

CLIMATE ACTION PLAN 2025 - 2030

NAME OF SETTING: Branching Out Sabden and Branching Out of School Sabden

CLIMATE PLEDGE:

We commit to align with the Department for Education's (DfE) sustainability and climate change strategy, which aims for all educational settings to have a sustainability lead and a climate action plan by 2025. We also embrace the Government's goal of achieving net zero emissions by 2050. Through this plan, we aim to instil a culture of environmental responsibility in our nursery community, ensuring that sustainability becomes a core part of our daily operations and curriculum. We will do this by instilling in each child a love of nature and we will lead by example through sustainable practices that make a real difference.

MONITORING AND REVIEW

This Climate Action Plan will be reviewed annually

Progress will be reported to All Staff and Parent Community

SIGN OFF

Setting Lead: Gemma Parsons

Date Created: October 2025

Sustainability Lead: Christina Aro-Cain

Date Reviewed:

1. DECARBONISATION

Baseline Summary:

Due to the nature of the nursery and wraparound care provision using existing hall premises, a lot of the measures we would like to put into place are at the discretion of the hall managers. We will liaise with the managers and suggest improvements, however, the implementation is beyond our control. We have identified the following areas for which we can be responsible:

| Target | Planned Actions | Timeline | Responsible Person | Evaluation |
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| Reduce lighting emissions | Ensure all additional lighting such as twinkle lights, lamps etc. are LED. Children cannot control the lights in the premises, however, they can be responsible for some of the additional lighting, such as lamps, LED twinkle lights etc and we can teach the importance of switching these off when not needed. Use of low lighting for chill-out times and making the most of | Within next 3 months | Christina Aro-Cain | |

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| | the natural light in the premises where possible. | | | |
| Reduce heating emissions | <p>We have no control over the heating in the premises. However, we will suggest radiator reflector panels behind the radiators to management.</p> <p>We can teach children to dress appropriately for the weather, and provide blankets for cuddling up during cosy time.</p> | Within next month | Christina Aro-Cain | |
| Reduce Water Wastage | <p>The taps in the bathroom are tricky to control and do come on with force. Talk to the children about the importance of saving water, and show them how to switch the taps off whilst brushing their teeth, to avoid wastage.</p> <p>Monitor use of Water Tray to avoid wasting water, unnecessary re-fills and to</p> | Over next 3 months | All staff | |

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| | <p>ensure water is fresh and not contaminated.</p> <p>See Section 2 for outdoor water saving</p> | | | |
| Reduce carbon footprint | <p>Where possible, bulk buy in supplies and arrange orders to reduce multiple deliveries per week/month, to help reduce carbon footprint</p> <p>Re-use. Reduce, Recycle materials where possible. Use natural materials as much as possible, and get creative with waste, e.g. felt tip pens can be re-hydrated if lids left off, and old pens can be used for science projects. If we keep old lids when throwing dried pens away, we always have a stock of them for lost lids.</p> <p>Where possible ask parents/guardians/community to provide recycled resources, and/or buy second hand / from charity shops. Teach</p> | Within next 12 months | Christina Aro-Cain | |

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| | <p>children importance of Make Do and Mend with stories, songs, videos, guest speakers etc.</p> <p>Maintain well organised store room and tool shed, to help better see what we already have in stock, and minimise unnecessary purchases.</p> <p>Use eco-friendly firelighters and/or make our own for fires at Forest School. Practice good fire etiquette to reduce carbon emissions, e.g. ensure wood is dry to reduce smoke, free of paints etc. to reduce toxins.</p> | | | |
| <p>Ensure Nappy Changing system is as sustainable as possible</p> | <p>Reduce one-use plastics during nappy changes. Look into alternative, more sustainable baby wipes. Continue use of reusable cloth wet bags instead of plastic bags for wet/soiled clothes – ensure they are returned to the setting each</p> | <p>Within next 6 months</p> | <p>Rachel Pinder</p> | |

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| | <p>day and that they are clearly named. We already put soiled nappies direct into the nappy bins to avoid nappy bags, however, ensure the plastic bags in nappy bins are biodegradable. Ensure plastic gloves and aprons used during nappy changes are biodegradable.</p> <p>Parents provide their own nappies for the children. Encourage them to make sustainable choices.</p> | | | |
| <p>Ensure cleaning products are as sustainable as possible</p> | <p>Check cleaning products are as sustainable as possible, whilst still meeting Ofsted requirements. Make own sprays for the children to use to wipe down their eating surfaces and toys, getting them involved in the cleaning process whilst providing eco-friendly, skin-friendly products without carcinogenics.</p> | <p>Within next 3 months</p> | <p>Christina Aro-Cain</p> | |

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| | <p>We already use blocks of soap for the children to wash their hands, to avoid single use plastics. However, are children using these? My observations have been that the children do not use them, and when they do, they often slip out of their hands and onto the floor. Look into alternatives, e.g. making our own hand washes from natural products.</p> <p>Look into more sustainable choices of toilet paper and kitchen roll, whilst still ensuring they are of a good enough quality, durable and reasonably priced.</p> <p>Ensure rubbish bags are bio-degradable. We have a rubbish compactor for the outdoor bins which means we can fit more into the bins.</p> | | | |
| Reduce Paper Waste | | | | |

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| | <p>Continue to use the online platform Blossom for all administration purposes (registration, first aid, clocking in/out, documenting children's achievements etc.) to save paper.</p> <p>Website is in production. Facebook page can be used more effectively for communicating with the community and advertising our services.</p> <p>Continue to recycle paper used by the children. Consider shredding and making firelighters for use at Forest School.</p> <p>Print out only when necessary. For children's resources and signs, consider laminating sheets for durability and re-use. Laminate with care and only when necessary however – important to strike balance between making resources</p> | | | |
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| | <p> durable and ensuring they can be recycled.</p> <p> Consider printer ink subscription</p> | | | |
| <p> Reduce kitchen waste</p> | <p> Recycling for plastics in kitchen already in place. Continue this, but also look at reducing one-use plastics where possible, e.g. purchasing food without packaging and storing in reusable boxes, using alternatives to clingfilm, recycling tin foil.</p> <p> Introduce compost bin for fresh food waste, to be thrown in green bin or on our outdoor compost bin.</p> <p> Continue milk delivery service in glass bottles. Use also for St Marys.</p> <p> Continue meal planning system as this reduces</p> | | | |

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| | <p>wastage and means we only buy what we use.</p> <p>Make use of free sustainable produce grown in the garden, e.g. apples, plums etc. Get children involved in the growing and harvesting, so they can learn where their food comes from.</p> | | | |
| <p>OVERALL DECARBONISATION TARGET: Reduce the carbon emissions which are within our control by 20% by 2030.</p> | | | | |

2. ADAPTATION AND RESILIENCE - PREPARING FOR CLIMATE CHANGE

Baseline Summary:

Many measures were put into place over the summer to help deal with the very hot weather and drought we experienced. However, this needs embedding more effectively into our daily practice. Monitoring has been carried out this past couple of years to identify areas of flooding in the grounds, and a Willow Den was planted in February 2025 to help soak up some of the excess rain. This work needs continuing.

| Target | Planned Actions | Timeline | Responsible Person | Evaluation |
|---|--|----------------------|--------------------|------------|
| Educate about the weather and how our climate is changing | <p>Make Weather Bags with weather-targeted resources to increase awareness</p> <p>Read books and sing songs about the different weathers</p> <p>Talk about the effects to our bodies of different weather, e.g. why we drink more water in hot weather, why we need to keep moving in cold weather</p> | Within next 6 months | Christina Aro-Cain | |

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| | <p>Teach resilience to the outdoors, with appropriate clothing and footwear, forest school etc.</p> <p>Challenge children to be EcoWarriors, and award them with EcoWarrior badge each week/month</p> | | | |
| Adapt setting for hotter weather | <p>Create Sun Policy and ensure all staff trained. To include use of sun creams.</p> <p>Install shades / shelters outdoors for sun protection</p> <p>Adopt a more effective system for water bottles / drinking water provision, to ensure they are always available, clean, well labelled and non-spill.</p> | Within next 6 months | Christina Aro-Cain | |

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| | <p>Look into alternatives to ice pops for cooling down on hot days, to be in line with Ofsted requirements, e.g. make our own frozen smoothies</p> <p>Use water butt for watering garden and reduce hose pipe use where possible, whilst still providing water play.</p> <p>Ensure hose pipe always switched off after use – appoint “Hose Monitor” to assist in this.</p> <p>Record indoor temperatures in setting – act if it goes above 28 degrees</p> <p>Appoint “Heat Monitors” to involve children in the planning and monitoring</p> | | | |
| | | Over the next 3 months | Christina Aro-Cain | |

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| <p>Adapt setting for rainier weather</p> | <p>Install water butt to collect rainwater</p> <p>Ensure gutters and drains are clear for good drainage and to prevent flooding</p> <p>Observe setting for areas which easily flood / become water logged – consider additional planting, landscape bark, willow structures and other measures to alleviate problems</p> <p>Consider outdoor waterproof shelters to enable outdoor play in inclement weather</p> | | | |
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OVERALL RESILIENCE TARGET: Have heat/flood risk mitigation plans by 2027

3. IMPROVING THE ENVIRONMENT AND BIO-DIVERSITY – HELPING NATURE THRIVE

Baseline Summary:

Overall, the setting has quite a wide bio-diversity, thanks to its rural location, its many trees and shrubs, and wildlife habitats already in place. Work began in 2025 to develop areas for planting and seed sowing, embedding natural resources into everyday play. This work can be build upon and further developed.

| Target | Planned Actions | Timeline | Responsible Person | Evaluation |
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| Carry out bio-diversity study of outdoor spaces to target areas for improvement | <p>Monitor the outdoor space over the coming year, observing changes over each month, and targeting problem areas</p> <p>Monitor birds and butterflies as part of the National schemes</p> <p>Involve children in all aspects of this, as part of their Eco Warriors awards</p> | Over next 12 months | Christina Aro-Cain | |
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| <p>Further increase bio-diversity, based on the results from the study.</p> | <p>Grow a more varied selection of plants with the children, teaching them about why they are important for wildlife and the environment. Emphasis on perennial and drought tolerant plants and vegetables, but most of all adopting the “right plant right place” mantra to ensure nature thrives.</p> <p>Build Greenhouse for year-round produce.</p> <p>Introduce wildlife camera to spot which creatures are already using the area, and to pinpoint creatures which we can still attract.</p> <p>Encourage more insects and wildlife by providing additional shelters, bug hotels, food sources</p> | <p>Over next 12 months</p> | <p>Christina Aro-Cain</p> | |
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| | <p>Allocate a no-mow area in the garden, and keep other areas well-mown, to cater for all wildlife needs</p> <p>Celebrate special days for e.g. Hedgehogs, Bees etc with fun activities to both teach appreciation of these creatures and to educate parents too</p> | | | |
| Reduce our footprint in the outdoors | <p>Reduce single-use plastics, and where plastics are used, ensure we reuse, reduce, recycle.</p> <p>Reduce (preferably eliminate) use of weed killers on the nursery premises and find alternative weeding methods. This is to both protect the local wildlife and to ensure safe foraging of plant materials.</p> | Over the next 6 months | Christina Aro-Cain | |

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| | <p>Use companion planting and other environmentally friendly pest control solutions.</p> <p>Use only peat-free compost</p> <p>Organise tool shed – helps us know what we already own on site, and helps reduce unnecessary purchases.</p> <p>Revise existing compost system to be more efficient and user-friendly. Introduce compost bins inside – one in kitchen for food waste, one in the nursery area for the fruit waste at snack time.</p> <p>Avoid use of artificial grass and other man-made materials on the nursery grounds, except where absolutely necessary (e.g. existing</p> | | | |
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| | <p>grass mats in baby area / reading area, which are already in place and which would just add to landfill to dispose of).</p> <p>Ask local community for donations of plants / materials.</p> <p>Recruit volunteers to help on projects where staff are unable to devote the time or lack the necessary skills.</p> | | | |
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OVERALL BIO-DIVERSITY TARGET: Increase bio-diversity on nursery premises by 10% by 2030

4. CLIMATE EDUCATION AND GREEN CAREERS

Baseline Summary:

Branching Out already has a sustainable ethos and teaches all children about the importance of the outdoors. We can now build on this good foundation, embedding sustainability into all areas of nursery life.

| Target | Planned Actions | Timeline | Responsible Person | Evaluation |
|---|--|---------------------|--------------------|------------|
| Continue educating the children on the importance of the environment / nature | <p>Build up resources such as books, puppets, role play figures etc which help teach about sustainability and looking after our planet</p> <p>Embed Forest School principles into daily nursery life – teach children the importance of being stewards of our planet</p> <p>Teach children about the future opportunities of working in the environment. Provide them with good role</p> | Over next 12 months | Christina Aro-Cain | |

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| | <p>models and challenge gender roles, e.g. show them that women can use tools and do manual labour too, read them books about how valuable jobs in the environment are, get them involved in gardening / maintenance projects.</p> <p>Invite guest speakers, e.g. local farmers, or take educational trips to see bio-diversity in action, e.g. Bowland AONB.</p> <p>Introduce Eco Warrior Awards & appoint monitors to involve the children in the planning and monitoring of our environment</p> | | | |
| Celebrate and communicate importance of the | Share monthly eco tips in your parent/carers newsletter. | Over next 12 months | Christina Aro-Cain | |

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| Environment with children's families | Create Eco Noticeboard with reminders and to celebrate achievements / Eco Warrior Awards. | | | |
| Embed environmental awareness in nursery ethos | <p>Include climate awareness training in your staff CPD schedule</p> <p>Ensure there is at least one climate-focused activity per half-term included in planning</p> | Over the next 6 months | Christina Aro-Cain | |
| OVERALL EDUCATION TARGET: Weave sustainability into all areas of learning and development by the end of 2026 | | | | |

5. ENGAGEMENT AND COMMUNICATION

Baseline Summary:

We already have a monthly newsletter, and have just started to include a section to cover Forest School activities. We send out WOW moments and updates on activities to parents via the Blossom app. We have taken part in the Sabden Horticulture Show for the past two years, where we have showcased our nature-based work. We can consolidate and develop all these areas.

| Target | Planned Actions | Timeline | Responsible Person | Evaluation |
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| Ensure we communicate a clear sustainable message to parents / carers / community | <p>Continue with Forest School section on newsletter, and add more details about activities carried out, recipes, eco tips etc.</p> <p>Be more active on Facebook / Instagram</p> <p>If possible, set up an Eco-Board / Green Board to display our achievements / awards</p> <p>Create a termly/half-termly display of our</p> | Over next 12 months | Christina Aro-Cain | |

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| | <p>work to show parents / hall users</p> <p>Create website?</p> <p>Run simple campaigns like 'Switch-Off Week' or 'Walk to School Day' which can get the parents/carers involved.</p> <p>Acknowledge and gently address eco-anxiety through age-appropriate discussions, reassuring messaging and a focus on empowerment and positive actions. Offer resources or signposting for families who may want support.</p> | | | |
| <p>Empower staff to feel confident on matters of Climate Change and the Environment</p> | <p>Provide CPD opportunities for staff to deepen their understanding of sustainability, climate communication and emotional wellbeing,</p> | <p>Over next 12 to 24 months</p> | <p>Management</p> | |

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| | helping them to feel confident and supported in this work. | | | |
| Collaborate with the wider community | <p>Take part in Sabden Horticultural Show, showcasing the children's work over the past year, to both encourage the children to grow, to celebrate the children's work and to educate the community and parents/families on our work</p> <p>Work with the Best Kept Village Competition to keep nursery grounds and areas of the village tidy, litter picking, seed sowing etc.</p> <p>Consider working with the local farmers who already engage in bio-diversity projects</p> | Over next 12 to 24 months | Christina Aro-Cain | |

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| | <p>Consider recruiting volunteers to help on eco projects</p> <p>Share our activities in Good News village newsletter</p> <p>Initiate village-wide projects like the successful Stone Snake</p> | | | |
| <p>OVERALL ENGAGEMENT TARGET: 90% of all staff surveyed feel confident and supported to deliver the planned actions of the setting's Climate Action Plan.</p> | | | | |

TRACKING PROGRESS – SIMPLE TOOLS TO SHOW WHAT'S WORKING

- Take before and after photos (e.g. of biodiversity projects or indoor changes)
- Use stickers or checklists for energy and water-saving actions
- Schedule short review meetings or team chats to reflect on what's been achieved
- Keep a log of changes made (e.g. bulbs replaced, temperatures adjusted)
- Celebrate with a 'green milestone' board or certificates.