Contents

1) Welcome and Mission for Bluebell Forest School
2) Management and Team Qualifications
3) Term Dates
4) Policies and Procedures (including SEND Local Offer)
5) Partnership with Parents
6) Morning Activities
7) What is the EYFS?
8) Montessori In Action with the EYFS
9) Forest School
10) Closure due to adverse conditions.
1) Welcome

We would like to wish you a very warm welcome to Bluebell Forest School for the start of September 2018. We hope that you and your child will be very happy during your time with us at Bluebell Forest School. It is our intention to make your child’s first experience of school a happy and memorable one with us. We aim to make our school a special place for the children where they arrive eagerly each day and depart at the end of the day with a sense of achievement and self-fulfilment.

We have a fully inclusive admissions procedure and we welcome children from all backgrounds into this setting. Our equal opportunities policy may be viewed in detail at any time. Parents are encouraged to discuss any aspect of the work of the school and their child’s progress with their key-worker. If we are busy at a particular time, we will make an appointment to meet with you as soon as possible. This handbook has been prepared to give you further information about Bluebell Forest School and to help you and your child prepare for coming here. This handbook is regularly updated to meet the changing needs of the pre-school and the children.

The setting was established in 2015, by Mrs Donna Pike, who lives locally with her husband and has two grown up daughters. Donna has a passion for providing an environment for children to have a variety of learning opportunities to suit every learning style. Bluebell Forest School aims to serve children in the local community as well as those slightly further away in nearby towns and villages, by combining inside and outside learning through elements of Forest School and Montessori principles which are embedded within the Early Years Foundation Stage and implemented into our daily routine. Working with a team of highly qualified and experienced staff, Mrs Donna Pike aims to provide a supportive and nurturing environment for young children and their families to assist the path of natural development of each individual child. Observation is the key tool used to assist the team in understanding each individual child, working in the classroom, outside classroom and wood.

Mission

Our mission is to serve the local community by providing a happy, safe and
stimulating Forest School combined with a Montessori environment to children aged 2-5 years, meeting all aspects of the Early Years Foundation Stage.

2) Management and Team Qualifications

All team members have had enhanced disclosure checks from the Disclosure and Barring Service (DBS). All members of staff have Level 3 Paediatric First Aid which is equivalent to the criteria set out for ‘Millie’s Mark.’

Mrs Donna Pike - Owner and Manager

Mrs Donna lives locally with her husband and family and has completed her MA in Early Years Professional Practice in 2015 -Level 7, which followed a BA in Early Childhood Studies together with her Early Years Professional Status. Miss Donna is also a qualified Forest School Leader with Outdoor Paediatric First Aid. Miss Donna is responsible for coaching the team in all aspects of the EYFS and best practice, as well as introducing Forest School activities with the children at Bluebell Forest School. Miss Donna is also our Designated Safeguarding Officer and named advisor on Behaviour Management and is trained in Paediatric First Aid, Health and Safety, ENCO, Food Hygiene, Safer recruitment, Fire Safety.

Mrs Caroline McIntosh - Deputy Manager and EYFS Lead

Miss Caroline also holds a QTS Level 6 qualification and has a special interest in Early Years. Miss Caroline has also completed Level 3 Forest School Leadership Training in the Summer 2018. Miss Caroline previously worked with the rest of our team at another local setting so we are thrilled that we now have the opportunity to all work together again at Bluebell Forest School. Miss Caroline is also our Deputy Designated Safeguarding Officer and qualified in Paediatric first aid, Health and Safety, Phonics. Miss Caroline is also our fire safety officer.

Miss Cheryl Moxham - Pre School Practitioner

Miss Cheryl has achieved her Level 5 Foundation Degree and is working towards Level 6 BA in Early Years. Miss Cheryl is our pre school Senco and joins us having worked as a teachers assistant in a primary school in Buckhurst Hill. Miss Cheryl is first aid trained.
Miss Nikola Pike - Pre School Practitioner

Miss Nikola is qualified with a Level 3 qualification in Early Years. Miss Nikola has recently joined us and has previously worked in a local pre school setting. Miss Nikola is the Senco for the 2-3 year olds and has Makaton training and first aid training.

Miss Rachel Gowers - Pre School Practitioner

Miss Rachel is qualified with a Level 3 qualification Early Years Educator and has been a childminder in the local community for many years receiving a ‘good’ rating from Ofsted over three inspections. Miss Rachel also holds a Paediatric First Aid Certificate, Safeguarding, Behaviour Management, and Food Hygiene.

Annabelle Moore - Pre School Practitioner

Miss Annabelle is qualified with a Level 3 qualification Early Years Educator. Miss Annabelle has also completed her First Aid qualification.

Miss Ellie - Pre School Apprentice

Miss Ellie is studying for her Level 3 Early Years Educator and aims to complete by Christmas 2018. Miss Ellie lives locally and is very loved by all of the children.

Mrs Lesley Phipps - Pre School Practitioner

Mrs Lesley Phipps lives locally and has over 20 years experience working in Montessori. Miss Lesley is qualified to NVQ2 and leads our gardening activities including planting and harvesting vegetables, and also leads our creative activities to celebrate seasonal occasions as well as special family events. Miss Lesley is our named co-ordinator on 2 Year Olds and also our trained SENCO (Special Educational NeedsCo-ordinator) Furthermore, Miss Lesley is trained in Food Hygiene, Paediatric First Aid (updated in November 2016), Safeguarding and English as an Additional Language. Miss Lesley is also our Deputy Fire Safety Officer.
Miss Lauren Evans - Pre School Apprentice

Miss Lauren has been volunteering at Bluebell for the last 6 months and has now commenced the Level 3 Early Years Educator qualification.

Victoria Curtis - Pre School Practitioner

Miss Victoria is Level 3 Early Years Educator and is trained in paediatric first aid, and Safeguarding. Miss Victoria has worked locally in other Early Years settings and is known to many of our families. Miss Victoria is bank staff.

Miss Natasha Collins - Pre School Practitioner

Miss Natasha holds a Level 3 and has many years experience working with children. Miss Natasha is incredibly creative and enjoys to make cakes and do lots of arts and crafts with the children. Miss Natasha is bank staff.

Ofsted

Bluebell Forest School Limited is registered with Ofsted. EY545422. We received ‘Outstanding in every area’ at our recent inspection June 28th 2018.

Professional Development for Staff

Bluebell Forest School Limited is wholeheartedly committed to the on-going professional development of all members of staff. The team meets regularly with the Principal to agree personal objectives for the year, and identify training objectives. Each half term we have a supervision meeting to ensure that time is allocated for peer review, reflection of practice and the opportunity for colleagues to cascade information from training to other team members.
3). Term Dates 2018 - 2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Duration</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter Term 2018</strong></td>
<td>14 weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday 4th September 2018</strong></td>
<td></td>
<td><strong>Friday 14th December 2018</strong></td>
</tr>
<tr>
<td><strong>Half Term</strong></td>
<td></td>
<td><strong>Saturday 27th October 2018</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sunday 4th November 2018</strong></td>
</tr>
<tr>
<td><strong>Spring Term 2019</strong></td>
<td>12 Weeks</td>
<td>Please note funding only offered by Essex for 11 weeks this term.</td>
</tr>
<tr>
<td><strong>Wednesday 2nd January 2019</strong></td>
<td></td>
<td><strong>Friday 5th April 2019</strong></td>
</tr>
<tr>
<td><strong>Half Term</strong></td>
<td></td>
<td><strong>Saturday 16th February 2019</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sunday 24th February 2019</strong></td>
</tr>
<tr>
<td><strong>Summer Term 2019</strong></td>
<td>12 Weeks</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday 23rd April 2019</strong></td>
<td></td>
<td><strong>Friday 19th July 2019</strong></td>
</tr>
<tr>
<td><strong>Half Term</strong></td>
<td></td>
<td><strong>Saturday 25th May 2019</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sunday 2nd June 2019</strong></td>
</tr>
</tbody>
</table>

4) Policies and Procedures

The full set of policies is available to parents at any time. These are available on the website: [www.bluebellforestschool.com](http://www.bluebellforestschool.com)

Failing to collect a child on time:

If children are not collected within an hour and all reasonable effort has been
made to contact parents/ carers, and other emergency numbers given by parents, we then have to implement our Child Protection Policy and we telephone Family Operations Hub. They then take responsibility for the child and make every effort to contact the parents.

Please note: It is very important that you are not late to collect your child. The village hall is often rented out to other users directly after our session. On the first Monday of every month, we have to finish at 12.30pm instead of 1.00pm for our morning children as the hall is used by the friendly club. Alternatively we will have a collection from the woods at the normal collection time if we have acceptable weather conditions for the woods.

We apply a £1.00 a minute late fee which is added to parents next invoice.

School Fees

School fees are set bi annually and the parents will be advised accordingly. Invoices for the coming term will be given to parents at the end of the previous term and fees paid before the start of the new term.

Non-payment of fees will result in loss of a place. A full term’s notice in writing is necessary in order to withdraw your child, failing which you will be liable to pay the equivalent of one term’s fees.

Late payment:
Payment after the specified date on the invoice will incur an automatic £50 late payment fee unless other arrangements have been made with the Manager or Deputy Manager.

15 hours free childcare:

Every child is entitled to claim the 15 hour funding for children from the start of the term after they turn 3 years old. There are a limited number of funded only places. If parents would like to take advantage of the Forest School/ Montessori teaching/ yoga/music and movement/snack and any additional hours then these will be charged. Bluebell Forest School will allow parents to access 3 hours of funding every session for their children over the week. Please do talk to Donna Pike for further clarification on this.
5) Partnership with Parents

Bluebell Forest School Limited recognises the importance of a strong partnership with parents. The exchange of information between school and parents/carers is vital to our shared responsibility for your child's development and welfare. With this in mind, we offer you a number of ways to find out about your child's life at school and to share with us his/her experiences at home.

Daily discussion

We will discuss your child's activities with you briefly on a daily basis. If you would like more time we will happily book an appointment for you to meet with either myself or your child’s key worker at anytime.

Key-worker

Your child will have a key-worker who will have responsibility for developing a close and supportive relationship with your child and you as parents. You will meet your key-worker at your Build Up session and discuss your child’s likes and dislikes as well as have the opportunity to ask any questions.

Parent Participation

We invite all parents and grandparents to come in and talk to us about any interesting hobbies, languages or jobs that they have. Examples include being a policeman, playing an instrument and baking. Please discuss this with your Key Worker (for celebrating birthdays, please see below).

Parent Meeting

Parents are invited to a 1:1 progress meeting twice a year. All team members contribute to your child’s development and we will summarise your child’s present activities at school and future plans for development in every area. *All information shared between parents and staff is strictly confidential and is not discussed other than in a professional manner between staff members (or with outside professionals, where specialist advice is required).
Holidays

Term dates are specified above. Please inform staff of any extra holidays which will cause children to be away from school during term time.

Birthdays

Parents are invited to share their child’s birthdays at school, which are celebrated in a special group at the end of the morning with the parents/carers if they would like to attend, and we say a short story of the life of the child whose birthday it is. Parents are welcome to bring in some photos of the child as a baby, one year old, two year old etc to share with the other children.

Behaviour and the Montessori Method

One of the great benefits of the Forest School/Montessori approach is that children spend some time in a mixed age group and have the opportunity to learn how to behave in a social situation from older children. Children are given the freedom to choose their own activities within the class, providing they have been shown that activity. There are two boundaries that make this possible: 1) no hurting others and 2) no disturbing others who are concentrating on their chosen activity. These boundaries are applied consistently throughout the school and they allow all children to benefit from the freedom provided within the environment. In this way, the children learn to respect each other, each other’s activity (including the material) and space they are occupying (e.g. the floor mat they are working on).

Importantly, it also provides opportunities to develop their Will. This is reflected in their ever increasing ability to choose their own work, persevere with it whilst overcoming the challenges that it represents and to follow it through to the end, putting it away where they found it and in the same state of readiness. This helps the development of their independence and self-confidence.

Here are some techniques that we use when dealing with challenging behaviour:

- Model the behaviour we would like the children to have
- Practice social skills through drama and role play, e.g. how to say “excuse me”
- Intervene positively or distract the child away from a negative situation when children show challenging behaviour, the following approach is used:
. Offer the child a limited choice between two activities (these are activities that the adult feels are appropriate at that time, e.g. something involving lots of energy such as scrubbing).
. Offer the child a limited choice between continuing with the activity or having some time out with the adult to watch other children and reflecting on what the other children are doing.
. If the child is not able to make a decision independently, the adult directs the child to a specific activity. When the heat of the moment has passed, the adult always:
  . Talks things through with the child to evaluate the situation
  . Invites the child to return to his/her activity when they are “ready” – children always know!

The most important aspect of this approach is for the adults to remain calm and consistent at all times. The child always responds to this, even though some children take longer than others. This approach allows the child to remain in control of the situation, to learn to make decisions concerning themselves and thus to increasingly develop confidence and independence. Staff are always happy to discuss any aspect of behaviour with parents.

6) Morning Activities

We would like you to prepare your child in advance for this new adventure and talk to them about starting at Bluebell Forest School, and saying goodbye to Mummy/Daddy/Carer at the door. The key thing for each child to know is that “Mummy/Daddy/Carer is going and Mummy/Daddy/Carer will be coming back.

The first days at school

The first days at school vary from child to child as they make their adjustment from home to school. Each child’s key-worker will help your child to make this adjustment and will discuss their progress with you on a daily basis. Having completed their first build up session, new children are encouraged to come in independently with their key-worker and parents are invited to adjust the length of the session as they prefer. Parents may collect their child mid-morning, gradually extending the amount of time they stay during the session until they are comfortable with staying until the end of the session.
Arrival at Bluebell Forest School

Flexible drop-off time: 9.00 - 9.15am. This is provided to help parents who are dropping siblings at other schools first. Long farewells at the door can be distressing for you and your child. Please say “Good bye” in good time so that you can leave as soon as your child has been greeted by a member of the team, who will then help with clothing or comfort as necessary. Please note that we do not allow access before 9.00am.

What should I do if my child is upset when I leave?

When your child joins us for the first time it is normal for them to be upset and for you too to be upset! In order to help them to settle as quickly as possible, it is much better to give your child a reassuring hug and kiss goodbye and to tell them that you will be coming back to collect them later, as soon as you have been to the shops (or another reason that they can easily identify with.) Long goodbyes can make it more difficult for your child to transition smoothly to nursery and also it can make it unsettling for other new children as well. Your key-worker or buddy key-worker or any member of the team is always available to help you and discuss arrivals with you to help your child settle more quickly. Please do not hesitate to ask if you have any questions – no matter how small. We will also phone/text you in the morning to reassure you that your child has settled down and is playing happily if your child was especially distressed at drop off.

Flexible collection time:

This is provided to help parents who may be at work or attending to the needs of younger/older siblings. If there is a delay beyond the end of session time, the school must be notified so the child may be reassured. If there is a change to the normal collection arrangement, the team must be notified in writing. Under no circumstances will a child be allowed to leave Bluebell Forest School with an unknown adult or unaccompanied. Please note it is very important that you are not late to collect your child. The village hall is often rented out to other users directly after our session. On the first Monday of every month, we have to finish at 12.30pm instead of 1.00pm for our morning children as the hall is used by the friendly club. We are very sorry for the inconvenience. On the second Wednesday of the month we will always collect from the woods. We apply a £1.00 a minute late fee which is added to parents next invoice.
Absence
Please notify the school if your child is going to be ill through holiday or sickness. Please text 07878555294 or 07594800050 and leave a message.

Drinks and Snacks
Cold water/milk is provided throughout the session. Children may help themselves freely. Snack is provided during the session at Matching Village Hall. In the Forest children will have the opportunity to cook on an open campfire (marshmallow, crumpets, teacakes or hot chocolate.)

Lunch
Please provide a healthy and balanced packed lunch for your child with named containers and lunch bag. Please do not send in crisps, sweets, chocolate bars/unhealthy yoghurts or fizzy drinks. As part of our EYFS curriculum, we regularly discuss Healthy Eating with the children to enable them to understand the reasons for eating healthy food. Please take great care to ensure that there are no nuts or traces of nuts in the ingredients of your child’s snack/lunch. We do have a child with a nut allergy. Lunch is a social event during which children have another opportunity to access their key-worker and they sit at key-worker group tables. Children also share responsibility for laying the tables, and tidying up afterwards). Good manners are encouraged and conversation flows freely.

Outside Play and Gardening
Children have free-flow access to the garden during the morning and after lunch. Forest School is embedded in practice at Bluebell Forest School and much of the curriculum will be delivered using the natural environment. A wide variety of games are played to develop gross motor skills and social awareness. We also care for our garden when we are outside, whether watering plants, planting seeds or bulbs, or harvesting produce!! We follow the development of your child’s outdoor skills and record these then cross link them to ‘Learning Outcome’ statements, and they form part of your child’s observations which are recorded in your child’s Learning Journal.

Self-care
We will support each child’s gradual independence in learning to use the “loo” which is an important achievement for young children. We will work with you towards this, and will support your approach at home. If your child is using nappies or pull-ups with wipes/cotton wool, please give the school a good supply which will be kept in their named bag. We will change your child once
each day and when necessary. Please then remember to send in more spare clothes the following day. If you would like to discuss any aspect of your child’s self-care with your key-worker, you are very welcome to at any time.

**Toys**

Children preparing to go to school are encouraged to leave any special toys or comforters in the car or with parents. If your child wishes to bring a ‘precious object’ to school, we will ask them to keep it safe in a special place during the session. It is school policy not to allow ‘weapons’ or anything that may frighten the younger children in the school environment. Large items should be kept at home.

**Children’s Belongings**

Please bring for your child the following NAMED items:

- Indoor shoes – trainers provide a good amount of support – with velcro fastenings ideally please
- Spare change of clothes
- Wellington boots for outdoor play and hats and mittens in winter months.
- Sun cream and hat in sunny weather (named again please)
- Please do spray your child in insect repellent if it is a forest school day in the woods.

**Other suggestions:**

- Please sew a loop into your child’s coat to assist them when hanging their coat on the cloakroom peg.
- Please label all your children’s clothes as this will help us locate them!

We are always prepared for accidents, which we deal with in a very practical and non-judgmental way. If a child soils his/her clothing, we put all items into a nappy sack to hang from the child’s peg ready for collection at the end of the day. Please bring a fresh set of clothes next time.

**What to wear**

The Bluebell Forest School uniform is available from Tesco online: [http://www.tesco.com/direct](http://www.tesco.com/direct) once on the site scroll down to select ‘school uniform’ then ‘embroidered school uniform’ - you will then be able to search ‘Bluebell Forest School’ to select which items of uniform you would like. If the child is joining us in the forest, it is important that they remain covered. This is to
protect them from the elements but also from insects which may bite. A change of clothes is advisable and waterproof layers are recommended. Aprons are provided for all activities including water or paint, but inevitably children get wet sometimes, or get paint on their clothes. Children should bring a coat to school if the weather is poor as there is outside play every day. If the weather is very wet, wellington boots may also be needed as our garden can get muddy. Also children are welcome to bring their own umbrellas, as we go out in all weathers apart from windy conditions due to the high risks.

7) **What is the EYFS?**

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents. In March 2017 the EYFS was revised to make it clearer and easier to use, with more focus on the things that matter most. This new framework also has a greater emphasis on your role in helping your child develop. The framework encourages the development of concentration in your child whilst they are engaged with their chosen activities. Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Children should mostly develop the 3 prime areas first. These are:

1) Communication and language
2) Physical development
3) Personal, social and emotional development.

These prime areas are those most essential for your child’s healthy development and future learning.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

1) Literacy
2) Mathematics
3) Understanding the world
4) Expressive arts and design.

These 7 areas are used to plan your child’s learning and activities. All of our team will regularly observe your child and plan activities that are suited to your child’s unique needs. It is similar to a curriculum in primary and secondary schools, but it is suitable for very young children and it is designed to be really flexible so that the team can follow your child's unique needs and interests. The children are assessed on a set of ‘Early Learning Outcomes’ which reflect the development stages of all children. Children in the EYFS learn by playing and exploring, being active, and through creative and
critical thinking which takes place both indoors and outside. We also create a baseline assessment recorded at the child's Build Up session.

Progress Check – Aged 2

After your child turns 2, your key-worker will give you a written summary of how your child is progressing against the 3 prime areas of learning:

. Communication and language
. Physical development
. Personal, social and emotional development.

This check will highlight areas where your child is progressing well and anywhere they might need some extra help or support – and how parents and other family members or carers can work with the key person to help. You might find it useful to share the information from the check with other professionals such as health visitors (who can use it as part of the health and development review).

How can I find further information about the EYFS?
You can find the Early Years Foundation Stage which includes the early learning goals at www.foundationyears.org.uk. The foundation years website also includes a range of resources and contacts.

8) Montessori in Action with the EYFS - Overview

The Montessori Method
The children are offered a wide range of activities to cover all aspects of development - intellectual, physical and social. Although each activity is a complete piece of work within itself, the activities are interrelated. Much care is taken to provide the children with ‘achievable challenges’ throughout their time at the school, so that their self-esteem is nurtured and they are encouraged to greater learning and exploration. These activities are consistent with the Early Years Foundation Stage EYFS and help the child achieve the Development Matters Statements and cross-link to the different areas as indicated:

Activities for Everyday Living (or “Practical life”)
Activities for Everyday Living help the child to perfect skills needed for everyday life, for example pouring, tying laces, washing hands and laying a table. Many of these activities may also be done in the home. As well as helping the child develop his/her physical co-ordination there is the added advantage that the child learns to focus attention for the entirety of an activity. By completing a task properly the child achieves a sense of fulfilment. Practical Life activities also focus on developing the children’s social skills:

. EYFS: Part of the PERSONAL, SOCIAL, EMOTIONAL and PHYSICAL
areas
Sensorial
Small children are vividly aware of the world, taking in impressions through all their senses. These materials stimulate and train the senses not only visually but also through touch, sound, taste and smell. An experience using one sense may often be reinforced by experiences gained through another sense - for example feeling a shape may reinforce a visual impression. Our materials reflect qualities of the environment such as colour, size, shape, texture, and sound and develop the child’s powers of observation, communication and exploration. Work with the sensorial materials lays the foundation for further work in mathematics, language and art.
. EYFS: Part of the MATHEMATICS and PHYSICAL areas

The Montessori Mathematics materials enable even very young children to achieve through their own efforts a natural appreciation of basic mathematical concepts, by providing experience in the concrete form. This helps children to avoid having mental blocks, which so often occurs if children are faced with purely abstract concepts. The specially designed materials provide concrete ideas and sensory experiences of numbers, quantities and mathematical operations. Gradually the child can move confidently towards the completion of abstract mathematical problems and develop a love of numbers.

Language
The Montessori setting provides many opportunities for developing the children’s ability to express themselves. Emphasis is given to the development of vocabulary based on real experiences and the preparation required for reading and writing. Many books are available in the book corner and the the team maintain a good mix of literature for the different ages within the class, reflecting a variety of cultural and social backgrounds as well as general aspects of daily living.
. EYFS: Part of the COMMUNICATION and LANGUAGE as well as LITERACY areas

Science, Art, Culture
The Montessori environment aims to stimulate these interests and extend the children’s knowledge and understanding of the world of music, crafts, art, history, geography, science and the natural world. Different cultures from around the world are explored.
. EYFS: Part of the UNDERSTANDING THE WORLD and EXPRESSIVE ARTS AND DESIGN

9) Forest School Ethos

The ethos of Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain
curiosity in the world around them. It believes in children's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential.

Forest School is based more on the process of learning than it is on the content - more on the 'how' than the 'what'. This means that genuine Forest School practice steps boldly out of the shadow and limitation of 'planned activities' and ventures collaboratively into the realms of the unplanned, unexpected and ultimately unlimited. Children and young people are given encouragement to direct their own learning - this often requires catalysing on the part of the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a child's learning, but mostly through simply observing how children are in the outdoors. Significantly, and on many levels, a woodland environment is central in supporting this very dynamic approach to learning: the passage of time, from the changing of the seasons, to the contemplation of an ancient tree; the dynamic nature of an outdoor environment - an infinite source of smells, textures, sounds and tastes; a range of visual stimuli from near to far, high to low, very big to very small; and the infinite layers of historical, cultural, spiritual and mythological significance that speak of our deep relationship with trees and woodland through the ages.

10) Closure due to adverse conditions.

We will do everything possible to keep the pre school open, even in the snow. However, if we have a power cut and are unable to go into the woods due to windy or extremely cold conditions then we will be forced to close. These circumstances are out of our control and as such your child will not be refunded or offered a session at an alternative day. We still have to pay our staff/rent etc but we will do everything possible to avoid a closure.

Finally, a very big welcome to you and your child.