Hawthorn Tree
Community Children's Centre

Tel: 01205 362255

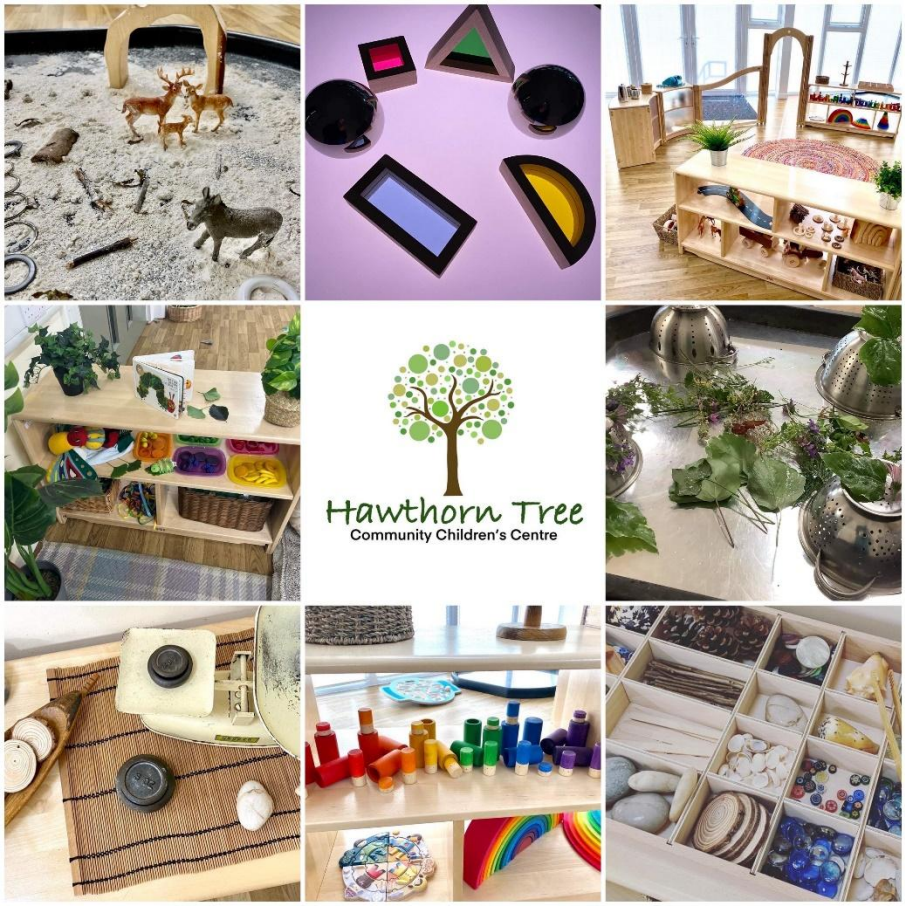
Full day care
Nursery
Pre-school
Breakfast Club
After School Club
Holiday Care

Open from 7:30am to 6:00pm Monday to Friday, providing care for children aged 0-4 years, and wrap around care for primary school children aged 4-11 years.

Healthy Childcare Status

Hawthorn Tree Community Children's Centre
Toot Lane
Boston
PE21 0PT
Tel: 01205 362255
Email: office@htccc.org.uk
Visit our official Facebook page @hawthorntreeccc

Registered Charity Number: 1161751 **Ofsted Registration Number: 2610664**



Welcome to Hawthorn Tree Community Children's Centre. This pack includes lots of information about our setting and what we do, that we hope you'll find useful. If you require further information or would like to discuss your requirements, please don't hesitate to contact us.

HAWTHORN TREE COMMUNITY CHILDREN'S CENTRE

WHERE CHILDREN GROW, HEARTS BLOOM AND MINDS THRIVE

Our Staff Team

All staff hold relevant, up to date qualifications, and are checked for suitability before employment.

Managers

Lydia Avison
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
BA Hons in Education Studies Level 6
Paediatric First aid qualified.
Designated Safeguarding Lead (DSL)

Lucinda Gaunt
Qualified Teacher Status (QTS)
Post Graduate Certificate of Education (PGCE)
Paediatric First aid qualified
Special Educational Needs Co-ordinator (SENDCo)
Deputy Designated Safeguarding Lead (Deputy DSL)

Deputy Manager

Jenni Jay
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified
Deputy Designated Safeguarding Lead (Deputy DSL)
Inclusion Support

Assistant Manager

Beatriz Esteves
Foundation Degree in Children & Young People (Early Years) Level 5 (With Practitioner Status)
Paediatric First Aid Qualified

Lead Practitioners

Katie Talbot
Level 3 NVQ in Childcare & Education
Paediatric First Aid Qualified

Emma Cox
Level 3 Diploma for the Early Years Workforce (Early Years Educator)

Grace Lumley
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Early Years Practitioners

Rachel Burch
Level 3 NVQ in Early Years Care and Education
HighScope Implementation course
Paediatric First Aid Qualified

Heidi Hammond
Level 3 BTEC National Diploma in Caring Services (Nursery Nursing)
HighScope implementation course
Paediatric First Aid Qualified

Nicola Lennon
Level 3 BTEC National Diploma in Caring Services (Nursery Nursing)
Paediatric First Aid Qualified

Annabelle Hopper
Level 3 in Children's Care Learning and Development in the Children and Young People's Workforce
Paediatric First Aid Qualified

Lily Gaunt
Working towards Foundation Degree in Children & Young People (Early Years) Level 5
Paediatric First Aid Qualified

Shannon Ruck
Level 2 NVQ STLIS
Working towards Foundation Degree in Children & Young People (Early Years) Level 5
Paediatric First Aid Qualified

Lyla Burrows
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Libby Ward
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Natalie Maddison
Level 3 NVQ in Early Years Care and Education
HighScope implementation course
Paediatric First Aid Qualified

Brodie Snow
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Codi Steadman
Level 2 Childcare qualification
Paediatric First Aid Qualified

Seila Butãne
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Marissa Bent
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Chloe Potts
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Louise Beecham
Level 3 NVQ in Children's care, Learning and Development

Sophie Crowfoot
Working towards Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Millie Rolfe
Working towards Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Claudia Abel
Working towards Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Olivia Barker
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Shannon Skelland
Level 3 Diploma for the Early Years Workforce (Early Years Educator)
Paediatric First Aid Qualified

Apprentices

Sophie Bursnell
Working towards Level 3 Diploma for the Early Years Workforce (Early Years Educator

About Us

Our Aim Is:

- To provide a safe, secure and stimulating environment that will enrich your child's learning and development
- To work within a framework which ensures equality of opportunity for all children and families
- To offer active learning through play experiences in line with the HighScope approach
- To provide individual care and attention, made possible by a high ratio of qualified childcare professionals to children
- To provide the best care for children based on up to date research, by ensuring all staff are fully qualified and kept up to date with training
- To build positive working relationships with all families and professionals involved in the individual child's care and well-being
- To ensure families are provided with opportunities to be involved in their child's learning and development

Accommodation:

Set within an acre of beautiful grounds, our purpose-built Children's Centre provides the perfect environment for children to learn, play, and grow. Each of our three playrooms has direct access to the outdoors, with large windows that fill the rooms with natural light and offer wonderful views of our surroundings.

Our spaces are designed around children's needs, with child-sized furniture, accessible storage, and carefully chosen resources that encourage exploration, creativity, and independence. At the heart of the building, our fully equipped kitchen serves each playroom, while our utility facilities ensure a constant supply of fresh linen for our children.

Outdoors, our developing play area gives children endless opportunities to explore nature and the world around them. Plans include a vegetable patch, woodland area, sensory garden, digging zone, and large open space — plus, our very own chickens, which the children love to help care for.

Accessible to the whole community, our modern centre is a real asset to the local area, always placing children at the heart of everything we do.

All aspects of the Centre are inspected by Ofsted, with reports available in the entrance area or from our Managers.

Parking:

Parking is along the road, the same side as our building. Please remember not to park on the yellow zig-zag lines outside of our building or the school.

Our Rooms

The Nest:

Our baby room provides care for children aged 0-2 years. It features:

- A bright, airy environment
- A designated safe sleeping area that is visible at all times
- A safe enclosed area for babies who need some time to relax
- A horseshoe table with a variety of self-accessible feeding chairs, providing a face-to-face experience
- A designated physical development area
- A quiet area with a comfy sofa, providing a homely feel
- A selection of carefully chosen resources, providing babies and young children with opportunities to explore
- Double doors with ramped access to the outside area
- Three accessible toilets






The Burrow:

The Burrow is the largest of our two preschool rooms for children aged 2-4 years. The Burrow and The Den are designed to run together, with children being able to freely access both rooms throughout the day. Additionally, this room is used for breakfast club and afterschool club. It features:

- A TV and games console for the afterschool club
- An extensive art area that fosters creativity
- A cosy reading and quiet area complete with comfy chairs and soft cushions
- An area dedicated to developing numeracy skills
- A tinker station full of loose parts, great for keeping little hands and minds busy
- A large construction space complete with everything a little engineer might need
- Double doors that open onto the outside area
- Four accessible toilets






The Den:

The Den has large south facing windows with double door access to the outside area. Designed to run alongside The Burrow, The Den is the second of our two pre-school rooms for children aged 2-4 years. It features:

- A playdough station stocked with dried petals, glitter, utensils, pasta rollers, pinecones, twigs and other natural loose parts.
- A physical development zone with indoor climbing frame
- Musical instruments from around the world
- A home area with a variety of 'real-life' resources, such as teacups, pans, utensils, plates, bowls, telephone and seating area
- A role play zone with a selection of clothing and resources for children to get creative with their role playing
- A small world area inviting children to create, explore and dream
- Double doors that open to the outside area
- Two accessible toilets






Sessions

The Nest:

Monday to Friday 7:30am to 6:00pm
Our baby room provides care for children aged 0-2 years. Hours are available as morning or afternoon sessions, or as a full day. Hours that differ to these sessions are dependent on availability.
Morning and afternoon snacks are provided.
Lunch: Lunch is at 12:00pm. Those attending afternoon or full day sessions will require a packed lunch.

The Burrow & The Den:

Monday to Friday 9:00am to 3:00pm
Our preschool sessions provide care for children aged 2-4. We operate a morning session from 9:00am to 12:00pm, an afternoon session from 12:00pm to 3:00pm, or a full day from 9:00am to 3:00pm. Additional hours from 7:30am to 6:00pm are available by booking breakfast club or afterschool club.
Morning and afternoon snacks are provided.
Lunch: Lunch is at 12:00pm. Those attending afternoon or full day sessions will require a packed lunch.

Breakfast Club:

Monday to Friday 7:30am to 9:00am – Term Times as per Hawthorn Tree Primary School. Breakfast club sessions are available to book to start from either 7:30am or 8:am (see fees sheet). Drop off can be anytime at or after your booked session. **Breakfast served until 8:30am.**

After School Club:

Monday to Friday 3:00pm to 6:00 pm – Term Times as per Hawthorn Tree Primary School After school sessions are available to book to either 4:00pm or 6:00pm (see fees sheet). School children are collected from Hawthorn Tree Primary School at the end of the school day. Nursery and preschool children remain in the building.
Snack is provided.

Holiday Club:

Monday to Friday 7:30am to 6:00pm - dates as per Hawthorn Tree Primary School Sessions are available to book by the hour or full day. Open throughout the school holidays.
Morning and afternoon snacks are provided.

We are closed on bank holidays, over the Christmas holiday, and some days over the summer holidays. These are notified to you in advance.

Children should not be left unattended prior to the session starting and should be collected promptly at the end of their session.

Settling In

Just as each child is individual and unique, so too is the settling in process. It is personal to each child. Some children may settle in quickly and confidently, whereas others may be upset, withdrawn or anxious. It is a huge step for most young children to leave their familiar surroundings and adults. We understand this and aim to work with families to make the transition a positive experience for both the child and their parents. In order to facilitate this, we offer settling in sessions before a child is due to start with us. These sessions enable both the child and their parents to familiarise themselves with the environment, and to feel a bit more confident and relaxed about the transition. We work with parents to arrange the settling in sessions, and these are flexible to meet the needs of the child.

It is natural to feel anxious about your child embarking on a new adventure away from you, and at first your child may be reluctant which intensifies the anxiety you, as parents, are feeling. Please be reassured that you are not alone with these feelings, and they are commonplace. Time and perseverance will pay off.

We aim to take a gentle approach to the separation process and really focus on talking about emotions to the children. However, if you think there is something we could do to help you personally with this transition then please do not hesitate to be in touch.

Key Person Groups

When your child starts at the setting, they will be allocated a Key Person. This is the person that will lead your child's care during their time at the setting. They will work with parents and families to ensure the child's individual needs and interests are met, observe and record your child's progress and achievements, and support children throughout their time at the setting. The Key Person has several key children (depending on age), called a Key Person Group. These groups partake in activities together and share news and exciting information with each other.

Building a positive relationship with your child's Key Person is especially important. It enables us to gain a greater understanding of your child, which in turn allows us to tailor our care to meet your child's individual needs and interests. This means they receive the best care possible, which is our aim.

Just Playing?

A high quality early years education is about much more than colours and shapes, numbers and letters. It's about learning to be independent, confident, strong and curious. It's about developing children's natural joy and wonder at the world they live in. It's about having a positive attitude, forming positive relationships and believing in yourself. If children can learn to 'have a go', learn from mistakes and try again, they will succeed in their future learning. Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating - in other words - playing! Play is children's work and playing hard is very tiring! Your children may be really exhausted and perhaps a bit grumpy when they come home - please make allowances. You'll want to know what your child has been doing whilst they have been at the setting, and at times your child may not be forthcoming.

Sometimes children make something, draw or paint, so you can see what they've done. Often their play has nothing to show for it, the learning is invisible. Whatever they've done, please don't compare your child with anyone else, or put them under pressure to make something for you - it's so easy to knock their self-esteem. Remember, often your child's play is more about the process, rather than an actual 'end' product. So, what have they really been doing and how will they learn if they are 'just playing'? Young children learn from everything around them - the people, the environment, the atmosphere, the routine, and the experiences. All of these elements of the pre-school make up the learning experience for each child. All aspects of children's growth and development are woven together but it is interesting to look at the different areas of learning separately to understand how young children learn.

The Early Years Foundation Stage (EYFS)

Here at HTCCC, we aim to provide a broad, balanced, differentiated and interesting curriculum, which follows the Early Years Foundation Stage Statutory Framework, and is delivered in line with the HighScope approach. The EYFS sets standards for the care, development and learning of children from birth to five years.

There are four overarching themes and principles which underpin the EYFS and shape practice. These are:

- A Unique Child - who is constantly learning and can be resilient, capable, confident and self-assure
- Positive Relationships - children learn to be strong and independent through positive relationships
- Enabling Environment - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents
- 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 years provision, including children with special educational needs and disabilities.

Areas of Development

There are seven areas of learning and development that must shape educational programmes in Early Years settings. These are broken down into:

Prime Areas:

- Personal, Social and Emotional development – all about:
  - Forming meaningful relationships with other children and adults
  - Being an individual and belonging to a community
  - Expression of and understanding emotions
  - Developing morals
  - Becoming independent
- Communication and Language
  - Being able to express thoughts, ideas and opinions
  - Being able to make choices
  - Talking, listening, discussing and recalling experiences
  - Communicating needs
  - Understanding speech
- Physical Development – all about:
  - Developing the movements required to explore the environment
  - Developing confidence and independence through achievement
  - Learning co-ordination and control
  - Learning to use tools
  - Learning to move in a variety of ways

Specific Areas:

- Literacy – is all about:
  - Enjoying stories
  - Telling stories
  - Making up stories
  - Developing an interest in books
  - Developing the skills to become a reader and writer
- Mathematics – is all about:
  - Understanding and using mathematical language and concepts
  - Understanding, using and recognising numbers
  - Developing logic
  - Appreciating patterns and relationships
  - Exploring and comparing
  - Problem solving
- Understanding the World – is all about:
  - Exploration
  - Being curious
  - Building confidence
  - Observing, experiencing and recalling
- Expressive Arts and Design – is all about:
  - Imagination
  - Creating
  - Self-expression through the arts

For more information on the EYFS please visit the government website.

Special Educational Needs and Disabilities

Special educational needs and disabilities (SEND) can affect a child's ability to learn. As the areas of development are intertwined, a delay in one area can have an impact across other areas of development. SEND can affect a child's:

- Ability to socialise and their presenting behaviours
- Ability to communicate
- Ability to progress and develop in the prime or specific areas of development
- Ability to understand concepts
- Ability to concentrate
- Physical ability

Therefore, we acknowledge the importance of early identification and recognition of a child's specific and individual needs, so that we can implement strategies to support the child appropriately. The practitioners within our setting continually observe children and track their learning and development. This allows the practitioner to identify any areas for concern in a timely and effective manner.

Our spacious rooms in our purpose built, single storey setting means we are accessible to all, and we pride ourselves on our inclusive practice.

We regularly liaise with outside agencies such as Speech and Language Therapists, Physiotherapists, Occupational Therapists, Educational Psychologists, Social Workers and Health Visitors. Our working partnership with other professionals ensures any additional support is provided as a team effort, along with parents and carers.

For further information, or to discuss your child's individual needs, please contact us and ask to speak to our SEND Co-ordinator or to see our SEND policy.

Loose Parts

Loose parts feature a lot in our setting and are used throughout all aspect of play. A selection of items such as pinecones, twigs, shells, plastic bottle tops, buttons, spools, pebbles, coloured glass pebbles, wood slices and wooden rings can be found across our playrooms. There's also a carefully curated selection of baby safe loose parts within our baby room. They align with the HighScope approach and provide children with an infinite amount of possibilities for play and learning. Here is how they link with the areas of development within the EYFS:

Personal, Social and Emotional Development:
Loose parts allow for freedom of choice, and children can use them however they wish, enabling self-expression and promoting confidence. Children are able to use them independently or collaborate with others and communicate about their play.

Communication and Language:
Communication and language are encouraged through loose parts with children discussing ideas and listening to others share their ideas. New language is introduced through talking about the properties of the loose parts.

Physical Development:
Both gross (large) and fine (small) motor skills are developed through access to loose parts. The smaller pieces encourage intricate and delicate movements as children manipulate the items to explore their properties. Tools such as tweezers and scoops expand on these fine movements, providing a stimulating and challenging physical activity. Larger parts, things such as large blocks or tyres, crates and planks that are in out outdoor area require larger movements with children thinking about how they are going to manoeuvre and construct with them.

Literacy:
Loose parts can be used alongside story telling in story sacks. They are also great for recreating scenes found within books, reinforcing concepts and encouraging the exploration of books.

Mathematics:
When exploring loose parts, children often comment on their properties, including their size. Loose parts provide opportunities for introducing and reinforcing mathematical language and topics such as size, capacity, classifying, sorting, comparing and constructing.

Understanding the World:
Children are able to learn about properties of materials through exploring loose parts, such as where things come from, nature, manufacturing, and even topics such as recycling and sustainability.

Expressive Art and Design:
Loose parts allow children to freely create and use their imagination. For example, the same log slice can be a pizza topping one minute and a sunshine in a piece of transient art the next!

Our Approach - HighScope

What Is HighScope?

HighScope is a way of working with children based on the idea that they learn best from activities which they plan and carry out themselves. By doing this, children gain an awareness of their skills and discover that they are capable learners who can make decisions and solve problems in a way that is personally meaningful to them.

Why Do We Use It?

All of us are unique and no two children are the same. They all develop at different rates, have different interests and have had different experiences. HighScope recognises these differences and encourages children to make informed decisions, to be responsible for their own world and to plan and review their 'work' (which is the term given to their play). HighScope recognises that children are 'active learners'.

What Does Active Learning Mean?

For many of us, the word 'school' probably brings back memories of sitting at a desk with a pencil and paper, listening to a teacher giving out information. However, young children learn differently to older children and adults. For children, learning is most effective when they are actively involved, discovering things for themselves and sharing their findings with others.

How Do We Do It?

In the HighScope environment you will find activities that have the following criteria, all of which support and encourage active learning:

- **Materials:** a variety of 'open-ended' materials are readily accessible to the children. Open-ended materials are objects or toys that can be played with in a variety of ways with no limitations, giving the child control over their play. Loose parts are a great example of open-ended materials.
- **Manipulation:** children are free to handle, explore and work with the materials available, giving children an understanding of the world around them.
- **Choice:** children are given opportunities to set their own goals, to select materials and to choose and plan their own activities.
- **Language:** children are encouraged to talk about what they plan to do and what they have done, sharing their thoughts, feelings and findings.
- **Support:** staff support children by encouraging their efforts, helping them to extend or build upon their work. They do this by talking with them about what they are doing and joining them in their 'work', helping them to solve problems as they arise through sustained shared thinking methods.

What Does It Look Like?

The HighScope approach believes that children learn best in an environment which is stimulating yet ordered. As a result of this, we have organised our rooms into clearly defined zones. Within these zones, resources are visibly stored in an organised manner so that children can see where everything is and where to put it back when they have finished. This allows children to carry out their plans independently and efficiently.

What Do The Children Do?

A predictable daily routine helps children to feel secure and provides a framework for their activities. Every day, as part of the pre-school session, children:

- **Plan:** children plan what they are going to do and how they are going to do it.
- **Do:** during this time, children go off to carry out their plans. They have access to all the resources and are free to 'work' where they wish, exploring materials, learning new skills and trying out their ideas.
- **Review:** once 'work time' has finished, the children sit down with their key person and their group and review what they have been doing, sharing their experiences.

Supporting Children's Development

All parents and carers want their children to be successful on their journey of learning, and as a result of this can unintentionally pressure young children to attempt activities they are not ready for. This can lead to feelings of stress, frustration and upset, leaving children feeling incapable. The HighScope curriculum emphasises the importance of providing young children with experiences which are appropriate for their age group and stage of development.

Important Information

Famly – Our Online Learning Journey System:

We use a secure web-based learning journey system called Famly to record and monitor children's achievements, progress and any other relevant information. You will be able to access your own child's records and information whenever you wish from your smartphone, tablet, laptop or PC, meaning you don't need to be at the setting to have a look at your child's achievements. Having this system in place means we can share videos and voice recordings with you, as well as photographs and written observations/notes, in a time effective manner. Furthermore, you are able to, and we encourage you to, upload your own pictures and notes to share with us. We will provide you with instructions of how to access and use this system once your child has been enrolled with us. Parents evenings are held twice a year for us to discuss your child's progress together. However, if you have any concerns or want a chat about something, you can catch us at the end of the session or you can phone us at any time.

Slippers:

Here at HTCCC, lots of our activities take place on the floor to give children a bigger space to explore materials, as opposed to just a tabletop. For this reason, we do not allow outside shoes in any of our 3 rooms. We ask you to **please supply a pair of slippers** or comfortable indoor shoes for your child to wear during their time at the setting. These need to be named and can stay at the setting.

Nappies & Wipes:

Please supply nappies and wipes for your child as per their requirements. We do accommodate reusable nappies and wipes

Clothing & Spare Clothes:

We recommend children come in practical clothing and footwear suited to the weather and messy play — not their best outfits. Aprons are provided for painting and similar activities, but children don't always choose to wear them once they're immersed in play.
Please provide a set of spare clothes in your child's bag. Outdoor exploration often leads to muddy fun, and on occasion, children may also need a change after forgetting to use the toilet. While we do keep a small supply of spares, having their own makes things easier.

Illness:

Please let us know if your child is unwell. Some illnesses, such as chicken pox, require an exclusion period, and children with sickness or diarrhoea must stay home until they've been symptom-free for 48 hours. Mild illnesses, like a common cold, are usually fine to attend. If you're unsure, just check with us.

Healthy Childcare:

Our Children's Centre has been awarded Healthy Childcare status (similar to the Healthy Schools scheme). We feel that it is important to promote a healthy lifestyle right from the start. We do this in lots of different ways at the Centre. At each session children are offered a drink of milk or water, and water is available all the time from the water dispenser. We also offer the children healthy **snack** options which a group of children prepares on a rota basis throughout the week. The registration fee we charge for each child is your contribution to the snacks. Snack varies enormously - it could be fruit, vegetables, crackers and cheese, carrots, dip, crumpets, banana and custard, pitta bread and tuna/sweetcorn or brioche etc. **Playing outdoors** is essential for young children, not just for their growing bodies, but for the development of their minds too. Outdoors they have opportunities for investigation, exploration, for creative experiences, for working together in imaginative play, for sharing and co-operation. We try in every way to help children to understand the importance of looking after their **teeth**. We arrange for visits from the oral health nurse and have resources to help children learn about looking after their teeth.

Dietary Requirements:

The snacks we provide children will cater to their individual dietary needs. Please inform us of your child's needs and keep us up to date with any changes to this.

Admissions:

Priority will be given to:

- Those eligible for Early Years Funding
- Children who have siblings within the setting
- Those children who have been on the waiting list longest
- Children wishing to attend Hawthorn Tree Primary School

Personal Property:

We prefer children not to bring their own toys in to the setting, particularly those that could easily be broken or lost. However, we do understand that some children have comfort items or toys than can help them to feel safe, secure and confident.

Confidentiality & Record Keeping:

You know your child better than anyone else, so it goes without saying that sharing information with us about your child is the best way for us to learn about their needs and interests. All information is confidential and only shared on a 'need to know' basis, in line with GDPR legislation.

Photographs & Videos:

Photographs and videos are used to document children's time at the setting. We upload these to your child's Famly account, giving you the opportunity to see what they've been getting up to. We also use photographs and videos for displays, advertising, Ofsted purposes, the website and social media page. You will be asked to give consent for this on your child's day care record sheet. This is not compulsory and is

your decision. We are always mindful of Child Protection issues and adhere with relevant regulations when using photographs and videos.

Management Committee:

Our management committee oversees the running of the centre and consists of family members of the children that use our services, members of the local community and the setting managers. If you are interested in becoming a member of the committee then please get in touch.

Fundraising Committee:

We also have a fundraising committee whose job it is to plan events throughout the year to raise money for the centre. As we are a registered charity, we rely upon the support of the local community and the families that access our services. If you have some good ideas for fundraising or can offer any help and want to join, please do get in touch with us.

Complaints:

If any problems arise, we really hope you would speak to us to reach a solution as quickly as possible. However, if you feel there is a serious issue that you cannot discuss with management or staff, or a problem is not solved to your satisfaction, you can contact Ofsted at:
Ofsted Complaints
National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD