

St-Anne's college nursery – Hand book for parents 2022/23

St-Anne's college nursery - Staff roles and qualifications



The staff who work at St Anne's college nursery are fully qualified, experienced nursery nurses up to level 3 (BTEC, CACHE, etc.). All staff, volunteers and people who are in regular contact the nursery must have a DBS clearance. Any temporary members of staff also have clearance by the agency they work for.

Members of staff in the nursery team are:

Kyle Biswell

Nursery Manager: kyle.biswell@st-annes.ox.ac.uk

- National Vocational Qualification Level 3 in Childcare.

Kyle has worked in the early years for approx. 19 years with a mixture of age ranges. He has been at St-Anne's since 2012 and took over the manager's role in March 2021.

- Forest school leader
- Behaviour lead
- Designated safeguarding lead

Kyle works at the nursery full time

Lesley Douglas

Nursery Nurse: lesley.douglas@st-annes.ox.ac.uk

- CACHE Level 3 Certificate for Children and Young people's Workforce.

Lesley has worked in childcare for 26 years. She has been at St Anne's nursery for 18 years.

- Equality and diversity lead

Lesley works at the nursery: Monday, Tuesday and Wednesday.

Charlotte Vowell

Deputy Manager: charlotte.vowell@st-annes.ox.ac.uk

- CACHE Level 3 Diploma in Childcare and Education

Charlotte has worked in primary education and childcare 17 years. She has now been at St Anne's nursery for 6 years.

- Special Needs (SEND) lead.
- Designated safeguarding lead.

Charlotte works at the nursery Monday, Tuesday and Wednesday morning.

Rebeka Power

Deputy Manager: rebeka.power@st-annes.ox.ac.uk

– NNEB Diploma in Nursery Nursing

Rebeka has now worked with children for 30 years. In roles including early years as a nursery nurse, as a teaching assistant and as a nanny. Rebeka started at St-Anne's in April 2016

- Health and safety lead.
- Designated safeguarding lead.

Rebeka works at the nursery: Wednesday afternoon, Thursday and Friday.

Selina Weston

Nursery Nurse: selina.weston@st-annes.ox.ac.uk

-Diploma in pre-school practise

Selina has worked alongside children for at least 30 years. She has worked in various schools and preschools. Selina began work with St-Anne's in 2017.

- Communication and language lead

Selina works at the nursery: Monday and Tuesday.

Rebecca Silk

Nursery Nurse: Rebecca.silk@st-annes.ox.ac.uk

- BEd in Primary Education and specialised in Music and Creativity in the arts.

Rebecca has worked in special education needs for a year and completed a course in children with English as an additional language. Rebecca is currently undertaking a TEFL.

- Level 3 DSL OSCB safeguarding.
- Philosophy for Children introduction course.

Rebecca works at the nursery: Wednesday, Thursday and Friday

Additional training among the staff includes:

- Promoting positive behaviour.
- 12-hour paediatric first aid.
- 16-hour outdoor first aid.
- Special educational needs.
- Equality and diversity.
- Manual handling.
- Fire training.
- Supporting children's development of speech language and communication.
- Problem solving reasoning and numeracy.
- British sign language level 2.

- Generalist Safeguarding.
- Key person.
- Two-year check.
- Let's explore outside.
- Observation, assessment and planning.
- E.Y.F.S record keeping.
- Supporting children with English as an additional language.
- Schemas.
- Why do they do that?
- Messy explorations.
- Story making and telling at Forest School.
- Using sharp tools at forest school.
- Food hygiene level 2.
- British sign language level 2.
- Power of books.

First aid

- We stick rigidly to having one person with a full 12-hour paediatric certificate present for each session as in the statutory guidance. New course to be taken
- Kyle further adds to this by keeping up to date with outdoor first aid training. This is a 16-hour course that is a requirement for his forest school qualification.
- Now that face to face training is being re-introduced as regulations are eased from the Covid-19 pandemic we hope to get all staff trained on a 12-hour paediatric course as soon as possible so the children are in the safest possible environment.

St. Anne's College Nursery Statement of Purpose

As proposed by the Nursery Committee to Council/GB, 20 October 2020



St. Anne's Nursery is a part of St. Anne's College, and is run on behalf of the College's Governing Body. The primary aim of the Nursery is to serve working parents by providing a safe, happy, and stimulating environment for the children in its care. The nursery seeks to achieve this aim in a cost-neutral manner. The Nursery's intent is to enable parents to devote time and focus to their professional development and service to the College, University and broader Oxford community.

In particular, the purpose of the Nursery with regard to specific stakeholders is...

To the College and University: to support and promote the gender-equal professional success and career progression of its members, when they are also faced with the demands of raising young children.

To the parents of enrolled children: to give them confidence and peace-of-mind that their children are safe, well-cared for, and provided with appropriate stimulation and rules.

To the enrolled children: to help them enjoy and learn through free and structured play, while encouraging them to develop socially, emotionally, physically and intellectually.

St. Anne's families shall have priority admission to the Nursery. It is also an aim to offer places to the broader community outside of the University where, at the time of admission, there are insufficient St. Anne's parents requiring places.

Introduction



St Anne's College nursery is a full-time day nursery that caters for up to 12 children aged 6 months – 5 years. The nursery is open year-round (8.45am-5.15pm) Monday-Friday except three weeks in August, one week and a day during winter closure and one week during spring closure (including bank holidays).

St Anne's college nursery is the oldest nursery within the University, it was founded to provide childcare for tutorial fellows and staff of the college. If space permits we also offer places to children of University staff and the wider community.

The nursery has a management committee made up of the nursery manager, HR officer, health and safety officer, bursar and accountant. There is also a nursery fellow, a member of the college's governing body (usually a parent from the nursery community), that has overall responsibility for leading the committee in supporting the nursery.

Aims and Objectives

Our aim is to provide a happy, safe and stimulating environment for your child to gain new experiences.

To enjoy and learn through unrestricted play and structured activities, while encouraging them to develop socially, emotionally, physically and intellectually. We strive to create a warm friendly environment so your child will feel secure.

Our vision

A positive approach and a can-do attitude lie at the very heart of St Anne's College Nursery. Challenges are embraced, standards are set high. We are passionate and flexible practitioners. We understand that individual children have different needs and learn in different ways, but they are all equally important.

We want children in our care to leave us with a joy and enthusiasm for learning. This is fostered through affording children considerable freedom over what they do, and the skilful way in which staff extend the activities they are interested in.

Restrictions on risky play are kept to a minimum-you can't learn anything unless you are prepared to take a risk.

Parents too are invited to contribute to the learning process we run the nursery as a community in partnership with parents what learning takes place at home and what they would like their child to learn. We place an emphasis on developing self-confidence and independence in order to achieve 'school readiness.'

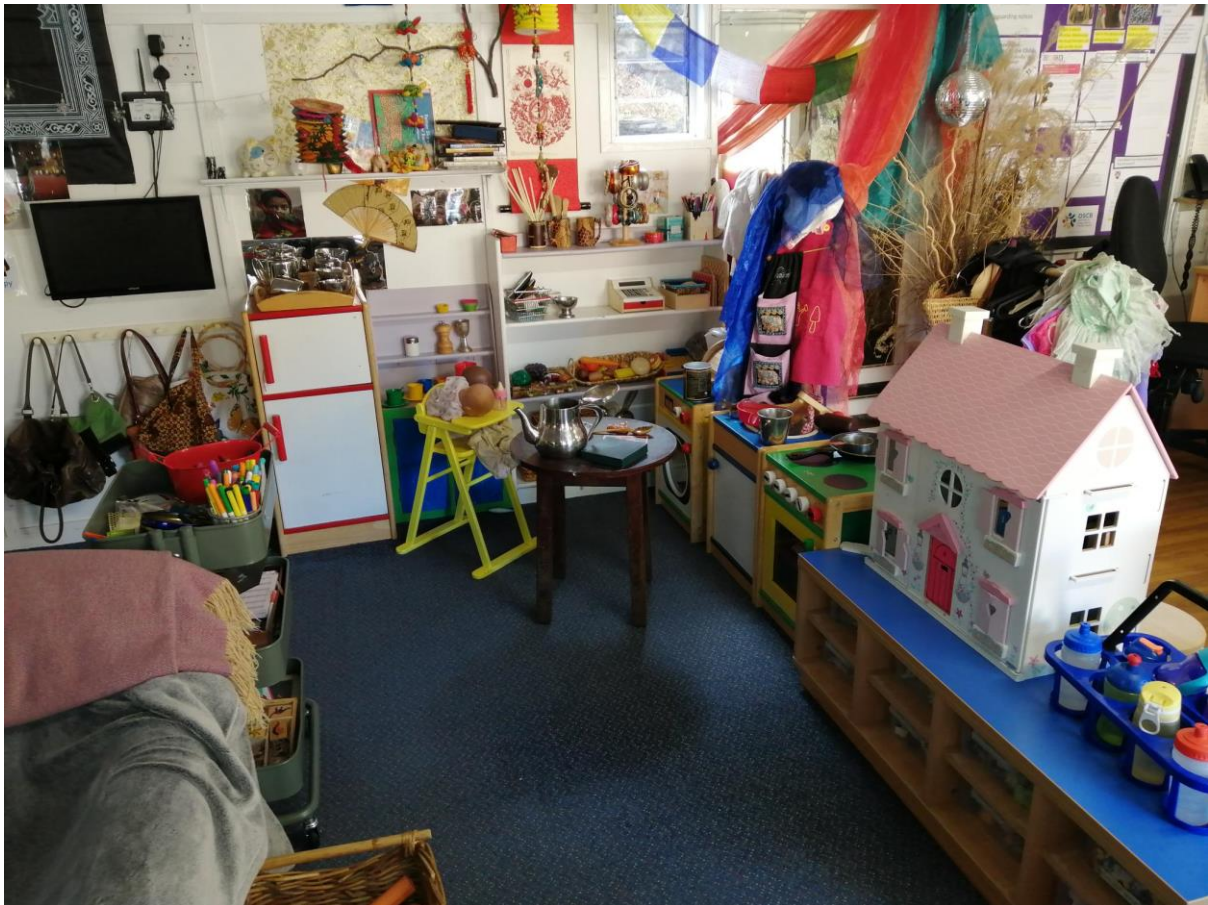


The facilities

St Anne's nursery is a full time day nursery, located in a purpose built detached building within the grounds of St Anne's College.

The nursery has one main room, a bathroom and a kitchen. The main room is divided into two sections: an area for the under 2s and an area for the over 2s.

But the children are not restricted to these groups as 90% of the time the whole group – babies to 4 years - mix in a family grouping situation and learn from each other. The power of older children for boosting language development in younger children is tremendous!



Bringing the outdoors in.

It is our goal to have natural resources everywhere for the children to touch, see, smell and taste. This includes indoors where we dry flowers for using in activities, press flowers, germinate seeds for planting later on in the garden.



Ratios and supervision

All of the staff at St –Anne's have at least a level 3 qualification because of this we can easily change our staffing to suit the ratio of children.

We have a Manager in place who works full time and two deputy managers who cover each side of the week. Both deputy managers are qualified enough and experienced enough to confidently step up and take the managers place in his absence.

We follow department for education statutory guidelines which state we need a staff to adult ratio of:

- Children under 2 years require 1 member of staff for every three children present
- Children who are 2 - 3 years of age require 1 member of staff for every 4 children present
- Children who are 3 - 4 years old require a ratio of 1 child to every 8 children present

Children are adequately supervised at all times including during meal times where staff will sit with the children to make meal times a social and hopefully interesting experience.

Some of the younger children/babies sleep in large prams in the open air, they are checked regularly during their sleep time to ensure their safety

Whilst playing outside the children have freedom. Our garden is designed so there are places to hide, play and spend time as an individual. But children are within sight or hearing at all times. The garden is approx. 13x20m so every child will be seen or heard easily.

During water play activities a member of staff will directly supervise at all times. Especially when it is a large scale water play where the children have the opportunity to stand/paddle in the water or mix it with sand.

We have a free flow system that is in operation all the time. This gives children the chance to lead their own learning (play indoors or outdoors). To give children this opportunity we spread out the staff to cover all areas i.e. one inside, one outside, and one staff member floating.

Babies

The babies in our care have the fantastic opportunity of exploring the world from the ground up. We aim to give them a range of experiences for their enjoyment and stimulation.



In the baby area of the nursery children can experience a wealth of physical activities from tummy time through to crawling and walking and then running. We value tummy time for small babies, the NHS states that this will build muscles needed later in life for sitting and crawling, also promoting and building good posture and gross motor skills.

The 'Baby end' has a selection of resources for children to explore using all their senses. A book, song or rhyme focus is chosen every few weeks and where possible based on the interests of the babies. We then extend this with adult led activities to introduce new vocabulary.

Although we name the area 'The baby end' it is rarely used exclusively for working with babies. Older members of the nursery group are able to migrate in and out spending time "looking after" babies and helping with their care.

Staff value strongly the idea of family grouping (mixing different age groups)



Like the older children the babies are able to access the garden in all weathers. The nursery provides waterproof, warm clothing so babies can explore on their own terms taking in the sights, smells and even the tastes of the natural world. We believe the benefits of being outdoors are endless, we hope to encourage an active lifestyle from the very beginning of a child's life, expanding social skills. Children also start to stimulate a natural desire to take risks and enjoy the feeling of being successful.



We are happy to have large vintage prams at the nursery for younger children to sleep in outdoors all year round. Sleeping outside and having fresh air move through their system has been proven to help babies sleep better, deeper and longer. Dry recycled air can allow colds and viruses to spread.

Treasure baskets



Treasure baskets give babies the opportunity to handle a wide range of everyday and natural materials.

Treasure baskets are a good introduction to loose parts

They encourage babies to make choices and explore new things using all their senses. A baby is able to lead their own learning and they are always given control over the treasure baskets

Sitting at and playing with these treasure baskets will also begin to develop core muscles that will help babies to balance, sit still, and have good posture.

Treasure baskets encourage the exploration of texture, shape, size and materials.

Babies begin to realise that they can move things and that they can affect the world around them.

Investigating busy boards



The busy board encourages babies to develop their fine manipulative skills, using hands fingers and wrists movements.

- Explore – New – Inviting
- What happens when / what objects can do?
- Investigate – Pull ,Push, Twist, Lift, Turn and Spin

Hand and eye coordination

- Putting ball down tube. Fitting shapes onto peg board
- Curiosity about objects and how simple mechanisms operate

Outdoors

The outdoor space sits to the north of the building and extends the whole length. It is rectangular in shape with a beech hedge splitting it into sections.

The surface is partly of flagstones that run 3-4 deep across and the rest is mainly laid to lawn running to the beech hedge at which a gate leads into a sensory garden with a raised bed at one end and an area for storytelling.

The outside area has a large sunken sandpit with some shade, some raised flower beds for growing, a wooden play house, a storage area for the wheeled vehicles, a workshop/painting area and shelving to accommodate a variety of building blocks.

The garden has an outdoor shade covering half the garden to ensure the children can play outside in all weathers.



The outdoor area enhances and promotes all the children's learning, development, self-esteem and wellbeing. It offers children the freedom to explore, use their senses and be physically active and exuberant.



We aim to build a nature garden that the children can enjoy and learn from.

(See nature connection policy in the forest school hand book.)

We bring natural resources such as logs, sticks and poles from sustainable sources to arrange and build homes for creatures of all shapes and sizes. Logs and sticks can also be a wonderful, moveable play resource.



Forest school

For full details about our forest school practice please look through the forest school/nature hand book.

If you would like to see any risk benefit assessment forms linked with our forest school practice please ask a member of staff. These are readily available to view.

Wood work

Children can practise skills for the woodwork bench using tools and clay. For example the child might tap bottle tops into clay to make a pattern.

Most children are keen to progress to using real tools and real wood!



Woodwork is something we relish at the nursey. We were determined to have a bench in the setting and now welcome the huge benefits for the children.

We work hard to do a risk benefit assessment form for each individual tool used. This is where the risk of the tool is identified and then we set about explaining on paper how we will make it as safe as possible for the children to use and enjoy.

Tools are kept sharp and fit for the task, wood is carefully selected to make sure that it is soft and easy to work with. We want childrens experience with wood work to be a challenge, to build character and self esteem. But we always aim for challenges to be achievable. We never want children to feel like they have failed or the task is too difficult and beond their means. Too challenging and the children will be reluctant to use the woodwork bench

Tools are displayed behind the bench so children can see what's on offer.

We welcome lots of children where English is an additional language

At an early age wood work is based around role play and imitating adults. But as the children move through the nursery woodwork becomes a new and powerful mean of expression. A new and interesting way to work creatively.



Working alongside parents



Introductory visits

We are pleased to welcome prospective parents to look around the nursery to talk to the staff and see us in action. We have also introduced videos to the website to illustrate what we look like without the need for a visit which might be hard to fit into a busy lifestyle. Once a place has been allocated, we have a settling in period which comprises a series of visits before your child starts so that they can become familiar with the nursery and the staff. We also discuss your child's learning and what they enjoy doing. On the second visit we encourage you to leave your child for a short time with their key person who will care for them.

When your child starts coming to the nursery they will have many things to learn. Firstly, coping without their primary caregivers socialising with other children of different ages and accepting other adults, then learning the routine of the nursery, i.e. sitting down to eat and drink, sharing toys and taking turns.

The Early Years Foundational Stage (E.Y.F.S) Framework requires strong links between home and nursery and we welcome a partnership with parents if they would like to spend time in the nursery with us.

Every Parent, guardian, Grandparent and friend of a child will have a valuable skill set that we can use at the nursery to enrich the experience of every child. For example: contribute to a new topic or an activity such as - reading a story, cooking, planting or sharing their own special interest with the children.

Parents will be closely involved with issues involving behaviour management. (See behaviour policy)

We provide parents with information about our curriculum from the beginning and share ideas about how learning can be extended at home. The best example of this is our story focus - staff choose books/stories or poems to focus on at nursery, we then recommend that parents buy this book to carry the learning on.

Parents are also kept up to speed with who their child's key person is and how to easily contact them.

When we are dealing with a child who has additional needs be that physical, emotional, medical, or based around language a strong relationship between the nursery and parents is essential. (See SEND policy)

Being a small setting, we are in a great position to build strong relationships with all the people in our nursery community.

Curriculum

We have thought about who we are and what we have to offer.

Our curriculum is inspired by the natural world.

Children in our care learn alongside nature, long periods of time in the outdoors allow children to slowly understand and take joy from the natural world.

Staff and children move together respecting plants, creatures and their peers

Our practice and principles focuses on:

- Child led learning
- Nature

The outdoors with a focus on forest school and connecting children with nature; Growing and understanding, not just where food comes from but enjoying it and how it tastes.

We have a free flow system in place all year round making sure that children can always be in touch with nature.

We want to create enthusiastic learners who are independently curious and ask not only staff but themselves questions. Then we can move onto the good bit -discovering, finding the answers.

We aim to build foundations skills for life.

It is very important that as the child grows into their own skin that we start to add elements to their daily routine that will make them "school ready"; prepared for the next part of their life in education.

Creating, expressing, mark making and building writing skills for the future





Mark making and play with paint and other malleable materials is an essential early development of writing. We have a heavy focus on making large movements on large paper, movements that will build muscles and control for more controlled drawing and writing at a later stage.





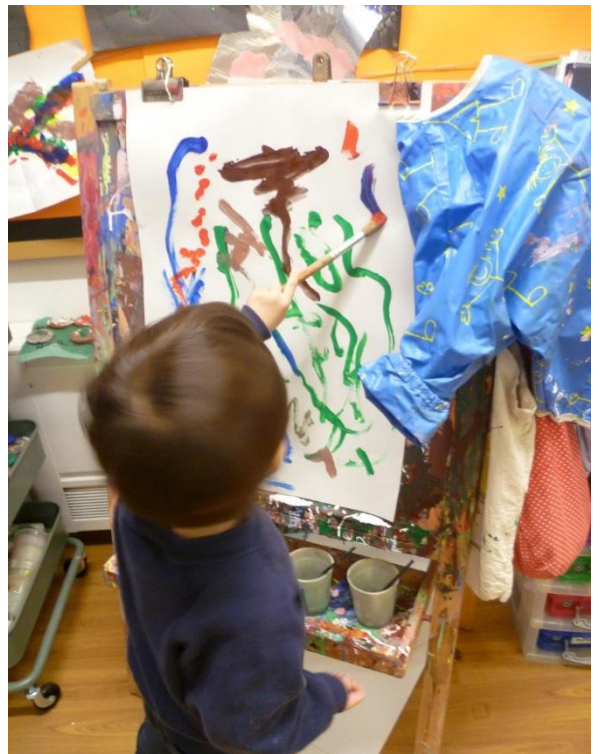
Children are encouraged through out the nursery to use a selection of mark making tools such as felt pens, chalk pencils, wax crayons and of course paint. As they get more capable and their control starts to develop playful and recognisable images start to appear.

We focus on the following seven areas of learning and development:

1. Communication and language
2. Personal, social, emotional development
3. Physical Development
4. Literacy
5. Understanding the world
6. Mathematics
7. Expressive arts and design

We recognise that if there is a delay in language other areas of a child's development can be affected. Because of this we put a strong emphasis on language, communication, and literacy. Making sure that each child is surrounded with singing and stories that will interest them and inspire their next steps.

The children are able to choose which activities they wish to be involved in and are given the freedom to select resources they would like to play with. The toys are all at the children's level where they can get easy access. This helps them develop initiative, be selective and make decisions.



The principles which guide us are grouped into four themes:

A unique child: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive relationships: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.

Enabling environment: The environment plays a key role in supporting and extending children's development and learning.

Learning and development: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Continuous provision

- A lot of thought and focus goes into our continuous provision. We aim to be a setting that encourages children to lead their own learning.
- We want the children to interact with the equipment in a creative way so they feel inspired and triumphant but still challenged. We try and capture photographs of children achievements adding them to a learning journal of observations that detail the child's progression. We can then use the learning journal as an aid for challenging the child to take a further step. For example "Can you remember when you climbed this high? Do you think if we do this activity again you could climb higher?"
- We believe that children will learn and make choices independently if the continuous provision complements their interests.
- We keep track of the indoor and outdoor continuous provision in sheets that are kept up to date every week. This record of what we have done can be kept to look back on as a self-reflection tool. Some of the entries on this sheet will be planned in advance (based on the child's current interests) Other spaces on the sheet will be left blank so it is possible to record some in the moment planning. Life gets very exciting for staff and children when we start to act in the moment.

Learning through play

Play is not trivial, play is highly serious and of deep significance

- Froebel, 1862



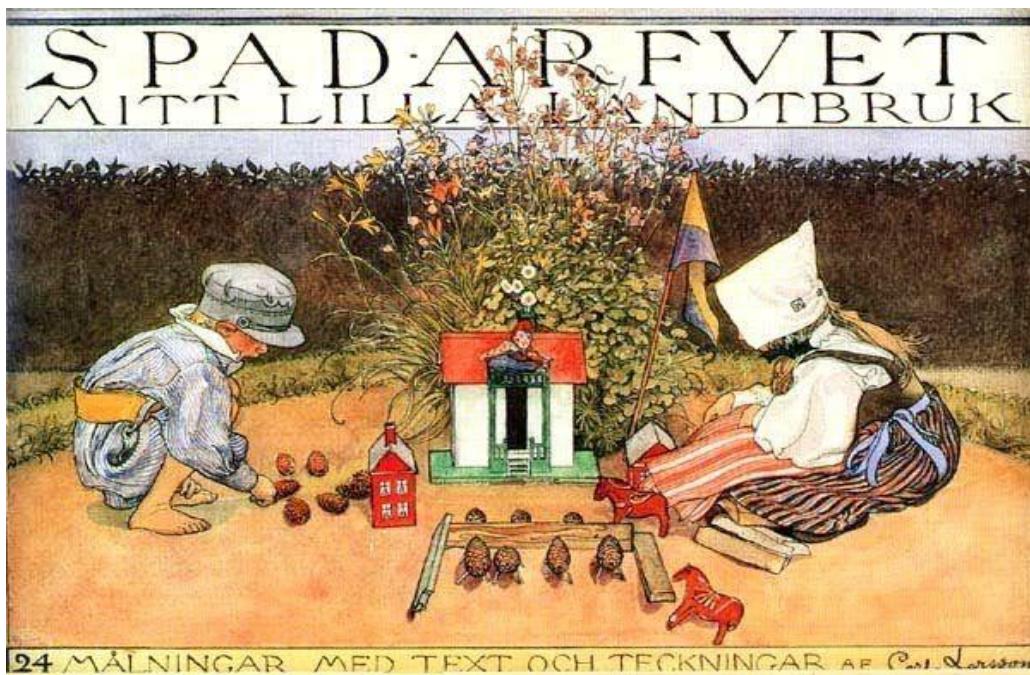
When children play they are using their bodies, minds and emotions to build up the knowledge, skills and attitudes that will remain with them for the rest of their lives. Play, indoors and outdoors, is essential for the children's healthy development. They make choices, follow their interests, ask questions and practise their skills. Through playing with others they learn how to manage their feelings and become confident about themselves and their abilities. Children who have these opportunities to become independent learners are better equipped to master more formal approaches to reading, writing and maths.





Being willing to explore, experiment

- Making choices and decisions
- Finding solutions to problems independently
- Concentrating, sticking to a task and rise to challenges
- Managing their own behaviour
- Playing cooperatively with others, including adults
- Beginning to understand the feelings and views of other people



[Image](#) above is a painting by The Swedish artist Carl Larsson – It has been chosen to highlight the play policy. Not because the artist has any direct association with the college or the nursery.

Loose Parts

At St Anne's we are passionate about embracing loose parts play and the use of open-ended resources to boost child led learning.

'Loose parts theory' is less about the individual resources and much more about what the children do with them. It should always be a child led experience rather than an activity, and is as much a mind set and ethos as it is a selection of resources.

Loose Parts can stretch from Lego bricks to Grass clippings. The theory states that anything that can be moved is a loose part and has strong potential for play.



Loose—parts play is vital to the development of mind set, innovation and creativity because it encourages children to see beyond the physically tangible into the realm of imagination and possibilities.

Examples of loose parts available at the nursery:

- Sand
- Water
- Wooden blocks and off cuts of rough wood
- Long lengths of wood
- Sticks and logs
- Stones, pebbles and bricks

- Lengths of old hose pipe
- Fabric
- Ropes, string and ribbons
- Guttering and plastic tubes



We choose/consider resources that provide challenge and maintain a high level of interactivity. Things that the children can physically change are valuable such as things to stack, things to transport and things that can be used on many different levels.



Whatever we offer, we allow and encourage the children, to move them around because we have observed they come up with combinations that staff may not have considered. We are mindful to let the children investigate the environment in their own way. This in turn will enable them to become divergent thinkers and see multiple possibilities for every experience.

The ability to imagine something as something else is an essential and uniquely human area of development, underpinning higher academic thinking when a child can begin to look at a range of seemingly unconnected objects and put them together to make something new, make whole avenues of uniquely human development are opened up to them.

All loose-parts are available across all ages from babies to the older children, indoors and out. We have collections that are constantly growing, changing and migrating around the garden.



Observations

Learning journals

We build a detailed learning journal for each child in our care. This is a working scrap book of the child's achievements, work and observations by staff. We do nothing on line or using a computer to record children's development.

Children and their parents are encouraged to add to these journals and they are gifted to the family at the end of their time with the nursery.

We look back at the learning journals with the children talking about what they have done in the past and often challenging them to move on a step i.e. "Look at this photograph of you climbing. Do you think now you are bigger you will be able to climb even higher?"

At the nursery we observe your child in the following ways

- Short sharp post-it notes. These are rapid observations that can be collected and put into the child's personal learning journal.
- Photographs can say more about a child's experience than any written explanation, because of this they build a key part of every Child's learning journal
- We have a sheet for recording long Observations. These are events/ child achievements that are meaningful and important in the child's development.
- Sometimes we find it useful to map a child's performance during an allotted time. We do this on an A3 sheet/map of the nursery drawing on lines and making notes to show where children have been and what they did when they got there.
- We do a two year check on children focusing on the prime areas of learning
- We do an evaluation on the oldest children covering all seven areas of learning that the parents can read, add to if they choose and then present to the child's new school to inform their new teacher of the progress they have made.

Clothing

- Your child during the course of their play will explore and experiment with different kinds of materials including messy ones.
- You are advised to send your child in practical clothes rather than very smart or expensive ones.
- We ask parents to bring a spare set of clothes and underclothes just in case. These are kept in a bag provided on your child's own peg in the entrance hall.
- We provide aprons for painting, water play and messy activities such as clay, gluing and junk modelling
- For extremes of weather the nursery provides water proof dungarees. These can be worn in warmer weather without a jacket.
- We also have waterproof thermal suits for the winter months
- The nursery has warm hats, gloves, scarves and sunhats that your children are welcome to borrow

Toilet training

Extra spare clothes and underpants will almost certainly be needed when you feel your child is ready for toilet training. Nursery staff can advise on toilet training but no one knows your

children better than you. The nursery will support your decision to start toilet training or to wait for a later date.

We strongly recommend that children who are in the process of toilet training wear clothes that are easy to remove, no jeans belts or braces this encourages self-help skills and independence. Although a member of staff will always be on hand to help.

If you wish for your child to use a potty the nursery will be able to provide one, or if you would prefer you will be able to bring in your own from home. This might make the whole experience slightly more comfortable for your child.

Nappies

- We ask you to provide nappies for your child during their time at nursery
- The nursery will provide baby wipes and make sure your child is clean and comfortable throughout the day.

Lunch arrangements and snack times

Lunch is from 12:00pm to 12:45pm and children bring in a lunch box from home. This allows parents to choose their child's own nutritional requirements.

We do advise that lunches will be served to the children as they arrive in packed lunch boxes. So please ensure food that could be a potential choking hazard i.e. grapes or olives are cut to a manageable size for your child.

We ask that each child has his/her own lunchbox, clearly labelled with their name. Refrigeration facilities are available and must be used for every packed lunch unless stated otherwise by the parent/carer.

We encourage parents to provide a **healthy and balanced** lunch that will fuel the child for the afternoon session at the nursery.

Children are encouraged to use good mealtime manners. A member of staff will sit with them sharing the social activity of eating together, including lunchtime conversation.

New parents to the nursery might be interested to look at these examples



The children have the option of enjoying a mid-morning snack of fruit again this is seen as a chance to be social and share something with friends. Food will be given out using a spoon, fork or tongs for hygiene reasons.

Food offered at tea time will vary and stick to no set menu. Food will often be displayed in small bowls and cups giving children choice and options and giving the whole experience the feel of a tea party. Having a free and easy approach to tea time gives us the opportunity to:

- Try new things
- Learn what the children like
- Offer food relevant to culture or festivals
- Learn to share and offer food to others



Fresh water will be provided at both mealtimes and throughout the day. Parents are asked to bring in a water bottle for their child for hygiene reasons.

We take every chance to exercise physical skills so at tea time children will be asked to serve their own drinks from a real teapot into a real cup. Or skewer a piece of fruit from a bowl with a stick.

We are building a collection of traditional tea cups, plates, saucers and cups to help make tea time feel more special and add to the social experience.

Whenever possible the children will help to make their afternoon snack as part of their cooking activities. The children are asked to slice and butter bread to make sandwiches, or chop fruit and cheese to decorate cream crackers.





Seasonal food and herbs from our nursery garden often features in a meal or snack time

Fire and food



Some afternoon snack times will be spent around the fire (see forest school hand book). Kyle as the forest school leader has taken part in a food hygiene course that is tailored for the outdoors.

We cook no meat on the fire.

At certain times of the year we have the fantastic opportunity of pulling vegetables from the ground, giving them a quick clean and then putting it straight on the fire to cook.



Toasting bread and sandwiches are quick and easy ways to prepare a snack. We also use the fire to produce tea and coffee for staff and hot chocolate for a treat.

Hand washing routines are observed in the outdoors using an outdoor handwashing station, children then dry their hands on paper towels that are disposed of (some of them in the composting bin).

For further information about Fire, forest school and permaculture please see the nature hand book.