



Gooseberry Green Pre School Nursery Ltd

Our Prospectus

Sunnyside Centre

Rosebay Avenue

Billericay

Essex

CM12 0GH

01277 634700

e mail: ggps@ggpschool.co.uk

Website: www.gooseberrygreenpreschool.co.uk



Registered Company Number 06618263

Welcome to Gooseberry Green Pre School and thank you for registering your child with us.

We know how important your child is and aim to deliver the highest quality of care and education to help them to achieve their best. We welcome all children, families and carers. We offer an inclusive, safe, stimulating and educational environment. We celebrate diversity, mutual respect, values and supporting every child and their family's individual needs. To achieve this we employ a fantastic team of Nursery Practitioners, ensure we have the most up to date training, quality resources and remain totally committed to putting the welfare of your child first.

This prospectus aims to provide you with an introduction to Gooseberry Green Pre School, our routines, our approach to supporting your child's learning and development and how we aim to work together with you to best meet your child's individual needs. This should be read alongside our Childcare Terms and Conditions for a full description of our services.

We aim to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community;
- offer children and their parents a service that promotes equality and values diversity;
- Invite you to parent evenings; and
- Keep you informed of any significant happenings.

Parents

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected;
- kept informed;
- consulted;
- involved; and
- included at all levels.

Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do;
- has a named key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

The Early Years Foundation Stage (DfE 2023):

Provision for the development and learning of children from birth to five years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage (DfE 2023)*:

- *A Unique Child*

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

- *Positive Relationships*

Children learn to be strong and independent through positive relationships.

- *Enabling Environments*

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

Children benefit from a strong partnership between practitioners, parents and/or carers.

- *Learning and Development*

Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including children with special educational needs and disabilities (SEND).

How we provide for development and learning

Children start to learn about the world around them from the moment they are born. The care and education offered by Gooseberry Green Pre School helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

The Areas of Development and Learning comprise:

- **Prime Areas**
 - *Personal, social and emotional development*
 - *Physical development*
 - *Communication and language*

- **Specific Areas**
 - *Literacy*
 - *Mathematics*
 - *Understanding the world*
 - *Expressive arts and design*

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

We refer to non-statutory curriculum guidance to support our professional judgment as we assess each child's progress and level of development as they progress towards the Early Learning Goals. We have regard to these when we assess children and plan for their learning by creating a curriculum that is ambitious and meets every child's needs. Our educational programmes support children to develop the knowledge, skills and understanding they need for:

Prime areas

Personal, social and emotional development.

- *Self-regulation*
- *Managing self*
- *Building relationships*

Physical development.

- *gross motor skills*
- *fine motor skills*

Communication and language.

- *Listening, attention and understanding*
- *speaking*

Specific Areas

Literacy.

- Comprehension
- Word reading
- writing

Mathematics

- number
- numerical patterns

Understanding the world

- past and present
- people, culture and communities
- the natural world

Expressive art and design

- creating with materials
- being imaginative and expressive

Our approach to learning and development and assessment

Learning through play

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves and activities planned and led by educators.

Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement
- active learning - motivation
- creating and thinking critically - thinking
- We aim to provide for the characteristics of effective learning by observing how a child engages with learning and being clear about what we can do and provide to support each child to remain an effective and motivated learner.

Assessment

We assess how young children are learning and developing by observing them. We use information that we gain from observations of the children, to understand their progress and where this may be leading them. We believe that parents know their children best and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We may make periodic assessment summaries of children's achievement based on our on-going observations. These help us to build a picture of a child's progress during their time with us and form part of children's records of achievement/learning journeys. We undertake these assessment summaries at regular intervals, as well as at times of transition, such as when a child moves into a different group or when they go on to school.

The progress check at age two

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observations carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals.

Records of achievement/learning journeys

We keep a record of achievement/learning journey for each child. Your child's record of achievement/learning journey helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and she/he will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's progress. Together, we will then decide on how to further support your child's learning and development.

Working together for your children

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements. We also have volunteer parent helpers, where possible, to complement these ratios. This helps us to:

- give time and attention to each child
- talk with the children about their interests and activities
- help children to experience and benefit from the activities we provide
- allow the children to explore and be adventurous in safety

ECAT (Every Child A Talker)

Gooseberry Green Pre School has taken part in ECAT (Every Child A Talker), which is a National project to develop the language and communication of children from birth to four years of age. The project was set up after concern about high levels of language impoverishment in the UK, and how this affects children's progress in school and chances in life.

The aims of Every Child a talker (ECAT) are:

- to raise children's achievement in early language
- to improve practitioner's skills and knowledge
- to increase parental understanding and involvement in children's language development

Why target Language Development?

Language is important because it forms the foundations for interacting with other people - for communicating our needs, our thoughts and our experiences. From the moment of birth, babies are ready to communicate; they listen to and look at people and things in their environment, and respond to what they hear and see. Even the youngest babies need a stimulating environment in which those who care for them respond sensitively to the different meanings in their cries, coos and gestures. This early ability to communicate verbally and non-verbally is the basis on which language is developed. A child's ability to develop language depends on being immersed in a rich environment of words, sounds, rhythm and verbal and non-verbal expression from birth. However, we know that there are still many children starting school without the extended vocabulary and communication abilities which are so important for learning and making friends. Disadvantaged children are especially prone to language delay, some having only a third of the vocabulary of other children. That is not to say that if your child has a speech and language difficulty they come from a disadvantaged family. As children grow older, this early delay can lead to significant difficulties later on, particularly with reading and writing. ECAT is intended to help us give the right support to children from the earliest days so that if there are any difficulties they may be prevented from occurring in the first place, or picked up early so that children are given the help that they need. Our setting has been identified to participate in The Every Child A Talker (ECAT) project by the Local Education Authority. Our 'Communication Champion' is **Liz Jelfs** who will identify and support children with Speech, Language and Communication Needs.

Phonics in the Early Years

Letters and Sounds (EYFS) Phase One

Gooseberry Green believes that getting children off to a good start is very important so practitioners take particular account on the following points related to Phase One.

Phase One recognises the importance of developing speaking and listening skills as a priority in their own right paving the way to making a good start on reading and writing. The more words children know and understand before they start a systematic programme of phonic work the better equipped they are to succeed.

Gooseberry Green provides a broad and rich language experience for children, which is good practice in the early years. Children enjoyably engage in worthwhile learning activities that encourage them to talk a lot, to increase their stock of words and improve their dialogue.

Phase One paves the way for the systematic teaching of phonic work. In this phase the activities are included to develop oral blending and segmenting of the sounds of spoken words. These activities are very largely adult led which are embedded within a language rich educational programme that takes full account of children's freely chosen activities and ability to learn through play. Phase One activities are designed to underpin and run alongside activities in other phases.

Jolly Phonics

At Gooseberry Green we also use the Jolly Phonics programme. Children are taught through a synthetic phonics programme which is also used in some local schools. Jolly Phonics teaches the children the main 42 sounds of English, not just the alphabet sounds.

They will be:

- learning the letter sounds
- letter formation
- blending - preparing for reading
- identifying the sounds in words - preparing for writing and
- tricky words - irregular words
- All words are made up of 40+ sounds in English, but only 26 letters are used to represent these sounds. For reading and writing children need to be fluent in saying the sounds that go with the letters.

Young children learn particularly quickly when there is activity involved. By doing an action for each letter sound, the children are using body movements, ears, eyes and speech, to help them remember.

This multi-sensory approach is a very effective way of teaching, as well as being fun for the children.

We make periodic assessment summaries of children's achievement based on our on-going development records.

These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different group, a different room or when they go on to school.

The staff who work at our setting are:

Name	Job Title	Qualifications and Experience
Liz Jelfs	Manager / Director SENCO	Diploma in Pre School Practice 'Certificate of Further Professional Study' SEN Code of Practice. Early Years Foundation Stage (EYFS) Equality Names Coordinator (ENCO) Autism Awareness Health and Safety. Designated Safeguarding Officer Level 3 Food Hygiene Elklan Level 3 in Speech and Language. Every Child a Talker (ECAT) Training. Leadership and Management Behaviour Support Fire Awareness Paediatric First Aid
Sara Millen	Deputy Manager / SENCO	BTEC National Diploma in Childhood Studies. Childcare and Education Level 4 Autism Awareness Safeguarding Effective Planning for Under 3's Paediatric First Aid Food Safety Level 2 Infant Massage Teacher Training Fire Awareness Cersty Level 3 SENCO
Jinny Dorrington	Deputy Manager	Childcare and Education Level 3 Level 5 Autism Awareness Safeguarding Level 3 Health and Safety Basic Food Hygiene Paediatric First Aid Behaviour Support Fire Awareness

Hannah Roberts	Room Leader/Key Person	Level 3 Certificate for the Children and Young Peoples Workforce Level 2 Certificate for the Children and Young Autism Awareness People's Workforce Paediatric First Aid Safeguarding
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Vickie Moore	Key Person	Level 2 Early Learning & Childcare Paediatric First Aid Safeguarding Paediatric First Aid
Daniela Karapeneva	Key Person	Pedagogy Batchelor Degree QTS level 3 Supporting teaching and Learning Paediatric First Aid Masters Degree specialised Pedagogy Childcare Diploma
Claire Overend	Office Assistant/Website	Safeguarding
Lou Ainsworth	Key Person	BA Literature & History
Katie Good	Key person	BIIAB Early Years Educator Level 3 Cache Level 2 Children & Young Peoples Workforce Paediatric First Aid Level 3 Advanced Safeguarding & Designated Safeguarding Lead All About Two Year Olds Food Hygiene Level 1 EYFS Terminology
Ashley Hilton	Key Person	Diploma in Higher Education in Child Care
Michelle Cook	Key Person	NVQ Level 2- Children & Young Peoples Workforce Food Hygiene & Safety Awareness First Aid Paediatrics
We are open for	38	Weeks of the academic year
We are open for	5	days each week
The times we are open are everyday We provide care and education for young children between the ages of 2 & 5 years	8.20 am to 3.30 pm	

How parents take part in the setting

Gooseberry Green recognises parents as the first and most important educators of their children. All of our staff work in partnership with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff;
- contributing to the progress check at age two;
- helping at sessions of the setting;
- sharing their own special interests with the children;
- helping to provide and look after the equipment and materials used in the children's play activities;
- taking part in events and informal discussions about the activities and curriculum provided by the setting;
- joining in community activities, in which the setting takes part
- building friendships with other parents in the setting.
- Contributing to your child's next step and Learning Journal

Joining in

Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to play the instruments for the children, show pictures of local activities held in their neighbourhood, and show the children what they do for their job of work. We welcome parents to drop into the setting to see it at work or to speak with the staff.

Key person and your child

Gooseberry Green uses a key person approach. This means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be the person who works with you to make sure that the childcare and early education that we provide is right for your child's needs and interests. When your child first starts at the setting, she/he will help your child to settle and throughout your child's time at the setting, she/he will help your child to benefit from our activities.

Learning opportunities for adults

As well as gaining childcare qualifications, our staff take part in further training to help them to keep up-to date with thinking about early years' care and education. We also keep up-to-date with best practice, as a member of the Early Years Alliance, through *Under 5* magazine and other publications produced by the Alliance. The current copy of *Under 5* is available for you to read.

Gooseberry Green's learning environment

At Gooseberry Green, we have two lovely open plan play rooms which have lots of daylight which is a relaxing, comfortable and suitable environment for the children.



We have a lovely outside classroom which consists of;

- a den building area which consists of all natural materials
- vegetable garden
- mud kitchen
- wild flower, fairy and dinosaur garden
- mark making, maths & literacy areas
- music wall
- Summer house and role play area



Busy Bees room which caters for children aged 24 to 36 months and



Honey Bears room which caters for children aged 36 to 60 months

We believe that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting;
- ensure the safety of each child;
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

Arrival and collection

We ask politely that your child is dropped off and collected as quickly as possible to avoid any congestion and to help with separation. If you are late collecting your child there will be a £20.00 charge. This is due to extra staffing costs.

Our day

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor playrooms. These take account of children's changing energy levels throughout the day. We cater for children's individual needs for rest and quiet activities during the day. We operate a free flow system all year round.

Snacks and meals

Gooseberry Green makes snacks and meals a social time at which children and adults eat together encouraging good table manners and independence. We plan the menus for snacks and meals so that they provide the children with healthy and nutritious food. Periodically through the week the children help prepare their food. Please tell us about your child's dietary needs and we will plan accordingly. You will find the weekly menus displayed on the notice boards and website. Water is available for the children at all times.

Clothing

We provide protective clothing for the children when they play with messy activities inside and out. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

Uniform is available to purchase and is kept in stock. You will find a price list and order form in your starter pack. Please ensure that all items of clothing and belongings are named.

Toilet training

When your child is ready to start toilet training we will be happy to work with you. Please do not worry about any accidents which may occur, this is to be expected at first and it is not a problem. Please put a change of clothes in your child's bag; we do keep spare clothes in Pre School but children usually prefer to be in their own.

Policies

We will explain our policies and procedures to you. Copies of which are available within the setting or alternatively on our website.

Our policies help us to make sure that the service provided by *Gooseberry Green* is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his family.

Our staff and parents work together to adopt the policies and they all have the opportunity to take part in the annual review of the policies. There is a notice board in the hallway where the policies are rotated every two weeks. A section is included giving parents the opportunity to have their input. Alternatively, the policies can be accessed on our website and we welcome any suggestions through messaging. This review helps us to make sure that the policies are enabling our setting to provide a quality service for its members and the local community.

Information we hold about you and your child

We have procedures in place for the recording and sharing of information (data) about you and your child that is compliant with the principles of the *General Data Protection Regulations (2018)* as follows:

The data we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject you and your family
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate, and where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects you and your family for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us, we will provide you with a privacy notice that gives you further details of how we fulfil our obligations with regard to your data.

Safeguarding children

Gooseberry Green has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure that people looking after children are suitable to fulfil the requirements of their role and help protect children against the likelihood of abuse in our setting and we have a procedure for managing complaints or allegations against a member of staff. Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies when necessary, to help families in difficulty.

Confidentiality

Gooseberry Green's work with children and families will sometimes bring us in to contact with confidential information. To ensure that those using and working in the Pre School can do so with confidence, we respect confidentiality.

Illness

Parents are asked to keep children at home if they are ill and to inform us of the nature of the illness, so that we can alert other parents and make careful observations of any child who is unwell. There is an incubation period for certain conditions so please be advised by your doctor, however Gooseberry Green reserves the right to enforce our own policies if we feel the other children or pregnant mothers may be put at risk. In the playrooms, we have copies of 'Communicable Disease in Nurseries for Under Fives' provided by Essex Health Protection Unit. Please notify us of any communicable disease that your child has as we must notify Ofsted and the Health Protection Agency. Parents are requested not to bring in to Pre School any child who has been vomiting or had diarrhoea until at least 48 hours has lapsed since the last attack.

If your child is absent from Pre School

We are required to monitor children's absence. Please notify us if your child will not be attending for any reason. We have holiday forms which you can collect from the office but for any other reason please could you notify us by e mail or telephone.

Medication

When your child is on medication you will be required to fill out a medication form giving us details of the medication and permission for us to administer.

If your child needs an inhaler, Epi pen or any other life-threatening medication for any reason, we will need one to be kept at Pre School at all times. In certain circumstances a care plan will need to be put in place and staff trained specifically to administer the medication to your child.

Please note: it is the parent's responsibility to ensure that all medication is in date. All items should be clearly labelled with your child's name and the dosage.

Special educational needs

To make sure that our provision meets the needs of each individual child, we take account of any special educational needs a child may have. Gooseberry Green works to the requirements of the Special Educational Needs and Disability Code of Practice: 0-25 years (2015).

Our special education needs coordinators are Liz Jelfs and Sara Millen

Complaints Procedure

We aim to provide the highest quality of education and care for all children. We believe children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. Our intention is to work in partnership with the parents and community generally and we welcome suggestions on how to improve ourselves at any time.

If you need to contact Ofsted directly the telephone number and address are:

Ofsted,

Royal Exchange Building,

St Anne's Square,

Manchester,

M2 7LA.

Telephone: 0845 640445

Fees

Busy Bees Morning session	8.30am to 11.30am	£24.00
Honey Bears Morning session	8.20am to 11.20am	
Lunch club	11.30am to 12.30pm	£12.00 (one hours care + £4.00 lunch) Gooseberry Green Provides all food
Busy Bees session		£24.00
Honey Bears session		£24.00
Funded Sessions	<i>This is to cover essentials, extras and consumables which the funding does not cover.</i>	£5.00
Starter Pack		£50.00
<p>With your starter pack fee your child will receive, a Pre School Diary and Art Bag, which they will receive on their first day at Pre School.</p> <p>A Registration fee of £25 will be refunded to you once your child has started their sessions</p>		

The fees are payable monthly in advance on the last day of each calendar month. Our preferred method of payment is by BACS. We also accept cheques, cash and Tax-Free Childcare. Please ensure you let us have your reference number.

Fees must still be paid if children are absent. If your child should be absent over a long period of time, please speak to our manager.

Please note: late payments will incur a fee of £40.00

For your child to keep her/his place at Gooseberry Green, you must pay the fees. We are in receipt of nursery education funding for two, three and four year old children; where funding is not received, then fees apply.

Fees are reviewed annually.

Nursery Education Funding

We are in receipt of Nursery Education Funding for two, three and four year old children. Where funding is not received then fees apply. We offer the universal 15 hour funding which all 3 and 4 year old children are entitled to. We also offer the additional funding 30 hours per week for 38 weeks of the academic year. We are also registered to accept Tax-Free Childcare.

Two year funding 2FEEE for disadvantaged families.

Gooseberry Green is registered to receive FEEE2 which is available to disadvantaged families. This can be claimed through your children's centre or online via www.essex.gov/help-with-childcare-costs

If you are eligible for this, you will be given a reference number which you need to pass on to Pre School for us to claim on your behalf. You will only be able to use this funding at one setting.

FEEE2W which is available to working families from April 2024. (Summer Term.)

To claim FEEE2W funding for working parents you will need to claim via www.childcarechoices.gov.uk

If you are eligible for this, you will be given a code which you need to pass on to Pre School with your National Insurance number so we can claim on your behalf. You can split this funding across two settings.

Universal 15 hour funding (which every child is entitled to.)

Every 3 and 4 year old child is entitled to 15 hours per week free childcare. Your child will be eligible the term after their third birthday. We will claim this on your behalf but will require a completed funding form **every** term which we will e mail to you. You can split this funding across two settings.

The funding form must be completed otherwise we cannot claim for your child.

30 hour funding (additional funding)

30 hours free childcare for 3 and 4 year olds has been available in England from September 2017 for working parents. The first 15 hours is the Universal Funding which every child is entitled to, the additional 15 hours is for working parents. Not all children are eligible for this, please go to www.childcarechoices.gov.uk

When your child becomes eligible for two, three and four year funding

Autumn term funding (Beginning September)	Child's birthday between 1 st April and 31 st August
Spring term funding (Beginning January)	Child's birthday between 1 st September and 31 st December
Summer term funding (Beginning April)	Child's birthday between 1 st January and 31 st March

You can access the funded hours during the morning and afternoon sessions. All other times will be charged at the current rates.

Please be aware that if any extra sessions are taken after the official headcount date each term, full fees will have to be paid until the following term when you can claim them. You will be notified of the headcount dates.

Please note: terms which exceed the allocated funding weeks will require full payment.

Starting at our setting

The first days

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to decide on how to help your child to settle into the setting. Our policy on the Role of the Key Person and Settling-in is available from the office or alternately you can access the policies on our web site. Your child will have his/her name card on a peg in the playroom where they can hang their coat and bag.

Things we ask you to provide.

- Nappies, wipes and creams
- Change of clothes (in case of accidents or water play)
- Outdoor items (sun cream, sun hats, wellington boots)
- Medication (asthma pumps, etc.) making sure that they are clearly labelled with your child's name. When your child moves to Honey Bears room he/she will require a P.E. kit comprising of T-shirt, shorts and plimsolls all named and in a bag. PE kits will remain in Pre School and sent home to be washed each half term.

The management of Gooseberry Green Pre School Nursery Ltd

The setting is owned and managed by Liz Jelfs

We hope that you and your family enjoy being members of our setting and that you all find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

Reviewed March 2024