inside or out



Calming nursery garden

Activities for children birth to 2-years-old

Here are a few ideas for teaching children about sustainability.

Peaceful surroundings:

Make a cosy area, with cushions and soft toys. Lie down on the floor on your back, tummies facing the ceiling (adults should join in this too) turn the lights down or off and maybe play some relaxing music or sing some favourite songs.



Cuddly story times:

Encourage the children to hear you reading a story whilst they hold their favourite soft toy and feel the textures. This can be short but is a very beneficial activity. Story books with different textures in them allow even young children to explore using touch.



Nature walk:

Simply being outdoors is relaxing and gives children a sense of freedom. A trip to the park or into the local environment provides children with the opportunity to experience different noises and sensations; such as birds singing, running rivers and the breeze on their faces. If children are able to walk and it is safe to do so, let them explore the outdoor space. For those who aren't yet mobile, make sure they are sat up in the pram so that they can enjoy looking at the different scenery, point out the sounds, animals and people; all the things that make the experience calming.



Nature Walk



Cuddly stories

Bubbles:

Blowing different sized bubbles for the children to see and touch can be fun, and relaxing.



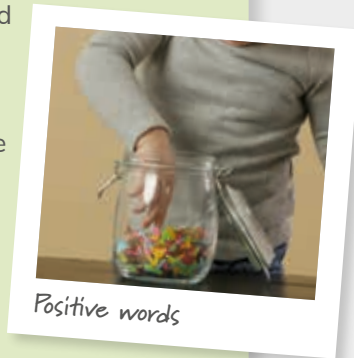
Activities for children 3 to 5-years-old



Positive affirmations:

Using positive affirmations can have beneficial effects when used consistently and promote self-esteem, confidence and self-belief. A nice way to do this is to use a daily affirmation calendar. You can find these on the internet or make your own.

Each day has a different positive word for you to say with the children. You can explore what the words mean, how we can say them and feel them. This helps to adopt positive language in the setting too. Children can create their own calendar or create an 'Affirmation jar' – full of positive words. This experience will help to extend their emotional literacy.



Positive words



Relaxing time



Relaxation and imagination:

When children are busy it means their brains are busy too. Have you ever been to an all-day course or conference? How do you feel afterwards? Perhaps more tired than usual?

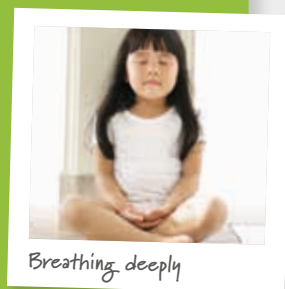
The children's days are like this almost every day, with so much to do and explore: learning all of the time. We need to encourage times to be still, times to relax, times to rejuvenate.

Clear a space, lie down on the floor on your backs, tummies facing the ceiling (adults should join in this too) turn the lights down or off, maybe play some relaxing music, or maybe quietly read a story.



Breathing activity:

Deep breathing calms and relaxes the whole mind and body. By learning how to breathe correctly, we can tap into this amazing feeling whenever we need to. When doing this with children, get creative! Make some breathing dragons by using a paper cup or coned cardboard and attaching some tissue paper on the ends. Encourage the children to get the dragon to breathe fire. Make or buy some windmills and take big deep breaths in through the nose and out through the mouth. You can see a video of a child doing this here: bit.ly/2Syeb1E



Breathing deeply



Sensory walk:

Being outdoors and recognising all the amazing and different things in our environment can help children to feel calmer and focus on their surroundings. Take children on a sensory walk. Explain to them before you go that you want them to listen out for as many different nature sounds as they can, to notice the warmth on their face, or the feel of rain drops on a rainy day. For maximum effectiveness, try to go somewhere quiet with less road noise, so that children can listen out for animals, water and the wind whistling through the trees.

When you get back to the setting, talk to the children about what they heard and felt. Create pictures and talk about how the different experiences made them feel in their bodies.



Experiences for all ages:

Lavender playdough

Lavender is closely linked to relaxation and some studies suggest lavender can help with anxiety and fear. Playing with playdough, putty and clay are all ways to get the fine motor skills moving and stimulate our senses. By using lavender in the putty recipe, children are using the senses of touch, smell and sight as well as generating calm.



Make calming lavender playdough

What you'll need

- 1 cup of flour
- ½ cup of salt
- 3 tbsp cream of tartar
- 1 tbsp oil
- ½ cup of boiling water
- 10 to 20 drops of lavender essential oil
- Purple food colouring (or another colour which you find calming such as green).

Here's what to do

1. Combine the flour, salt, cream of tartar, oil, boiling water and lavender essential oil in a mixing bowl. Stir until mix is a putty-like texture
2. Add the purple food colouring and stir again
3. The best part! Add glitter to your mixture. If you choose not to add glitter, you may need to add more flour, so the mixture isn't too sticky
4. Wait about 20 minutes until your putty is cool
5. Squeeze and let your anxiety disappear!
6. Remember to take deep breaths.

You can find more activities like this in our publication: Children's Well-being – Tips to tune in to children's emotions. Available from NDNA's online shop at www.ndna.org.uk/childrens-well-being



Positive changes for all

✔ Look closely at daily routines

Identify daily routines that may be challenging or stressful for children.

For example, snack time. Consider whether the snack time is too long for them to cope with? Are there too many children? Is it too noisy? Could you make it more fun? A nice idea for snack time is to have a 'conversation box'. Put pictures in the box for the children to choose with a topic they can talk to their friends about. A snack shop or snack stop can work well and can be adapted to suit your current cohort of children. Always think about how your routine can be improved to reduce stress, always putting the children at the centre.

✔ Positive language challenge

Set yourself a challenge to avoid using the words 'no' and 'don't' for just a few hours - as long as children's safety is not at risk. Share with children what you want them to do, instead of what we don't want them to do. If they are struggling, try to give them age appropriate options e.g. 'shall we collect the animals in the basket or stand them up on the shelf?' Consider the words you are using when speaking to children. You can change how they respond.

✔ And finally...

There are many simple ways to foster emotional and mental well-being in children. Free play, time in the outdoors, good nutrition, acknowledging and supporting a child's interests, providing space for children to be creative and allowing children to express their emotions can all help.

NDNA has produced a range of resources to support mental well-being including:

- ✔ **NDNA publication – Children's Well-being – Tips to tune in to children's emotions**
www.ndna.org.uk/childrens-well-being
- ✔ **Face-to-face training – Promoting Emotional Well-being and Thinking**
www.ndna.org.uk/emotional-well-being
- ✔ **NDNA Well-being hub**
www.ndna.org.uk/well-being-resources
- ✔ **FREE online course on Supporting Well-being in the Early Years Workforce**
www.ndna.org.uk/well-being

More well-being activities and tips in our myNDNA community at www.ndna.org.uk/myndna

Promote well-being with this range of calming, sensory and explorative resources from TTS

Mark Making Sequin and Mirror Daisy Frame Silver

Children will be drawn to these tactile flowers as they experiment with the engaging surface and peer into the mirror petals to see their reflection! These flowers are a calming and absorbing resource.

www.tts-group.co.uk - EY11551



Texture Basket Collection

A rich, sensory and open-ended textures collection to spark children's curiosity, awe and wonder. Encourage children to explore the velvety materials, the crinkly fabrics and the soft, snuggly faux fur.

www.tts-group.co.uk - EY10441

Light Up Twist and Turn Spinning Tops

Children of all ages will enjoy using this innovative, rechargeable and fascinating collection of three rotating tops, which illuminate when spun. Underpin a range of key skills as children experiment, explore and make discoveries about how they can get the tops to light up, whirl and twirl.

www.tts-group.co.uk - EY10972



Light up Mirror Infinity Circle

Peer into the mirror as it gives the illusion of a sparkly tunnel with beads of light that children will be fascinated and enthralled with. This mirror will be a great addition to any sensory room or role play area.

www.tts-group.co.uk - EY11032

Pop up sensory space

A calming, safe sensory space for children to relax, unwind or explore. This lightweight pop-up area is perfect as a relaxing, quiet or calm zone, away from noise and distractions for children to chill out. Alternatively, use with lighted objects and UV equipment for sensory exploration.

www.tts-group.co.uk - SD10015



Glow pebbles

A set of 12 rechargeable illuminated pebbles that can be stacked and rolled for engaging sensory learning. A great resource for sensory rooms and a novel way of encouraging children to experiment and explore.

www.tts-group.co.uk - EY07307



NEW Light up Tactile Glow Spheres

A set of light-up, textured balls with intricate designs, that can be used for mark-making, fine motor skills, and calming activities. Each has a raised pattern, and are lovely to hold and manoeuvre on different surfaces.

www.tts-group.co.uk - EY10974

Electronic Discovery Doors

A wooden wall panel featuring five magical doors, each with 30 seconds of recording time. Personalise each door with sounds, messages, stories and instructions and use the slotted space behind each for your own inserts!

www.tts-group.co.uk - EY10010



Den Building with Crates Kit

Children can use their imaginations and develop key STEM skills with this open-ended den building kit. They will also develop their creative skills as they dream up a cave, a castle, water run or forest hideaway!

www.tts-group.co.uk - E02875



Baby Natural Soft Furnishings collection

Enhance your environment with these beautifully made tactile cushions, basket and snuggly soft blanket in these themed colours. This collection makes a lovely, welcoming addition to spaces and corners in your setting (pictured left).

www.tts-group.co.uk - EY11604



This guide has been co-authored by Stacy Mann. Stacy has worked in early years for almost 20 years. She runs a training and consultancy business called Early Years Training Network and is also an associate trainer for NDNA. Stacy embarked on a new journey of well-being five years ago, becoming a Relax Kids coach.

Relax Kids is a unique method of introducing children to relaxation. It can help their concentration skills, listening skills, creativity skills, self-esteem, and mental and physical health. It revolves around elements of social and emotional aspects of learning. Children are asked to complete activities including movement, games, breathing and stretching, massage, affirmation and visualisation. Find out more at www.relaxkids.com



relax Kids
creating calm confident kids







Stacy Mann



National Day Nurseries Association

At NDNA, we don't just provide nursery membership, lobby government and offer training, we are dedicated to making a difference. We are a charity that believes in quality and sustainability so we put our members' businesses at the very heart of ours. We enhance, support, nurture, cherish and challenge.

Every year we run an annual Healthy Body, Happy Me campaign to encourage better health and happiness by giving nurseries FREE resources for play, learning and fun. Get involved with our 2020 campaign and help keep your children happy and healthy.

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#HealthyBodyHappyMe

National Day Nurseries Association

National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
01484 407070 marketing@ndna.org.uk

www.ndna.org.uk/healthy



healthy body
happy me 2020
WELL-BEING

Tuesday

Healthy Body, Happy Me 2020

Physical Well-being



National Day Nurseries Association

*Brighter thinking
for early years

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Bringing active play and physical exercise into the nursery environment

Active play allows children to develop their concentration levels and develop functional skills. Some fun ways you can develop active play or physical activity in the nursery environment include:

- Always have a variety of resources available for the children so they can freely engage with their interests
- Set time aside every day for children to be engaged with organised physical activities, led by qualified members of staff
- Add variety to each week through games, specialised music and movement sessions. Younger children can take part in baby yoga and massage
- Finally, try to incorporate swimming into the nursery weekly planner, allowing children to learn a valuable life skill – find out more below!

Find more ideas at bit.ly/2vPXp5b and read on to learn about physical literacy.



Swimming lessons

Learn to swim

Nuffield Health encourage all children to progress through the Swim England 'Learn to Swim' programme to ensure that every child leaves the nursery environment with this essential life skill.

Swimming is also a great physical activity for the whole family - there are so many benefits of swimming for children. Don't forget your A, B, Cs...

A - Active lives: children who live active lives are healthier and happier! Get in the pool and get blood pumping through their bodies and brains, an essential part for their on-going development

B - Balance: our bodies have to maintain a streamline, horizontal body position when we swim, so swimming regularly can help children develop and improve good balance

C - Confidence: swimming is a great confidence builder, helping children to become body confident and develop belief in their athletic abilities and in their social skills, especially as part of a team.

To read the full A-Z, visit bit.ly/39KByeg

Physical literacy

What is physical literacy?

Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports children's physical, cognitive, social and emotional development and creates healthy, active movers.

Review your practice to observe how much time children are engaged in physically active play and how much of their play time is spent on sedentary activities.

Do children receive the recommended physical activity levels across a day? Identify areas across the environment that could be made more active e.g. removing chairs from the playdough or malleable materials table.

Find out more in the Youth Sport Trusts's early years physical literacy framework at bit.ly/32aykOH

Ball game activities to encourage children's physical literacy

Treasure basket

Provide babies with a treasure basket full of different sized balls to explore, for example, ping pong balls, soft squishy balls, material balls etc. Provide a space on the floor for babies to explore the balls, ensuring babies have opportunities to reach, stretch and grab for moving balls.



Table football

Use masking tape to outline your football field boundaries and goal posts on a table top. Divide the players into two teams at each ends of the table. Drop a ping pong ball into the middle and encourage the players to use their fingers to guide and pass, kick and aim the ball.

Water polo

Use your water tray to set up a water polo pitch. Add a target to each end of the water tray for children to aim for. Drop a ping pong ball into the tray and give each a child a straw. Encourage children to move the ball towards the target by blowing through the straw!

Ball splat painting

Gather a range of different sized and textured balls. Create a large paper canvas on the floor (stick lots of smaller pieces together - lining paper could be used). Fill trays with different coloured paints and encourage the children to dip/roll the balls in the trays and then throw, roll, kick, dribble, drop the balls onto/across the paper. Take a photo of your finished art work.

Dribbling skills

Create a space in your outdoor area. Use cones to create a course for children to dribble the ball around. If you don't have cones, then choose items from around the nursery. Think about creating different courses to meet different levels of difficulty.



Target practice

Use your outdoor fences or walls to create a target for throwing practice. Draw your target with different widths for use with big or smaller balls and add numbers for scores, if appropriate. Provide children with big footballs and smaller sized balls such as a tennis ball so each child has a ball that meets their level of ability. Encourage the children to throw the balls at the targets and identify their scores (where appropriate).

The 15-minute workout for older children

If you're struggling to incorporate physical activity into your day-to-day nursery routine, don't forget that even 15 minutes can help! Why not check out this handy article and video as a guide to get you started:
www.nuffieldhealth.com/article/15-minute-workout-for-kids

Activities for your nursery children and parents

Fun for the whole family

It's important to get the whole family involved in exercise, so encourage parents to try these fun activities with their children:

1. Go on a family bike ride
2. Take the whole family for a splash at the pool (you can pass along our top tips)
3. Try trampolining
4. Try a family friendly circuit at the park
5. Have a family disco!

For even more suggestions, please visit <http://bit.ly/2vMvrHP>



Well-being of parents

At Nuffield Health, we believe that parents need to look after their well-being (both physical and mental) in order to be their best for their children. Life changes a lot when starting a new family so pass along these tips for your parents to implement:

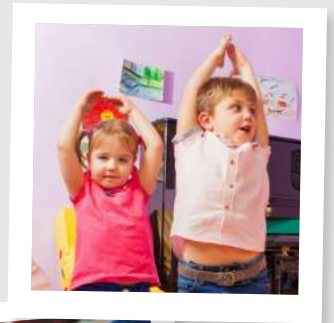
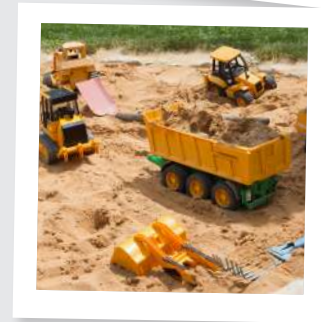
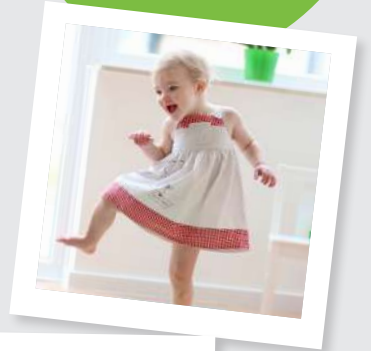
1. Try some light physical activity such as yoga or pilates (www.nuffieldhealth.com/gyms/classes/yoga)
2. Try practicing mindfulness
3. Reach out for support if you need to (www.nuffieldhealth.com/emotional-wellbeing)

You can download a free day pass access to your local Nuffield Health gym by visiting www.nuffieldhealth.com/campaigns/gyms/free-pass - pass this along to your parents and carers through your communications.

For more information about how parents can better cope with the changes starting a family brings, read our full article at bit.ly/3bNe8qu

Music and movement activities

Music is all around us every day. It enhances moods, removes language barriers and offers children the opportunity to elicit role play responses through adult-led play. And, it's a great way to encourage children to get moving!

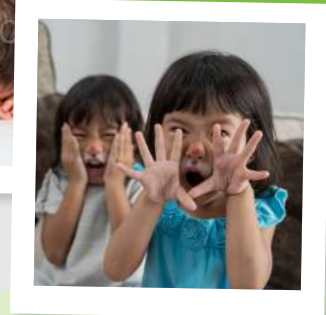


Digger and dumper trucks

This activity boosts cross-laterality and mid-line development.

- Explain we are building a house and we must pretend to be all of the equipment
- Firstly, we are diggers. Make an excavator shape with your arms, bend low to scoop the soil reverse and repeat. Include digger sounds to boost communication skills
- It's time to lower the pipes, so we need to be cranes! Extend one arm and bend to lift the pipes, twist your body around and lower. Keep your other arm on your waist to help with balance
- Let's mix the cement now. Hands on the hips, slowly spin around, then bend at the middle to pour out the mixed cement
- Road rollers are required to make the surface flat, so roll your hands and slowly walk forward and backwards
- The preparation is complete and the builders are ready to start hammering, sawing, drilling, pneumatic drilling, bricklaying, spreading etc – encourage the children to use their imagination to perform lots of different actions!

Tip The music "Plaid – Abba Eedio" works very well to support this activity.



Move with the music

Encourage children to make a range of movements with these songs:

- **Raindrops keep falling on my head (Burt Bacharach)** - Draw chalk puddles and ask the children to splash and jump in the puddles
- **Novio (Moby)** - Provide the children with some floaty equipment (scarves, ribbons, fabric) to make slow, gentle movements to the music
- **Doll on a music box (Chitty Chitty Bang Bang)** - Imagine winding up the dolls and ask them to try and move mechanically; you may wish to show them the footage from the film
- **The grasshopper dance (Bucalossi)** - Ask the children to imitate being centipedes with lots of legs and try and move in time with the music. When making lines ensure children hold waists, not shoulders
- **Roar (Katy Perry)** - Ask the children to dance around to the music and when they hear the word tiger, they must become a tiger and prowl around



- **Walk the dinosaur (Queen Latifah)** - Discuss different dinosaurs and their movements e.g. Diplodocus is slow-moving and bulky with a long neck; Tyrannosaurus Rex has little hands and sharp teeth, and is fierce and fast; Pterodactyls fly, swoop, soar and eat fish. Demonstrate the movements to the music
- **Blackbyrd (Donald Byrd)** - Try being spies or police officers scouring the room for potential baddies. Why not try crawling on hands and knees, side stepping and the occasional safe stunt roll!
- **Password (Ludovico Einaudi)** - Imagine being a caterpillar making your way through the vegetable patch and when the piano key drops transform into a butterfly
- **Oh so quiet (Bjork)** - When the music is quiet tiptoe around. When the music becomes louder, skip or run! Encourage no shouting as the children must listen for the change in tempo
- **Symphony no 6 in F major "Pastoral" (Beethoven)** - Ask the children to demonstrate being wild animals. Can they make the sounds like the animals, eat as the animals and walk as the animals etc.?



These music and movement activities appear in NDNA's "Music + Movement: The Early Years" publication written by Helen Battelley. Find out more at www.ndna.org.uk/publications

Helen Battelley is an internationally renowned consultant, trainer and speaker in physical development and movement in early education. She has been working as a dance and movement specialist for around 20 years and delivers training to practitioners, managers and teachers. Find out more at www.musicandmovement.org.uk



This guide has been co-authored by NDNA and Nuffield Health.





At Nuffield Health, we are united in our purpose to build a healthier nation through outstanding day-to-day services in our 31 award-winning hospitals, 112 fitness and well-being clubs, healthcare clinics, nurseries and 200 workplace well-being services. As the UK's largest healthcare charity, we support all types of physical activity for families and children of all ages.



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Wednesday

Healthy Body, Happy Me 2020

Emotional Literacy & Communication

Exciting competitions inside



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WALKER BOOKS



Introduction

Storybooks can be a fantastic tool for starting a conversation about feelings. They enable children to identify a range of emotions and to describe their own; they also help children to understand that everyone can experience different emotions.

“By building a child’s social and emotional capabilities we enable children to be happily engaged with others and with society, and to learn, to develop fully, to attain and to achieve. In essence, it delivers school ready, life ready, and child ready members of society” (The Allen Report, 2011).

Sharing stories can be magical for children and adults as they share a special moment sitting together and reading a story, looking at the illustrations and talking about what has happened. The following points can help you, the story-teller, to make the experience even more valuable:

- Your story is appropriate for the age of the group or child you are going to share it with
- Props you may need to help to tell the story or promote children’s interaction

- Choose a location for your story reading and provide a space that is comfortable, relaxing and free from loud noise or interruptions. Make sure you have read the story yourself beforehand so that you are familiar with the tone, pace and narrative. This will help you draw children into the magic of the story by using your voice, tone and pitch
- Think carefully about where and why you may want to ask a question. Try not to interrupt the story flow by inserting questions unless they have relevance
- Make sure you have enough time to enjoy telling the story.

Today’s activity guides are linked to Walker Books’ *Guess How Much I Love You*. If you do not have this book then find a story that talks about a child’s feelings and things they like/love to do in its place. Alternatively you could see if your local library or a parent has a copy you can borrow.



Guess How Much I Love You™ © 1994-2020 Sam McBratney and Anita Jeram. All rights reserved

Find extra activity resources from Walker Books at www.ndna.org.uk/healthy





Creating your own storybook

Once children are familiar with the story, provide the props for them to act out their own story and record it with photos.

Resources

- ✓ Camera
- ✓ Printer
- ✓ Props for retelling the story
- ✓ Glue sticks
- ✓ Paper/floor book (if using paper you will also need a hole punch and treasure tags)
- ✓ Pencils



Take pictures of your story

Activity guide

- Photograph each stage of the story
- Print the photographs, sit with the children and use the photos to create a timeline of the story events to organise the storybook
- Stick your images onto large pieces of paper (use a hole punch to create holes and treasure tags to secure the pages together) or you could use a large floor book
- Develop a short narrative for each photograph by scribing the children's words
- Support children to write some key words - if appropriate to their stage of development
- Ask children to decorate the individual pages with story character drawings and decide together on the title of your book and list of authors, illustrators etc.
- Store the book in your home corner so children can revisit both versions of the story. Encourage children to take the books home to share with parents, or create a second version to support home learning.





What does the person love?

“What we love” display

Find out about the things children love to do in your setting by creating a “what I love to do in nursery” display!

Activity preparation

Prior to the activity find a free wall space at child height to create your display.

Resources

- ✓ Wall space for the display
- ✓ Paper and pencils
- ✓ Glue sticks
- ✓ Camera or cameras
- ✓ Sticky tack or similar to stick finished article onto the wall display

Activity guide

- Read the storybook *Guess How Much I Love You*
- Ask the children what they love to do at nursery and listen to all their ideas
- Introduce a camera and explain that they are going to photograph the thing they most love to do in nursery (discuss turn taking with the camera and asking for help from a friend, especially if a child wants to appear in the picture). Hand the camera over to the children and support them to take a photo of the spaces or activities they love the most. Don't forget to include the adults so children can learn about what they love to do too
- Print the photographs off together and encourage the children to find and cut out the one they choose to take
- Ask children to stick their photo onto the paper and scribe what each person loves to do e.g. Emily loves to play in the sand, she loves to build big sandcastles (children can write their names and scribe where developmentally appropriate)
- Ask the children to stick their finished image onto the display
- Revisit the display together and look at the things the children love to do. Talk about the similarities between their choices.

Find extra activity resources from Walker Books at www.ndna.org.uk/healthy



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WALKER
BOOKS

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Moving like a hare

In the story book Little and Big Nutbrown Hare move in lots of ways to show how much they love each other. In this activity you are going to ask the children to move like a hare.



Hop and jump

Activity preparation

Prior to the activity, cut out the hare ears from the Walker Books extra resources and stick them on a strip of card to be worn on a child's head.



Stretch your limbs!



Hop like Little Nutbrown Hare

Activity guide

- Find a space (outdoors if possible) where children can move freely
- Encourage children to feel their own heartbeat (this should be a slow, steady beat) before you start the physical activity so they can identify the difference once the activity is complete
- Recap the story and talk about how the hares move e.g. hop, bounce, jump, and stretch out their limbs, wiggle their noses, shake their hare ears etc
- Encourage the children to try out a range of movements in the space provided
- Once the activity is complete, carry out a warm down and relax activity: ask children to feel their heartbeat again (this should be beating fast if they have taken part in the physical activity). Discuss how exercise is good for us as it makes our hearts active and keeps them healthy. Ask the children to sit or lie down and breathe in through their noses and out of their mouths nice and slowly (keep your voice low and slow). Ask them to close their eyes and listen for the sounds they can hear. After a few minutes check heartbeats again and discuss the difference between the sitting heartbeat and an active heartbeat.

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Find extra activity resources from Walker Books at www.ndna.org.uk/healthy

Sharing the love – “I love the way you...”

This activity should be done in a circle time in small groups so children are not sitting for long periods. If you have children that are not comfortable talking in groups then you may want to introduce a puppet so the child can talk through the puppet.

Resources

- ✓ A comfortable, quiet space
- ✓ A puppet (if needed)



Talk through the puppet

Activity guide

- Ensure children are sitting comfortably
- Read or recap the story, *Guess How Much I Love You*. Talk to the children about the things they love and ask them what they love about each other
- Start the discussion off by saying what you love about each child, for example: “I love the way Wesley was kind to Jao when he fell over today by rubbing his back to make him feel better”, “I love the way Evie smiles every morning when she comes into nursery”; “I love the way Alfie builds big tall towers all by himself”, etc
- Encourage the children to join in by saying what they love about each other.



What do you love?

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Find extra activity resources from Walker Books at www.ndna.org.uk/healthy



Competitions

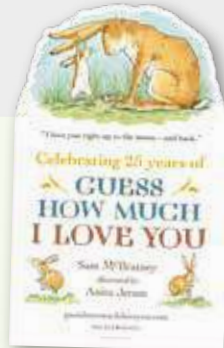
Prize draw

Win a Guess How Much I Love You special anniversary pack containing poster, stickers, hare ears and standee.

We have 50 packs to give away courtesy of Walker Books as they celebrate 25 years of Guess How Much I Love You—the heartwarming tale of Little Nutbrown Hare and Big Nutbrown Hare by Sam McBratney, beautifully illustrated by Anita Jeram.

Guess How Much I Love You has become one of the most enduring bedtime classics of all time and is a fantastic tool for starting a conversation about feelings. Sometimes, when you love someone very, very much, you want to find a way of describing how much you treasure them. But, as Little Nutbrown Hare and Big Nutbrown Hare discover, love is not always an easy thing to measure!

Simply sign-up at www.ndna.org.uk/healthy to let us know you're taking part in NDNA's annual Healthy Body, Happy Me campaign to be in with a chance of winning one of these lovely anniversary packs.*



Bundle of goodies

Competition

Win a Guess How Much I Love You character costume visit to your nursery or bundle of goodies.

Would your nursery like to win a Guess How Much I Love You character costume visit or bundle of goodies?

We've teamed up with Walker Books for our Healthy Body, Happy Me campaign as they celebrate 25 years of Guess How Much I Love You - the heart-warming tale of Little Nutbrown Hare and Big Nutbrown Hare by Sam McBratney, beautifully illustrated by Anita Jeram.

The first prize is a character costume visit from Big Nutbrown Hare and Little Nutbrown Hare to your nursery. The runner-up prize is a bundle of Guess How Much I Love You goodies which includes wooden blocks, a Large Nutbrown Hare plush toy and a ring rattle, courtesy of Rainbow Designs.

To enter, correctly answer the question at www.ndna.org.uk/healthy along with your contact details by midnight on Friday 27 March 2020.*

*T&Cs apply, see details at www.ndna.org.uk/healthy

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Costume visit to your nursery



**This guide includes activities inspired by
Guess How Much I Love You.**

This year marks the 25th anniversary of the classic children's book *Guess How Much I Love You*.

"I love you right up to the moon – AND BACK!" Sometimes, when you love someone very, very much, you want to find a way of describing just how much you treasure them. But, as Little Nutbrown Hare and Big Nutbrown Hare discover, love is not always an easy thing to measure!

Since its publication in 1994, children and parents worldwide have cherished the heartwarming tale of Little Nutbrown and Big Nutbrown Hare so much that it has become one of the most enduring bedtime classics of our time.







Guess How Much I Love You™ © 1994-2020 Sam McBratney and Anita Jeram. All rights reserved.

National Day Nurseries Association

At NDNA, we don't just provide nursery membership, lobby government and offer training, we are dedicated to making a difference. We are a charity that believes in quality and sustainability so we put our members' businesses at the very heart of ours. We enhance, support, nurture, cherish and challenge.

Every year we run an annual Healthy Body, Happy Me campaign to encourage better health and happiness by giving nurseries FREE resources for play, learning and fun. Get involved with our 2020 campaign and help keep your children happy and healthy.

 @NDNATalk  /ndna.org.uk  National Day Nurseries Association  @NDNATalk
#HealthyBodyHappyMe

National Day Nurseries Association

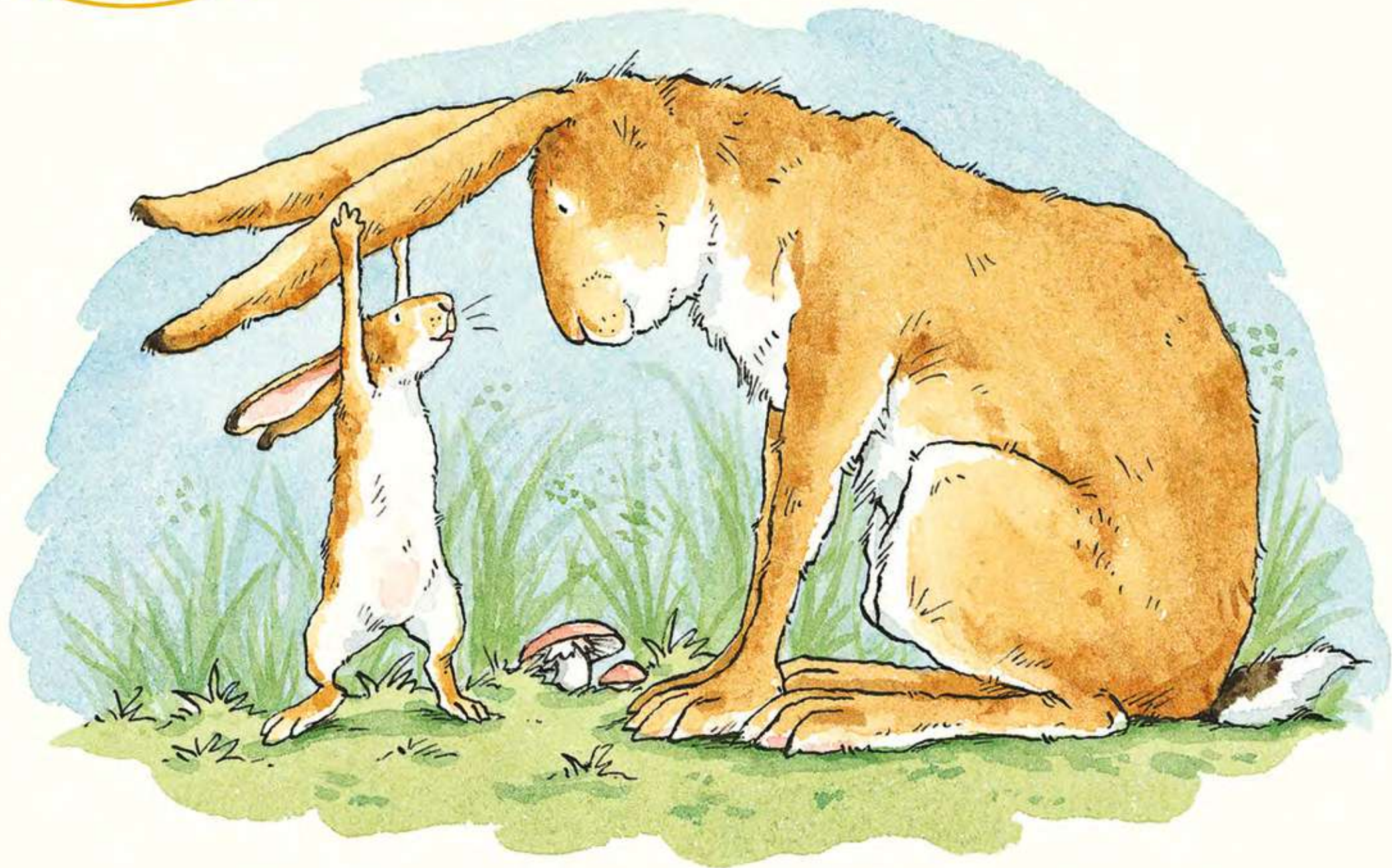
National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
01484 407070 marketing@ndna.org.uk

www.ndna.org.uk/healthy





“I love you right up
to the moon –
and back.”



Celebrating 25 years of
GUESS HOW MUCH
I LOVE YOU

Sam McBratney *illustrated by* Anita Jeram

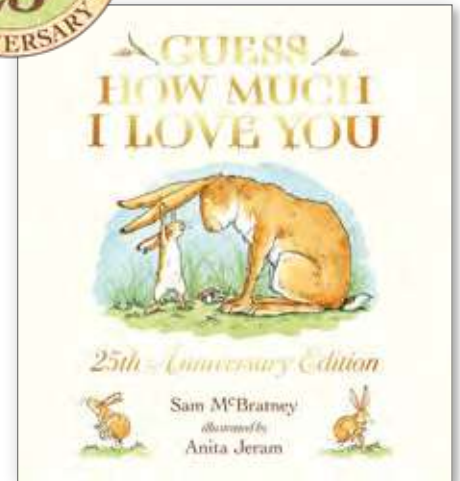
guesshowmuchiloveyou.com

WALKER BOOKS

Storytelling fun with GUESS HOW MUCH I LOVE YOU

Sam McBratney *illustrated by* Anita Jeram

The timeless and heart-warming tale of Little Nutbrown Hare and Big Nutbrown Hare has become one of the world's best-loved picture books. There is plenty of space for action and props. If you are a newcomer to the book, try telling the story with just actions first. If you are already familiar with the story, try adding some multi-sensory props. Above all, enjoy the warmth and love on every page when you share this enduring classic. Relax, pace yourself and have fun with it – your guests will have a wonderful time!



9781406391169 • £6.99 • Board Book

9781406391152 • £5.99 • Paperback

THE STORYTELLING SPACE

When planning the session make sure you are in a cosy, enclosed space where parents can sit with their children comfortably. This touching tale is all about the very special relationship between the big person and the little person they love. This means babies even a few months old will get huge enjoyment from the storytime experience, especially when the adults join in! Beware of distractions, such as a basket of toys or an interesting chair to crawl under. If there is a window in the room with a view onto the street, aim to have it behind the audience, not behind the storyteller!

BEFORE YOU START

Prepare by reading the book aloud to yourself several times. You may find putting the book on a music stand is easier than holding it or you might want to enlist a volunteer to sit beside you, show the book for you and turn the pages. This will leave your hands free to point and do actions!

Babies might not be able to speak or understand words but they are certainly aware of feelings which is why this is such a great book for the very young. It takes us on an emotional journey – yearning, insecurity and hope, finishing with the wonderful security and love of the ending. Take your time with every page. Look at the gentle illustrations and allow the story to progress slowly, exploring the different feelings on each page with the audience.



WARMING UP

It's nice to interact with the group before you start reading. Start off with a strong "hello" and encourage everyone to wave and say "hello" back. Warm everyone up with a joining-in action song, for example

"Head, Shoulders, Knees and Toes" or *"If You're Happy and You Know It"*.



READING THE STORY

Actions

The text really lends itself to actions which grown-ups can do with their baby:

- Holding onto your ears
- Stretching your arms wide
- Reaching up high
- Tumbling upside down (a roly-poly movement with your hands)
- Stretching out your toes
- Hopping (or bouncing a baby on your lap!)

Props

If you are already using actions and are very confident with the story, you could try adding props as well. They are brilliant fun, multi-sensory and will engage the group. Consider using a big scarf/sheet/blanket of soft blue fabric to represent the river.



As you get to *"I love you all the way down the lane as far as the river..."* you could try getting out the fabric and gathering around it, putting your feet underneath and pretending to paddle, asking parents to take hold of it and wave it as if it was water.

(Make sure toddlers don't run around too much at this point or they could slip over!)

Then you come to *"he looked beyond the thorn bushes out into the big dark night. Nothing could be further than the sky"* it is time for the moon to make an appearance. Be creative! The simplest option is to make your own moon from card but you can experiment – a round tin tray, a mirror (so long as it's not too fragile) a frying pan or silver balloon ... whatever you like! If you have some fairy lights, you could make the stars as well.

The final prop which is fun to create is Little Nutbrown Hare's *"bed of leaves"*. Collect a pile of dry leaves into a bag and pass it round. The leaves make a satisfying crispy rustle and the audience can smell and hear them, touch the bag and shake them. Don't let the babies or toddlers hold an actual leaf as they could put it into their mouths.

Introduce the props before the story starts. Get out each item one at a time, introduce each sensation gently and calmly. Never force a child to touch anything they are not happy with – children can get just as much fun from watching other people experience things. They often LOVE to watch their parents trying things! Allow ten minutes for the prop-exploration before reading the book.

Props can be kept in a box throughout. Bring them out one at a time and put away as soon as they are done with. Take a pause, relax and allow time to explore each prop before putting it away. You might want to allow between three to five minutes of “play” before picking up the book for the next bit.

Kids who don't like it

Of course all the above is very good, but no matter how brilliant the book or the storyteller, sometimes a child won't respond. They may be tired, hungry or just not ready to listen to a story. Prior to reading your story, find a quiet, comfortable space and put a copy of the book in there. You can also add soft toys and props related to the story so that any child who is not ready to engage in your storytelling session can go to the quiet space, with their parent/carer, to explore the story in their own way.

SAYING GOODBYE

Another joining-in song can be a good way to finish storytime. If you have a goodbye song, that's great. Otherwise a few choruses of “*Sleeping Bunnies*” is always popular!



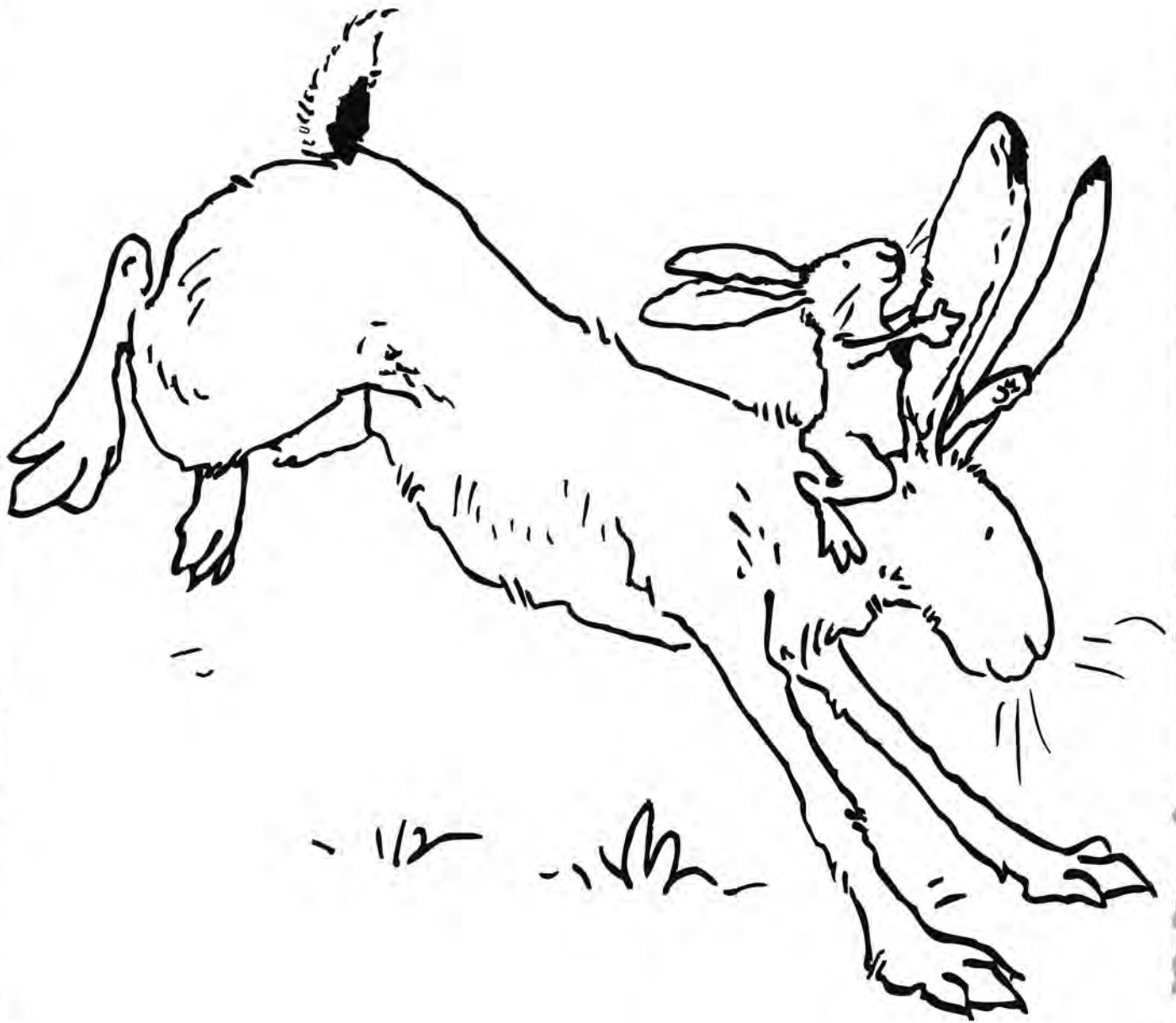


Guess How Much I Love You™

Colouring Sheet

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GUESS HOW MUCH I LOVE YOU™



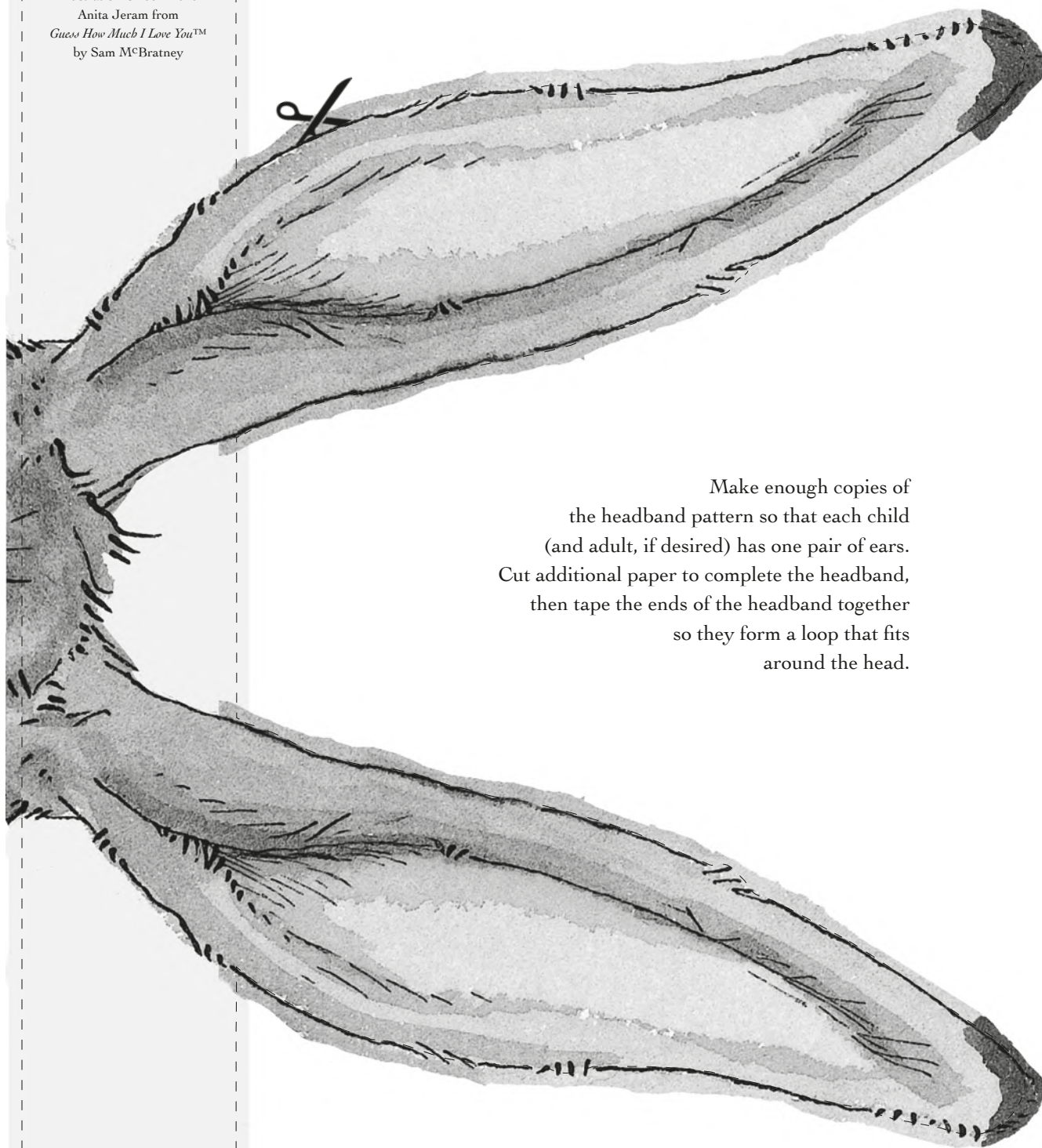


Guess How Much I Love You™

Make Your Own Nutbrown Hare Ears

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Illustration © 1994-2020
Anita Jeram from
Guess How Much I Love You™
by Sam McBratney



Make enough copies of the headband pattern so that each child (and adult, if desired) has one pair of ears. Cut additional paper to complete the headband, then tape the ends of the headband together so they form a loop that fits around the head.



Guess How Much I Love You™

Move Like a Nutbrown Hare

.....

Materials: Hare-ear headbands for children (and parents, if desired).

Invite attendees to assemble the hare-ear headbands. Once all attendees are wearing their ears, gather in a circle and re-enact the story as follows by reading the following lines to the group:

Children: I love you this much. (stretch arms out wide)

Adults: But I love *you* this much. (stretch arms out wider)

Children: I love you as high as I can reach. (stretch arms up high)

Adults: I love you as high as *I* can reach. (stretch arms up higher)

Children: I love you all the way up to my toes! (touch toes)

Adults: And *I* love you all the way up to your toes. (touch toes)

Children: I love you as high as I can hop! (hop in a circle)

Adults: But I love you as high as *I* can hop. (hop one big hop)

Children: I love you all the way down the lane as far as the river. (point across the room)

Adults: I love you across the river and over the hills. (point and turn in a circle to indicate a wider range)

Children: I love you right up to the moon. (point up)

Adults: (sit in chair) Oh, that's far. That is very, very far. (lift child into lap)

Adults: (whisper) I love you right up to the moon—and back.





Guess How Much I Love You™

Drawing

.....

Draw the thing or person you love the most.





healthy body
happy me 2020
WELL-BEING

Thursday

Healthy Body, Happy Me 2020 Environmental Well-being



National Day Nurseries Association

*Brighter thinking
for early years

Introduction...

from Cheryl Hadland, Tops Day Nurseries

Environmental well-being has become a pressing concern for everyone and you can play your part in helping to teach future generations about the environment while increasing the sustainability of your setting.

If you make just a few changes, it will quickly cascade to your colleagues, friends and family, and help to save our planet from the climate crisis facing us right now. It's exciting to know that we can make changes and help, but what you choose to do has to be up to each individual, and depends on:

Who you are and what is it about sustainability that excites you?

Who are the children that you are responsible for educating and caring for? What are their interests, what are their schemas, and how could you extend and fascinate them to create positive learning in sustainability?

There are sure to be some aspects of sustainability that you know about already, and that you engage with.

Perhaps you have listened to Greta Thunberg, the teenager who is making the world's politicians listen to her demands for them to act on climate change.

Or have you watched A Plastic Ocean, or Blue Planet 2 and heard David Attenborough describing the damage we are doing to the planet?

Or perhaps you have reduced or stopped eating meat after watching Game Changers or Cowspiracy on television. Perhaps you are upset at the number of creatures that are extinct already, with so many also endangered?

There are non-believers in climate change, but the fact is that in 2019 Europe had the hottest year on record, and huge swathes of Australia have been on fire recently. I (Cheryl) believe the scientists who are telling us to cut our carbon dioxide (CO₂) and methane emissions in order to avoid an ever worsening climate change crisis.



Eat plant based



Turn off lights



Recycling



Here are some easy changes you can make in nursery and at home

- **Avoid using BBQs, bonfires or wood fires too often as they produce CO2 and carbon monoxide.** Commercial incinerators also produce CO2 but in the UK these have filters to prevent toxic gases escaping into the atmosphere. Electricity produced from renewable energy (wind, solar, hydro, thermo) is the sustainable alternative
- **Don't allow parents to idle their engines in your car park** while they unload or wait for someone
- **Don't spray any aerosols** – because the propellants include hydrocarbons and compressed gases like nitrous oxide that are notorious for contributing to global warming. These also emit volatile organic compounds (VOCs) which are a key cause of asthma
<https://www.scientificamerican.com/article/are-aerosols-still-bad/>
- **Don't use toxic chemicals** – they can be found in many places, from cigarettes, to perfumes, to cleaning products
- **Switch off lights, heating and air conditioning when not needed.** Alternatives might be timers, sensors and controllers (such as Nest) to enable you to turn equipment off easily and back on before you return
- **Don't buy one-use plastic** – such as plastic nappies, aprons, nappy sacks, glitter, sequins, baby wipes and packaging - and try to reduce what you buy new in general. Try washable nappies and wipes instead of plastic one-use versions
- **You could try to cut down your meat and dairy consumption** at nursery, and incorporate more plant based meals
- **Talk to children of all ages about the environment we live in.** Model caring for the environment by turning off lights, recycling paper and talking to children about recycling
- **Introduce a paper recycling bin into the rooms at your setting.** Talk to all the children about how to use this and why it is so important.



Activities for your nursery

Here are a few ideas for teaching children about sustainability.

Grow some plants that clean air inside

Air is generally more toxic inside than outside, due to paint fumes, aerosols, vehicle fumes entering the building, perfumes and cleaning chemicals.

Spider plants are safe, easy to look after and clean the air, with the added advantage that they produce baby spider plants that you can detach and re-plant.



Growing spider plants

Learning aims

- Knowledge of the world – how plants grow, life cycles and food chains
- Understanding how plants (and trees) contribute to a healthier environment – both indoors and outdoors
- Personal, social and emotional development – caring/tendering, working together, sharing.

Resources

- Seeds or potting plants, soil and compost
- Plant pots with drainage holes, plant pot trays and an indoor watering can. Try and avoid plastic pots if possible, as these just add to our plastic waste, or aim to re-use pots
- Simple gardening tools that the children can easily use – a spoon or small trowel
- A decent sized space in sunlight
- Resources for decorating pots.

Activity outline

1. Encourage children to choose a pot and decorate it themselves however they like – they can add their name to it too
2. Plant the seeds straight away in a soil based, well-draining compost, as they don't react well to being stored
3. Using a spoon add the compost into the pot and plant the seed about 2.5 centimetres deep then water
4. Water regularly to keep the soil moist but not too soggy. Spider plants don't like to be too dry or wet
5. Keep in bright to moderate indirect sunlight
6. Spider plants grow fairly quickly and can easily become pot bound – so re-pot the plants regularly
7. In summer the plants can be grown outdoors
8. This activity will teach children that caring for a living thing gets results and that things can take time to reach their full potential.

Activity
extension on
the next page



Activities for your nursery

Activity extension

The activity can be extended to include the life cycle of the plant. Once your seedling is fully grown, it will produce “Spiderettes” or baby plants! You can leave the baby attached to the parent plant until the new plant takes root, then separate it from the parent by snipping the runner. These can be re-planted and given to the children to take home.

Or why not have a plant sale with all the baby spider plants, and get the pre-school children involved in helping to sell the plants and take the money?

Other plants you could grow

You could also grow a prayer plant – the leaves curl at night, which is nice to observe in the early morning. It only grows to 12 inches and semi shade suits it best.

Gerbera Daisies have lovely, bright colours. They need partial to full sun and the soil must not get wet or their roots rot. A real one in the centre of the lunch table is much nicer than an imitation one!



Prayer Plant



Gerbera Daisies

Buy a home energy monitor

Did you know that for between £10 and £40 you can look at displays of energy consumption, actual power, CO2 emission or room temperature? Some energy companies offer free monitors – why not get in touch with your supplier and encourage the children to watch the meter go red when you put a tumble drier or kettle on! This is great for Science, Technology, Engineering and Maths, (STEM), as well as Knowledge and Understanding of the World. You can install them easily yourself and you can move them around so they are close to the machine you are checking. You could label some machines as “energy monsters” so everyone is clear that they should use them sparingly! Balance this with having the children help you hang up the washing on the line in the garden!



Activities for your nursery

Creating and caring for a wormery

Creating and caring for a wormery can be a source of delight and fascination as well as teaching children (and colleagues) about sustainability. Not only do the children learn that different creatures eat different things but they also learn about reducing food waste and what to do with food waste. There are some do's and don'ts to having a wormery, the most important of which is not to use earth worms from the garden - buy tiger worms online. Put up a poster that helps colleagues and children learn what the worms can eat and what will kill them.

Learning aims

Understand how food waste can be recycled to make compost and understand how we can reduce the impact of our waste on the environment.

Resources

- A shady outdoor space (under a bench or table is fine) for the worms to live
- A large plastic box with a lid (larger than 35cms in diameter). A recycling box is the ideal size
- A drill with a 0.5 inch (12 mm) drill bit
- Two bricks or pieces of wood to stand it on
- Some newspaper or cardboard
- Tiger worms from an online retailer such as The Eden Project or a fishing tackle shop, or compost heap (note: earth worms from your garden soil are not suitable)
- Worm bedding - you can use worm compost, homemade compost, shop bought compost, or coir (coconut fibres).

For full details see:
<https://verticalveg.org.uk/how-to-make-your-own-wormery/>



Make your own wormery

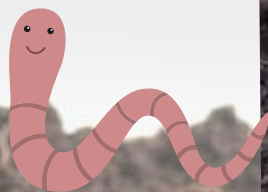
Activity outline

1. Drill holes in the base of the box about 2 inches (5cm) apart. The more holes the better to let the worms breathe
2. Put the box on bricks or pieces of wood so air can circulate through the air holes
3. Put a layer of newspaper in the bottom of the box to stop the worms falling out
4. Drill small air holes in the top of the sides of the box. You can drill them in the lid if it is in a sheltered place
5. Add enough worm bedding to create a layer an inch (2.5cm) deep and water lightly until it resembles a wrung-out cloth
6. Add some worms – around 300 to 500 is ideal – but depends on the size of the box. The more worms you have, the faster your wormery will become productive
7. Add a small supply of food: tea bags, banana skins, veg peelings, coffee grounds are all good. You can also add processed and cooked food to the wormery but avoid adding in quantity until the wormery is well established
8. Avoid adding onion skins, citrus, spicy or oily foods
9. Add some newspaper and cardboard to balance the compost – to form about 20-30% of the content.
10. Cover the surface with cardboard, newspaper or an old towel
11. Replace the lid and place in a shady spot out of direct sunlight.

What to feed the worms:

- ✓ Anything green – especially the leafy stuff
- ✓ Fruits
- ✓ Vegetables
- ✓ Coffee Granules & filters
- ✓ Plastic free tea bags & loose tea leaves
- ✓ Brown paper & black and white print newspaper
- ✓ Eggshells (crushed adds calcium)

✗ Don't feed the worms citrus fruit, fats, oils, salad dressing, breads, cereals, salt & seasoned food, meat, sugar & preserved foods, onions & garlic.



Quick reward activities

Repurposing resources

Spend a day looking at what resources you no longer use and see if you can reuse and recycle. Could the materials be repurposed? E.g. if you have pans that are no longer used in the kitchen, could they be used in the role play or outdoor area? Reduce the need to purchase new resources by involving your families in sourcing resources, such as finding old hats for role play.

Reducing food air miles

Think about where your food comes from and how you can reduce air miles. Talk to your children about the impact on the environment if food travels long distances, and start to grow your own herbs, fruit and vegetables. Rather than purchasing plant pots, reuse yogurt pots, egg cartons and containers to grow seeds. Put on a sunny windowsill and watch them start to grow in front of your eyes! Also, if you have a suitable area then set up a composting bin and recycle your own food waste.



Growing vegetables

Conserve water

Consider how much water is consumed - can water from the water tray be reused for watering plants at the end of the day? Talk to the children about conserving water and how we all play a part in this with small steps to help conserve the planet.

Helping wildlife

Does your nursery have areas to attract wildlife such as bird feeders and bug hotels? This helps to support and promote diverse wildlife. We all know there has been a drop in wildlife numbers, and if we all create natural habitats - however small - these can make a big difference in encouraging wildlife into our environments. Children who have opportunities to observe and see the awe and wonder of the natural world will want to protect it.



Protecting wildlife

Handwashing

Moving away from anti-bacterial liquid soap to bar soap reduces plastic waste and is better for the environment. The most important thing for children is that they wash their hands for at least 20 seconds (the amount of time it takes to sing happy birthday) in warm soapy water. This is a cheap and effective way to prevent the spread of germs and keep children and adults healthy. It is particularly important after going to the toilet and before eating.

There is no evidence that bacteria lives on bars of soap, but there is evidence that anti-bacterial soap gets into the children's mouth and stomachs and kills the good bacteria that they need to support their natural immunity. Having nice smelling, attractive soap encourages children to use it - just keep it natural!

Baby wipes may make hands look clean, but they're not designed to remove germs from hands, and are often made with plastic, so washing hands with soap and water is recommended by the CDC (Centres for Disease Control and Prevention).

"To date, studies have shown that there is no added health benefit for consumers (eg children) using soaps containing antibacterial ingredients compared with using plain soap."

Handwashing tips

- Get children to make their own soap - then make a display of children washing their hands using their own soap. See our soap making activity in our myNDNA community! Go to <http://bit.ly/making-soap>
- Invite a local health professional to come into the setting to show children how to wash their hands properly and talk to them about preventing the spread of germs
- Always have a supply of tissues available in accessible places and support children to wipe or blow their own nose if its running - remind children to wash their hands afterwards!
- Being outside in the fresh air is one of the best ways for children to keep healthy and to keep germs at bay.

Additional resources

- NDNA's hand washing guide can be downloaded from our website: bit.ly/myndna-handwashing
- The Government guide is here: www.cdc.gov/handwashing/publications-data-stats.html
- More soap making: www.diynatural.com/how-to-make-soap/
- Blog: www.topsdaynurseries.co.uk/introducing-love-to-b-skincare/



This guide has been co-authored by NDNA and Cheryl Hadland of Tops Day Nurseries. Cheryl set up a national charity called GECCO in 2017 (Green Early Years Choices Champions Organisation) to support the early years sector to become more sustainable: www.gecco.org.uk





Cheryl's new book, "Creating an eco-friendly early years setting" (published by Routledge) also offers many suggestions. Cheryl says: "More knowledge and more innovation comes to light every day, so this is a journey, where the aim is to improve little and often and share what you learn with your whole network to maximise the effect."



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#HealthyBodyHappyMe

National Day Nurseries Association

National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
01484 407070 marketing@ndna.org.uk

www.ndna.org.uk/healthy



healthy body
happy me 2020
WELL-BEING

Friday

Healthy Body, Happy Me 2020 Staff Well-being



*Brighter thinking
for early years

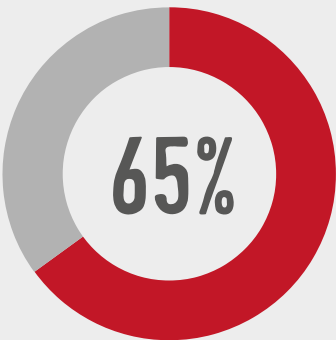
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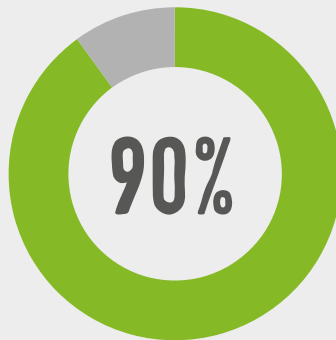
Fantastic Friday – a guide to staff well-being

What would you say if someone was to ask you right now how mentally healthy your workforce is? Would you be surprised to learn that 60% of the working population might be currently experiencing a mental health condition?

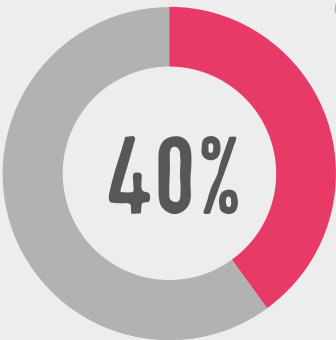
According to research carried out by Citation: See the research at <http://bit.ly/2uJaUnr>



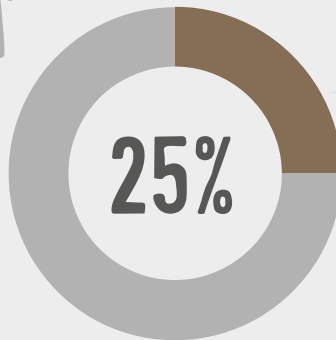
OF EMPLOYEES SAY THERE IS A STIGMA AROUND MENTAL HEALTH



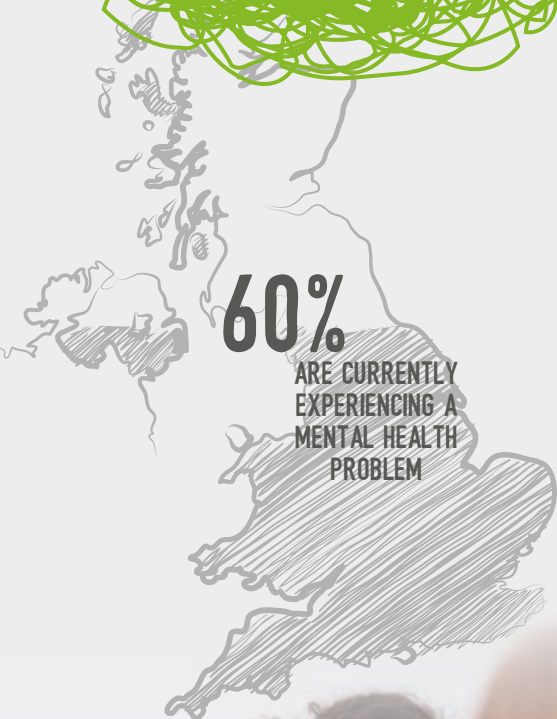
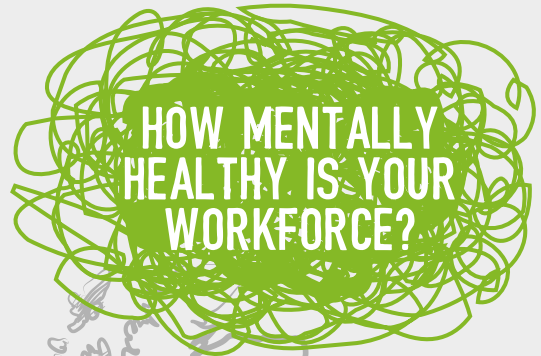
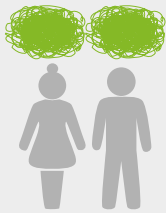
SAY THEIR MENTAL HEALTH CONDITION AFFECTS THEM AT WORK



DON'T FEEL COMFORTABLE TELLING THEIR MANAGER ABOUT THEIR CONDITION



WORRY THEIR EMPLOYER WILL WANT TO GET RID OF THEM





Exercise outside



5 ways of Well-being

What is well-being?

The concept of well-being comprises of two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristics of someone who has a positive experience of their life. Equally important for well-being is our functioning in the world. Experiencing positive relationships, having some control over your life and having a sense of purpose are all important attributes of well-being (Five steps to well-being, New Economics Foundation 2008).

Here are the “Five ways to well-being” that can help to support your staff

1 Connect:

Evidence suggests that it is a fundamental human need to have relationships with others and that feeling close to, and valued by, other people is important to our emotional well-being.

Think about how you can build your networks to connect with other people today.

2 Take notice:

Being aware and taking notice is a skill that we all have. It can be practiced often to raise our levels of awareness and help us manage situations more effectively. It can also support us to understand our actions and behaviours better; and form more constructive and supportive behaviours in future to deal with difficult situations.

Think about how often you get to really enjoy the magic moments of your life and appreciate the surroundings you live in. Could you:

- Take some time to identify situations that make you happy and those that cause you distress
- Think about someone in your life who makes you happy and send gratification through your thoughts. Set up a Gratitude Journal for staff to write in and record up to three things each day that they feel glad about. Start it yourself to encourage your team to take part.

3 Be active:

Evidence suggests that regular physical activity can have a big impact on mood and potentially lower rates of depression and anxiety. The good news is, it doesn't have to be intense for you to feel the benefits, even a little walk can lift your mood.

Think about small steps you can start today to build up your exercise routines over time.

4 Learn:

Learning and development are key to healthy cognitive ability and can enhance self-esteem and confidence. Identifying aspirations and setting goals has been strongly associated with higher levels of well-being.

Learning and developing new skills will promote mental health and well-being. Could you:

- Find out about a country of interest to you and research the culture, the history, the festivals and the language
- Set a task to learn one thing a day e.g. a new word, a new route, a new place.

5 Give:

The feel good factor that we get when we give a gift to another person is often far greater than when we receive a gift. Giving more by [for example] getting involved in social and community events often raises our happiness levels.

Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in well-being. Could you:

- Carry out a random act of kindness for someone in your life e.g. make them a meal, run them a bath
- Help someone to achieve something they are struggling with e.g. open a door, carry something.



Advice to nurseries

Advice for supporting staff well-being in nurseries, from NDNA's partner Citation

1. Ofsted Inspection Framework

With key priorities under 'Leadership and Management' in the 2019 Ofsted Inspection Framework including well-being versus workload, there's never been a more important time to support employee well-being.

This topic is not just applicable to England either, with UK-wide regulatory bodies likely to pay closer attention to the topic of staff well-being, notwithstanding the fact that happier staff are likely to deliver even better childcare.

The framework wants settings to do more to spot signs of burnout and become more effective at negating these.

2. Free employee perks you can implement in your nursery

'Employee perks' don't have to be expensive – here are two completely free employee perks you could promote to help boost your recruitment and retention efforts.

1) Employee awards

Have an employee of the month scheme or even a few awards to spread the praise! You could put the winners' names and photos on display or offer early finishes as a reward.

2) Recognition scheme

Set-up a system where employees can give each other badges (digital or physical). They can be serious or silly, work-related or not – it's up to you!

Get started with these examples: 'Brilliant at what they do', 'Thank you for brightening my day', 'Can-do attitude', and 'Makes a top brew'.

3. How to spot mental health symptoms at work

When it comes to mental health, spotting signs early on is key. Mental health is personal and everyone will have different experiences; some warning signs can go unnoticed, while others can be more visible.

Broadly speaking, mental health symptoms can be split into these categories:

Emotional symptoms

You may find that employees in your setting become increasingly irritable or overly sensitive to criticism, taking feedback intended as being constructive as personal.

Additionally, there could be an underlying issue if you suddenly find an employee going into their shell who was previously outgoing and outspoken.

Behavioural symptoms

Signs of issues that might need addressing include:

- An increased pattern of lateness
- Behaviour that's out of character
- A notable increase in sick days
- Lower productivity
- Missing deadlines more regularly
- Increased withdrawal from group activities.

Physical symptoms

These signs can arguably be the easiest to spot but must be approached sensitively.

Symptoms might include constant illness, rapid weight change, thinning hair, lack of care in appearance and visible tiredness and exhaustion.

To help make a judgement as to whether these signs should be a cause for concern, they should be benchmarked against what is the 'norm' on an employee-by-employee basis.

Jumping to conclusions

As mentioned, displaying symptoms does not necessarily mean an employee has a mental health issue and if they have, you should approach them sensitively.

Check out our latest section on how to talk to employees about their mental health at bit.ly/2HuYQbV.

Advice continued...

4. How to build a mentally healthy workplace

Thanks to public campaigns and changing attitudes, more people are talking openly and honestly about their mental health.

However, stigma can still sometimes exist which can cause employees to keep their condition bottled up – leading to isolation and further deterioration of their health.

In a nursery setting, this might have a negative impact upon the well-being of children too, as the ability for staff to deliver the best childcare is affected.

Here are five quick tips on how to create a mentally healthy workplace:

- Promote a healthy work-life balance – encourage healthy working practices such as taking lunch breaks, leaving on time and using annual leave
- Give employees a voice – opportunities might include ensuring you have regular 1:1 discussions or it could be through more formal mechanisms like confidential surveys
- Consistency is key – treat all employees consistently and in accordance with the policies and procedures you have in place, such as completing return to work forms
- Foster good working relationships between team members - this starts right from the point of recruitment and ensuring you hire people that are a right cultural fit for your nursery. Company or team-wide briefings are an effective way that employees can meet people outside of their team
- Don't shy away from the difficult conversations – confronting difficult issues can be nerve-racking, but a proactive approach helps avoid escalation and helps you to support employees as best you can.

To find out more go to bit.ly/2UYRTaY

5. Talking to employees about their mental health

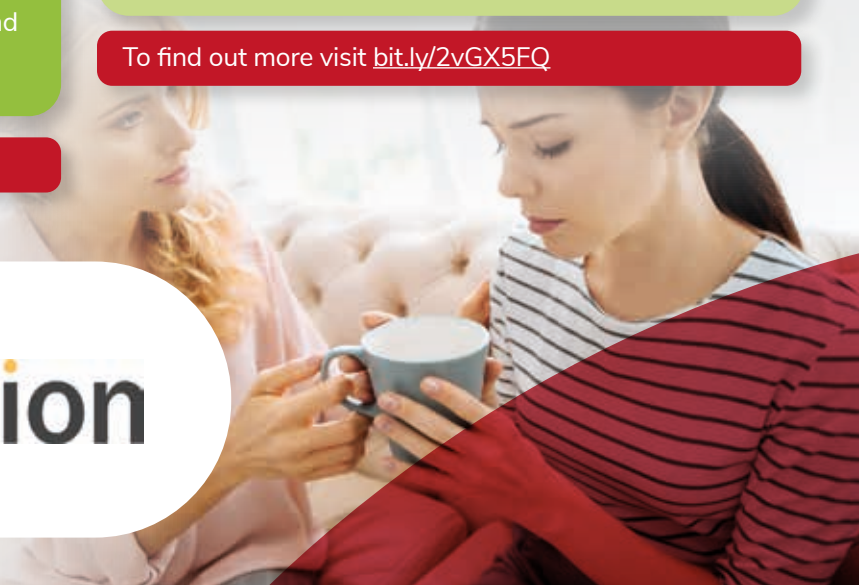
Mental health can affect anyone, regardless of age and seniority, and it's likely that you as an employer will need to support employees with mental health at some point.

Here's our advice on how to best talk to employees about their mental health:

- The line manager should approach the employee in the first instance unless it is not appropriate to do so, as they are likely to hold the closest relationships with an employee
- Try to carry out meetings in a private, informal and one-to-one setting – this will help the employee feel more at ease and open up
- Make sure you ask simple, open and non-judgemental questions, avoiding making assumptions and provide reassurance to the employee
- Be prepared to give examples of concerns
- Check if they have been to the GP, been offered any recommendations or prescriptions – sensitively ask if these are likely to impact their ability to carry out the role
- If they have been absent from work, ask if there is anything you can do to help them come back
- Be mindful of The Equality Act (2010), as mental health can amount to disability; this may mean reasonable adjustments should be made for the employee, e.g. to their working hours.

To be sure your employees know they feel supported, you might want to consider investing in a formal Employee Assistance Programme (EAP), which Citation can offer (find out more later in this guide).

To find out more visit bit.ly/2vGX5FQ



Staff activity ideas to make it a Fantastic Friday

1 Connect

Consider what your staff room looks like. How does it feel when you have had your break? Refreshed, replenished or relaxed? You could decorate your staff room in advance with well-being posters, hints and tips, positive affirmations and maybe some soft cushions to create a relaxing but positive atmosphere.

Ask everyone to spend time talking to a colleague at lunch time who they don't usually spend time with. Get them to find out an interesting fact that they didn't know about them.

Look out for positivity podcasts and e-books. There are some great free resources on The Art of Brilliance website at www.artofbrilliance.co.uk

2 Be active

Organise a yoga session, a meditation or guided visualisation. There are plenty of videos and podcasts available for free on the internet – from as little as 10 minutes in length. One of your parents may have expertise in this area and could be available and willing to come into the setting and run a session for your team.

3 Take notice

Open a staff suggestion box and run a staff well-being survey to find out what your team think of their workplace and how well you are doing. This could be one of your Fantastic Friday activities or you could run the survey during the week and announce the results on Friday.

This is a really good way to gather staff feedback and make them feel part of the future of the nursery. Here are a few suggestions and you can add appropriate rating scales:

- Q: How would you rate your personal health and well-being?
- Q: How well do you think this nursery supports and safeguards your well-being at work?
- Q: Are you given opportunities to try new ideas, grow and develop in your role?
- Q: How well do we support your professional development?
- Q: Are you able to achieve a work-life balance?

Make this part of a team appreciation session. Make or buy a thank you card for each member of staff and ask the team to write something that they appreciate or are thankful for in that person, and then give the card to the member of staff and they can see what the team admires about them.



Help in the community

4 Learn

Set up a hobbies group, Fantastic Friday could be your first session – or use the time with the team to find out what they would like to do.

From gardening, meditation or cards, to crafting, board games or lunchtime walks, encourage employees to join forces and setup some clubs. This will give people a chance to try new things, develop good relationships, and escape from their day job for half an hour or so.

5 Give

Work with parents to set up a food bank donation point, or set up a fundraising event for a charity that matters to your setting

Set up a link with the local care home - arrange to go and sing some songs and take part in some intergenerational care work.

Whatever you decide to do during Healthy Body, Happy Me week don't forget the valuable resources provided by Citation.



Gardening

Citation's Employee Assistance Programme

Support your employees with 24/7 access to practical, confidential advice on a range of issues with Citation's Employee Assistance Programme.

Proactively supporting your employees' well-being can help keep them mentally resilient and productive. Whether their stresses and strains stem from in or out of work, struggling in silence is challenging, and sharing the problem in confidence can:

- ✔ Help put things into perspective;
- ✔ Improve their mental well-being.

So, to help you help your employees, Citation has teamed up with Bupa's Employee Assistance Programme (EAP) to provide confidential mental health and well-being support services.

Their EAP will give you the assurance that you're satisfying your duty of care as an employer, and your employees 24/7 access to qualified counsellors to lean on for support.

- ✔ All their counsellors are BACP (British Association for Counselling and Psychotherapy), UKCP (UK Council for Psychotherapy) or equivalent accredited
- ✔ Employees can utilise their phone support as much as they like, without it impacting the price you pay
- ✔ Your employees' well-being doesn't ever switch off, so neither do they – their advice is available 24 hours a day, 365 days a year
- ✔ Three out of four members that have accessed Bupa's counselling were able to avoid taking time off work.

Their programme is incredibly cost-effective while maintaining the highest quality standards.

To find out more go to bit.ly/320ey8B

Citation

Get in touch

As a long-standing, proud partner of NDNA, Citation offers members preferential rates on their ever-evolving range of products and services.

Non-Citation clients: please call 0345 844 1111 to chat about our Employee Assistance Programme and your member benefits available through Citation.

Existing Citation clients: speak directly to your dedicated Additional Services team by calling 0345 241 5250.

Learn more about how Citation can support your business at bit.ly/38Ak8AX



This guide has been co-authored by Donna Sheldon, DMS Consulting.

Donna consults on behalf of national early years, social care and safeguarding organisations and working directly with a number of local authorities to provide training and development in a range of subjects including Safeguarding & Child Protection, Early Years Foundation Stage and business skills.

DMS Consulting are a small group of consultants with specialist skills, knowledge and practical experience of delivering effective consultancy solutions for early years, social care and housing sectors. They work with all types of social care, housing and early years services to train and develop teams through high quality, experiential learning experiences: www.dms-consulting.co.uk

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Donna Sheldon



National Day Nurseries Association

At NDNA, we don't just provide nursery membership, lobby government and offer training, we are dedicated to making a difference. We are a charity that believes in quality and sustainability so we put our members' businesses at the very heart of ours. We enhance, support, nurture, cherish and challenge.

Every year we run an annual Healthy Body, Happy Me campaign to encourage better health and happiness by giving nurseries FREE resources for play, learning and fun. Get involved with our 2020 campaign and help keep your children happy and healthy.

 @NDNATalk  /ndna.org.uk  National Day Nurseries Association  @NDNATalk
#HealthyBodyHappyMe

National Day Nurseries Association

National Early Years Enterprise Centre, Longbow Close, Huddersfield HD2 1GQ
01484 407070 marketing@ndna.org.uk

www.ndna.org.uk/healthy