



PROSPECTUS

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Welcome to Pitton Pre-School,

We believe that children learn well when they are happy and having fun. Through play based activities we aim to provide an environment where all children will feel valued and happy. We encourage the children to actively participate in their own learning and foster an atmosphere where, we hope, they will want to explore and learn more. We actively encourage positive relationships where children have high levels of self-esteem and self-confidence, developing care and respect for themselves, others and their environment.

We also recognise that parents are the primary educator's of children in their early years and hence believe that it is important that parents feel included and involved in their child's learning and development at pre-school. We encourage strong parent / pre-school relationships where parents feel their contribution is valued.

Our **mission** is to provide a high quality early years environment, ensuring that children are happy and involved with their own learning, and that parents are happy and included in their children's care and education.

To do this we aim to:

- Provide an inclusive, safe, caring and stimulating **environment**.
- Provide a balance of child-initiated and well-planned, carefully structured activities for your child based on his/her individual developmental needs to foster their **well-being, self-esteem** and **personal development**.
- Provide a well-balanced **curriculum**, that meets the requirements of the Early Years Foundation Stage, in a multi-sensory, varied approach to cater for all learning styles and preferences.
- Have fun!
- Provide regular opportunities for **communication**, where parents/carers and key persons can exchange and discuss information concerning the child's development, and where parents are partners in decisions affecting their child.

We hope you find our brochure informative, however it cannot completely convey the atmosphere and environment of the pre-school, so please contact us to arrange a visit. We will be very pleased to show you around and answer any questions you may have.

We look forward to meeting you.

Opening Hours

The Pre-School is open Monday to Friday during Wiltshire Term Times, except for Bank Holidays. Our opening hours are;

8:55am - 3:00 pm Monday and Thursday
and 8:55am - 1:00pm Tuesday, Wednesday and Friday

The pre-school offers several sessions within the opening hours.

For those sessions that cover the lunch time, 12:00 - 12:30, parents are required to provide a packed lunch for their children, drinks will be provided at the table. Lunch is a social occasion, where the children have lunch together, with and supported by an adult. This is often a time where we share news and stories from home, reflect on the day and generally share in the fun that we have had during the morning. Adults encourage good table manners and for the children to be independent, helpful and considerate towards each other. Parents and reception teachers have found that this helps when they transfer to primary schools.

We usually accept children just before or during the term in which they are three years old, although this is negotiable.

Fees

We are registered for the Nursery Education Grant (NEG), which is available to all children, currently from the term following their third birthday. The NEG currently entitles children to five 2 ½ hour sessions a week, for 38 weeks of the year. Lunch sessions and any additional time is invoiced directly to parents.

The grant sessions, which are 'free' to parents are from
9:30am - 12:00 and 12:30 - 3:00pm.

Children may just attend for these sessions. Any other time is invoiced at £3.50 per hour (valid from 1 September 09). For example;

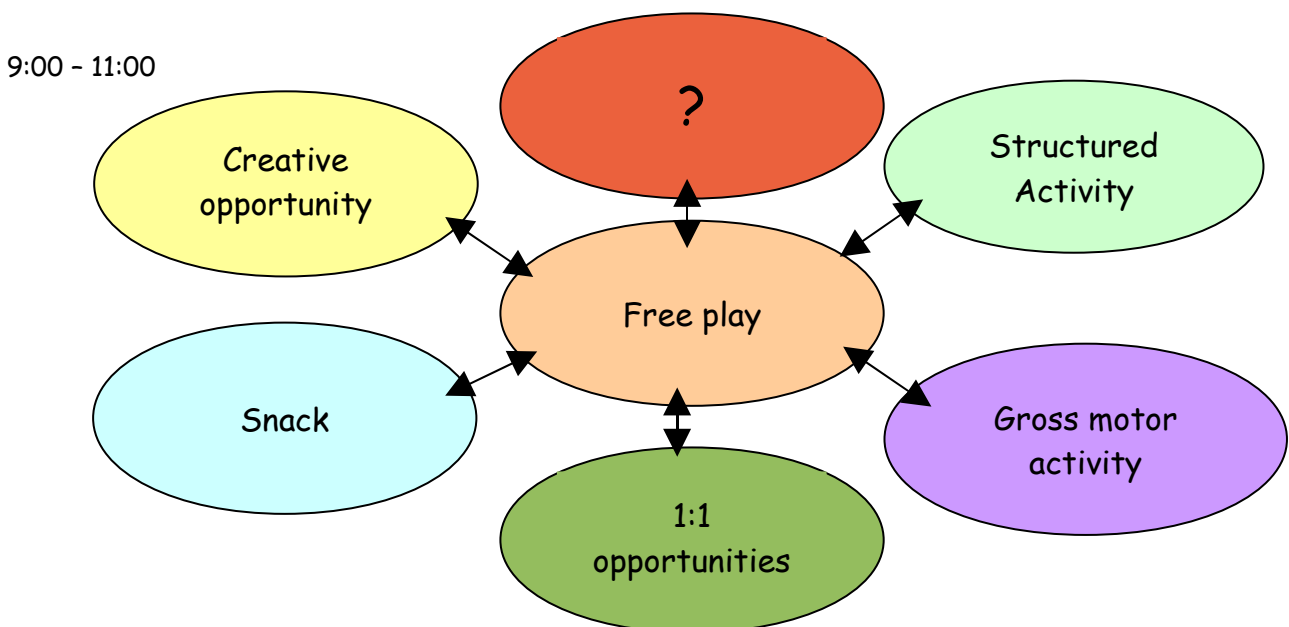
8:55 - 12:00	without the NEG	cost = £10.50 per morning
8:55 - 12:00	with the NEG	cost = £1.75
9:30 - 12:00	with the NEG	free to parent / carer

We are able to accept workplace childcare vouchers, and are already registered with several schemes.

Structure of a typical Day

The structure of the day has been chosen to give children a broad range of opportunities and stimulating activities. There are times for them to make their own choices and times for them to follow an adult's lead; times to play together and times to play alone; times to be quiet and times to make a joyful noise; times to be active and times to rest and reflect. Any of these activities can, and do, take place indoors or outdoors and often flow between the two. Hence in the following pages there is no mention of outdoor or indoor learning.

Our routine reflects the needs of each child. During the early part of the morning the children are able to spend an appropriate amount of time at each activity. Hence the older ones can engage in an activity for much longer than the younger children. We offer a balance of child-initiated, or child-led learning with some adult led activities. This gives children the opportunity to develop a wide range of skills.



11:00 - 11:10	- Tidy Up and books
11:15 - 11:35	- Eurythmy / Co-operative games / music
11:35 - 11:50	- Circle / Structured Activities
11:50 - 12:00	- Story
12:00 - 12:30	- Lunch
12:30 - 12:50	- Rest time or quiet activities
12:50 - 13:00	- Transition activities
13:00 - 14:30	- as 9:00 - 11:00, but with different activities
14:30 - 14:50	- structured activities
14:50 - 15:00	- story

The routine is flexible and can be adapted to suit the needs of the children in any one session.

Free play

Children coming in to free play have the time to settle into an activity of their choice at their own pace.



A wide range of activities are provided during free play, some very open-ended, some very imaginative and some more clearly defined. There will be sand or water play, large and small construction, fine motor activities, puzzles, games, role-play, small world play, free painting, free mark making activities, art activities and a malleable activity, as well as others.



There is also a quiet corner with a carpet and cushions where children can relax, enjoy a book, or spend some quiet time with their friends.

The activities are balanced to provide a range of learning and play opportunities which;

- Stimulate and encourage children to explore freely and safely
- Develop their self-confidence, self-esteem and skills for learning.
- Cover all areas within the Early Years Foundation Stage
- Meet the developmental needs of the children attending that session



From free play, children access creative opportunities or 'provocations'. These are open ended activities that build on the children's interests and ideas and are intended to provoke them further - to stimulate their imaginations and ideas. Free play also provides opportunities for adult-led structured activities and very focussed 1:1 support.

This flexible approach allows children the time and space to engage fully with the activities on offer. Some of the older children for example are able to spend up to an hour on an activity, a detailed construction or art work, exhibiting their creativity and imagination, problem solving skills, communication and maths skills and their pleasure and determination in completing it to their own satisfaction.



Tidy Up

All the children help to tidy up and are encouraged to take care of the resources and their environment. The storage trays and boxes are labelled with pictures and words, and are stored at appropriate heights and locations to enable the children to participate fully. Keyworkers supervise this activity closely, encouraging participation, independence and self-discipline.

Eurythmy

This is a set of exercises, using bean bags (or beanie toys!), which focus on movement, rhythm and direction to develop both gross motor and fine motor skills. They help children develop movement patterns, curves and straight lines, to cross the midline, and learn to distinguish between up/down and left/right. All of these activities develop skills that underline the process of reading and writing.

Gross motor activity

The gross motor activity can take place inside or outside, can be very noisy and energetic or can be quiet and controlled! The activities on offer enable children to develop control of their bodies in a safe and stimulating environment. Activities vary each day and might include dance, music and movement, activity tapes such as Tumble Tots, use of climbing frame and/or balancing equipment, cars and bikes, skittles, balls and bats, stilts, running games and team games and the use of the parachute. Maths games and language games are also included.





The skills of the pre-school staff are supplemented by a creative dancer. Jill has recently trained as a yoga teacher and runs sessions with the children on a weekly basis. Here we are unwinding after a yoga session.

Snack Time

This is an important social occasion, where we share milk and juice, fruit and a savoury snack. The children are supported during snack time to provide appropriate role models. As the children develop, their independence is encouraged, for example pouring their own drinks, handing around the snack, stacking the beakers and clearing the table.

Circle Time

Circle time provides an opportunity for children to interact in a larger social group. Activities cover the complete spectrum of Early Learning Goals. They are often active social occasions and encourage positive interactions and participation. Examples of circle time vary from acting out a familiar story, sharing our news from home, welcoming a visitor to pre-school, finding out about the world around us, playing a sound game in support of phonic awareness, to working together to problem solve or create something.

Structured Activity

During the structured activity the children are usually in small groups. An adult will have planned an activity specifically tailored to meet the developmental needs of the children in during that session. These activities are fun; usually play based activities that are designed to enable the children to develop and progress. The activities may reinforce an area of specific need or challenge an area of strength, but will always be achievable.

Story Time

Story time is usually at the end of the morning session. As well as stories it includes songs, poems and rhymes, using puppets and props, big books and book/story bags. There are opportunities for joining in and times when the children are expected to listen. We also use the story square technique where children have an active role in telling the story and where they can retell their own stories.

Early Years Foundation Stage

From September 2008, the Early Years Foundation Stage (EYFS) becomes mandatory for all OFSTED registered settings and schools caring for children under the age of 5. It brings together earlier statutory documents and guidance (Birth - 3 Matters, The Curriculum Guidance for the Foundation Stage and The National Daycare Standards) to create a single framework covering children from birth to the September following their 5th birthday (often the end of the reception year).

The EYFS builds upon the good practice included in previous frameworks, but for the first time explicitly recognises and celebrates a more holistic view of the child. The EYFS comprises four themes, that express four important principles which underpin effective practice in the care, development and learning of young children.

<i>Theme</i>	<i>Principles</i>
A Unique Child	Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
Positive Relationships	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
Enabling Environments	The environment plays a key role in supporting and extending children's development and learning.
Learning and Development	Children develop in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Each principle is supported by four commitments which describe how the principles can be put into practice.

<i>A Unique Child</i>	<i>Positive Relationships</i>	<i>Enabling Environments</i>	<i>Learning and Development</i>
Child Development	Respecting each other	Observation, planning and assessment	Play and exploration
Inclusive Practice	Parents as partners	Supporting every child	Active learning
Keeping Safe	Supporting learning	The learning environment	Creativity and critical thinking
Health and Well-being	Key person	The wider context	Areas of Learning and Development

(Further, detailed information can be obtained from the pre-school, or from www.standards.dfes.gov.uk/eyfs)

Pitton Pre-school has long recognised the importance of all 16 of the above commitments, and the strength of our good practice has been recognised by both OFSTED and the Department for Children, Schools and Families (dcsf), who invited the pre-school to contribute to training materials which are being released nationally.

The EYFS emphasises that active learning through play and exploration is fundamental in children of this age, to help them develop. It also recognises the importance of creativity and critical thinking in helping children to make sense of their environment and discover new and better ways of doing things. This applies to all areas of the curriculum; number, sciences and an understanding of the world and language as well as those activities traditionally thought of as creative, such as the arts, dance and music.

The pre-school has developed a strong emphasis on creative skills and critical thinking, across the whole curriculum, encouraging children to explore and investigate, to observe and record, to take risks and to persist with their learning. We have been part of the 5x5x5 = Creativity initiative for the last three years, which supports children in developing creative relationships and creative dispositions, and where adults are able to research children researching the world.

The Early Learning Goals (ELGs), which were a feature of the Curriculum Guidance for the Foundation Stage, established expectations for most children to reach by the end of reception. These are still represented in the EYFS, under 'Areas of Learning and Development'. There are 6 areas of learning,

- personal, social and emotional development;
- communication, language and literacy;
- problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development.

Each of these areas are broken down into stages. Each stage is typically associated with a particular age range; birth - 11 months, 8 - 20 months, 16 - 26 months, 22 - 36 months, 30 - 50 months, and 40 - 60+ months. There are clear overlaps in these stages recognising the wide variations in children's development. It is important to recognise that all children will progress at a different rate and sometimes in a different order.

The areas of learning often overlap and interlink. In any one activity children will often experience elements from several of the areas. The individual child centred planning that we adopt at pre-school aims to ensure that all children reach their potential. Most of our curriculum is centred on play-based activities. It is now well recognised that the formal approach of Key Stage 1 is not appropriate in the early

years and that play is a key way in which young children learn with enjoyment and enthusiasm.

Through play, in a secure environment with effective adult support, children can:

- explore, develop and represent learning experiences that help them make sense of the world;
- practice and build up ideas, concepts and skills;
- learn how to control impulses and understand the need for rules;
- be alone, be alongside others or cooperate as they talk or rehearse their feelings;
- take risks and make mistakes;
- think creatively and imaginatively;
- communicate with others as they investigate or solve problems;
- express fears or relive anxious experiences in controlled and safe situations.

The role of the adult at pre-school is crucial in:

- planning and resourcing a challenging environment;
- supporting children's learning through planned play activities;
- extending and supporting children's spontaneous play;
- extending and developing children's language and communication in their play.

The detailed, child centred planning at pre-school ensures that each child is fully supported in their development and that each adult is able to make a very positive contribution in developing and extending all children. We regularly review and evaluate our practice to ensure that it is always appropriate and meets the needs of all the children.

Our Approach and attributes for learning

At Pitton Pre-School we believe that children learn most effectively when they are having fun and deeply engaged in their play / learning. Hence we have adopted an approach that relies on skilled staff and expert practice to deliver a child centred curriculum. Each child is fully supported in their development as an individual, engaging their own interests and ideas to enhance their progress.

Fundamental to a child's development is their self confidence and self-esteem. Children who are happy, confident and have a high self esteem usually learn in a very positive, productive and enjoyable manner.

The pre-school practitioners encourage and nurture the children in order to promote their self-confidence and esteem. This in turn leads to other, positive ways in which children approach their learning and new experiences. These are known as 'positive attributes for learning'. In particular we encourage the children to;

Have fun!

and to be;

Creative (Original, spontaneous, unique)

Enthusiastic

Friendly

Generous

Helpful

Industrious

Kind & Considerate

Mindful (conscious, aware)

Optimistic

Persistent (Despite opposition or difficulty)

Risk take (and an ability to evaluate risks!)

Quiet (We need to value solitude)

Resourceful

Thoughtful

Our aim is that the children will enjoy learning - a skill of life long importance.

Visits and Visitors

In order to provide a rich, diverse experience for the children, we regularly supplement our pre-school activities with visits out of the setting or visitors to the setting.

Recent visitors to the pre-school have included;

- a visiting artist (as part of the 5x5x5=Creativity Initiative)
- a creative dance specialist
- a weekly yoga session
- a fun-filled, active, learning experience to music
- football coaching
- a potter
- a farmer, complete with a cow, sheep and the farm dog
- visits from the local pet centre with a wide selection of possible pets
- the community librarian
- musicians, including members of a wind band
- a nurse
- parents and members of the local community to share their interests and skills

Visits out of the setting regularly include

- Salisbury Arts Centre
- Salisbury Library, market and the play park
- Walks in our local woods and fields
- Walks to the local shop to purchase ingredients for our cooking
- the fire station
- a local farm

We have developed close links with Salisbury Arts Centre over the last three years, through the 5x5x5 initiative, and were delighted to take part in the educational aspect of the Yew Tree Project during the Autumn of 2006.

Good Practice

The Bristol Standard

In order to help us continually develop and improve our provision, the pre-school is participating in the Bristol Standard, a self-evaluation project that is externally validated and is endorsed by Surestart's 'Investors in Children'.

We submitted our first entry in November 2005 to the external validation panel and were delighted to have our submission approved and validated. The assessors commented on "an exemplary submission, and that the children were clearly at the centre of our practice". We have continued to submit an annual update to the validation panel, maintaining our Bristol Standard accreditation.

Good Practice Guide

We were delighted to be included in the Good Practice Guide for Wiltshire in June 2006 and again in June 2009 in recognition of the excellent practice in our setting. We have also been included in the Special Educational Needs good practice guide.

Inclusion development Programme

During November 2007 we were invited by the Primary Strategy Team of the Department for Children, Schools and Families (dcsf) to contribute to training materials which are being released nationally. The resulting dvd and training package features advice and lots of examples of good practice when supporting children who have delays and disorders in their language and communication skills. (Ref: Inclusion Development Programme Supporting Children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage)

OFSTED Report

Our practice has long been recognised as outstanding. Our latest OFSTED report published in May 2009 recognised all aspects of our practice as outstanding. A copy of the report can be viewed at www.ofsted.gov.uk, or can be requested from the pre-school.

Here are a few of the highlights!

"The quality of teaching is superb and is a particular strength of the setting"

"Children's progress in their learning and development is impressive"

"Children relish their time at an especially happy, caring and supportive setting"

"The setting is especially effective in its provision for children with learning difficulties and disabilities"

"Staff provide a wealth of independent and adult lead activities for children to choose from each day."

"children learn to be active learners with excellent abilities to think critically and be creative in their problem solving" "independent", "have great fun", "children's behaviour is exemplary"

"This is a setting where every child matters"

Investors in People

The approach at pre-school ensures that each child is fully supported in their development. We regularly review and evaluate our practice to ensure that it meets the needs of all the children.

Similarly, we recognise that it is important that each adult is supported in their development and has a contribution to make to the development of the pre-school. Committed, enthusiastic, well trained staff are essential to the success of the child-centred approach we have adopted at Pitton Pre-school. The pre-school gained the **Investor in People** award in September 2004, as a recognition of its commitment to developing its team members, and this was renewed in September 2007.

Early Years Professional Status

Committed to developing all the staff at pre-school, Carrie was one of the first to gain Early Years Professional Status. This is a recently introduced government initiative aimed at encouraging people to take a leading role in raising the quality of early years provision. Carrie is now an assessor for others seeking Early Year Professional Status, and regularly contributes to training and articles for other early years staff.

Our Partnership with Parents

Pitton Pre-School actively encourages an ethos and atmosphere where parents work in partnership with the pre-school to further their child's development, and where communication occurs readily between the pre-school and home. We help to foster this culture and build strong pre-school / parent links by

- Sharing information before the child starts
- A settling in period
- A key person system
- Regular communication about the child's day
- Regular opportunities to discuss a child's progress
- A Parent's board containing relevant and timely information
- Encouragement for parents to contribute their own knowledge and skills
- Frequent newsletters

Before your child starts

We encourage all parents to visit the pre-school. Our application form requests basic information concerning the child and parents, medical, dietary and religious / cultural information.

Key person system

Each child has a key person. This is a specific adult who has responsibility for your child's well being at pre-school. They will be the first point of contact for parents and will keep, maintain and share information about your child.

Settling in

When the child and parents come for their introductory visit they are introduced to their child's key person and encouraged to join in. Supplementary information is gathered, for example information on siblings, pets, experiences, and preferences. This is also an opportunity to share more information regarding the day-to-day operation i.e. the planning and routine. We usually suggest two or three visits, the first of approximately $\frac{1}{2}$ - $\frac{3}{4}$ hour accompanied by a parent, and further ones where we suggest the parent leaves for a short period, say 20 - 30 minutes. However, all children are unique! Fewer or more visits can be arranged to suit individual children.

During each day

The key person is always available at the start and end of each session to share and exchange news with parents and carers.

After your first month

After a short settling in period (usually about 1 month), the key person will arrange a time to discuss with the parents how their child is getting on and to share any relevant information. These discussions are quite informal.

Each Term

We hold regular meetings with parents to discuss how their child is developing, and to jointly agree appropriate next steps. We are also available to talk with parents at other, mutually convenient, times where all involved can discuss any concerns, update records, share news etc.

Recording your child's learning

Pre-school will keep and maintain records that record your child's learning and development whilst they are at pre-school. We welcome parental input to these records, and plans for the next steps in a child's learning. Interests and feedback from home help to ensure continuity for a child, and help us to provide a more appropriate experience. Records are only shared with parents, permission will be sought before records are made available to other agencies if deemed appropriate.

Parent's Board

The pre-school has a parents' board displaying planning, notices and posters to share information with parents and carers. Display boards will supplement this, providing examples of work, photographs and our experiences.

Newsletters

Newsletters are sent home on a regular basis to keep parents informed of the current topic, special events and activities in the pre-school.

When your child leaves pre-school

When your child leaves the pre-school we will provide a 'pen-picture' of your child and a document describing their progress towards the Early Learning Goals. These are available to you and, with your permission, are also made available to the reception teacher at school, or to the new pre-school / nursery.

If you are happy

We would encourage you to tell your friends!

We also welcome feedback about things the children have particularly enjoyed (we might do it again!) and constructive comments to help us improve our provision.

If you are not happy

We would encourage you to talk to your child's key person, or to the owner immediately about any concerns you have or any issues you wish to raise, even if they seem quite trivial. The owner will liaise with parents, key person and any other interested parties in trying to find a satisfactory resolution.

Your child's safety

Your child's safety whilst at pre-school is of paramount importance. We therefore carry out CRB checks on all members of staff, adhere to the correct ratios of children / staff, secure outer doors during pre-school hours and have robust Health and Safety Policies and procedures in place.

Our Policies and Procedures

The pre-school has developed a complete set of policies and procedures in accordance with the Early Years Foundation Stage Statutory framework. A **summary** is provided here for information, full copies of these are available on request.

Medicines and Illness

Children who are unwell should be kept at home. The pre-school reserves the right to refuse admission to a child who is unwell or to send a child home should the child become ill during the session.

Children suffering with contagious conditions should be kept at home.

Children who have had sickness or diarrhoea should not return to pre-school until they have been clear of the symptoms for at least 24 hours, this will be increased to 48 hours when necessary.

The pre-school may administer prescribed medicines, providing it is not the first dose. The child's name should be clearly marked on the medicine and the medicine book completed and signed by the parent before administration.

Behaviour Management

The Pre-School believes that a clear, consistent and positive approach is essential in the management of the children's behaviour. The team members always interact with the children, and other adults, in a manner that always promotes respect and care for each other and our environment.

The aim of our behaviour management policy is to provide a framework within which the team members, parents and children are able to work together, to foster an environment that is

safe,
kind and caring towards each other,
respectful of each other,
respectful of the environment
and where we all have self-discipline, control and fun!

No smoking Policy

Pitton Pre-School operates a NO Smoking policy.

Equal Opportunities

Pitton Pre-School believes that:

- The pre-school activities should be open to all children and families, and to all adults committed to their welfare.
- A setting that embraces cultural diversity is one that will give all children a broader, richer educational experience based on a respect for others.
- A setting that positively promotes learning without stereotyping is one that will foster self-belief and confidence in the wider world.
- An inclusive setting is essential to enable equality for children and adults with special needs.

We aim to ensure that all those who wish to work in, or volunteer to help with, the pre-school have an equal chance to do so, in accordance with all relevant legislation. We promote equal opportunities for children, parents and adults through the following: employment, training, admissions, the curriculum, learning and teaching styles, resources, activities and facilities, special needs, faith and festivals, language & culture, food, health, meetings and social events.

Safeguarding Children

At Pitton Pre-School it is our priority to ensure that the children in our care are in an environment in which they will be safe from abuse and in which any suspicion of abuse is promptly dealt with in an appropriate way.

Inclusion Policy

Pitton Pre-School aims to provide an accessible, welcoming and stimulating environment to meet the needs of each individual child and their parents. The pre-school aims to maximise inclusion and the entitlement of **all** children to experience a broad and varied curriculum.

Complaints Policy

We would encourage you to talk to your child's key person, or to the owner immediately about any concerns you have or any issues you wish to raise, even if they seem quite trivial. The owner will liaise with parents, key person and any other interested parties in trying to find a satisfactory resolution. If parents/carers are still unhappy with the situation after they have talked to the pre-school owner they may take the matter to OFSTED.

The address is: OFSTED National Business Unit,
Royal Exchange Building, St. Anne's Square, Manchester, M2 7LA
telephone: 08456 404040
e-mail: enquiries@ofsted.gov.uk

The Pre-school Registration Number is EY248260
Pitton Pre-School, The Village Hall, White Hill, Pitton, Salisbury, SP5 1DU

Documentation

Pitton Pre-school does hold personal details of children and their parents on computer for administrative purposes; as such we are registered under the Data Protection Act. Please be assured that at no time are these details passed to third parties, without your consent. According to the DfES National Standards these records are retained for a period of four years after a child leaves pre-school.

All information concerning a child, including hand written observations by key persons, is treated in confidence and is not discussed with any other person without the consent of the parents.

Staffing

All our team members have or are working towards recognised qualifications in childcare and education. We have a deeply embedded ethos of continuing to learn and hence all members of staff regularly attend training courses and conferences to continue their own professional development. Much of this is used in the setting to enhance the provision for the children.

Carrie - Owner /Manager

Carrie worked in day nurseries locally for 5 years before opening the pre-school at Pitton in 2002.

Early Years Professional Status (2007) & EYP Assessor

Certificate in Education (Concurrent)

(BSc. In Physics and Geophysics & PhD.)

SENCo

First Aid, Child Protection (L3), Food Hygiene

Lindsay - Deputy Manager & Key person

Child Care, Learning and Development NVQ3

Child Care, Learning and Development NVQ2

Appointed Persons First Aid at work, Child Protection (L2), Food Hygiene

Jill - Key person

(BA in Classics)

Post Graduate Certificate in Education (Early Years)

Yoga teacher

First Aid, Child Protection (L2), Food Hygiene

Iwona - Key person

Child Care, Learning and Development NVQ3

Foundation Degree in Early Education (working towards)

First Aid, Food Hygiene

Paula -

First Aid, Child Protection (L1), Food Hygiene

Lori (supply)

Lori is an experienced member of the team who comes in on an occasional basis and provides supply cover for us.

First Aid