



Little 1 Nursery

Parent's Welcome Pack

After feedback, highlighted in this pack are areas that we feel you will benefit from the information provided.

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1. Benefits of Activities

We pride ourselves in being a continuous provision setting, meaning that the children don't have to stop for much other than food. They are able to access the garden whatever the weather, we go by the mantra;

;"There is no such thing as bad weather...just inappropriate clothing".

The children are able to access all areas of the continuous provision and benefit from the curriculum it offers. They make their choices and decide how long they wish to play in an area. We have a rolling breakfast/ snack bar, which means that the only reason they stop during the day is for meal times!

We find that a good way of learning is through sensory play and this is done from when they start all the way until they leave us for school. We encourage getting messy and have a large art area with access to all the resources, children are able to get out whatever they wish to play with that day and get as messy as they like. We also set up large messy activities, including shaving foam, gloop, sand, water, body painting and much more!

2. Preparing your child for starting nursery

- Starting nursery is an exciting milestone in your child's life, it can be a challenging time for both parents and children. There are things you can do to help your child with the transition of starting nursery.
- We try to mirror your routine at home as much as possible with sleep times but our mealtimes here at Little 1's are set within the rhythm of the day.
- Our mealtimes in the nest are; Breakfast 08:00-09:00
 - Lunchtimes we have two sittings at 11:30am & 12:10pm
 - Tea 15:30
- If your child sleeps during lunchtime we will feed them once they have woken up.
- We have found it to be beneficial for the child if you can leave your child beforehand with familiar adults, to start the transitioning of leaving your side and becoming familiar with being without you.
- We understand children can take time to adjust to sleeping at nursery. Whilst sleeping children will sleep in a cot, coracle or mat. In line with our safer sleeping policy we don't tend to cuddle or rock children to sleep, we lay them down and rub/pat their tummies to sleep. From previous experience and talking to other families we have found it beneficial if they are settled next to a carer at home rather than having cuddles, as this familiarises them with how we do it in the setting.
- Rocking your child can make it quite difficult for your child to adjust to sleeping at nursery as we do not cradle them to sleep.
- As all children are individuals, we want to help them to settle as quickly and easily as possible, some children need longer than others to settle. If you need to extend your settling in period please discuss this with us so we can adjust your start date or bring your settling forward so we have more time to factor this in.
- If you are currently breastfeeding it may be beneficial to your child if they are familiar with being fed breastmilk from a bottle as this is what we will continue with when they start with us.

Breast and formula milk

Staff must wash hands prior to bottle heating.

Breastmilk should be brought in named bottle and will be stored in fridge (until the end of the day) until required for use.

If you need to transport a formula feed (for example, to a nursery), prepare the feed at home, cool under a running tap or in a bowl of cold water, and cool it for at least 1 hour in the back of the fridge.

Take it out of the fridge just before you leave and carry it in a cool bag with an ice pack and use it within 4 hours. If you do not have an ice pack, or access to a fridge, the made-up infant formula must be used within 2 hours.

If made-up formula is stored:

- in a fridge - use within 24 hours
- in a cool bag with an ice pack - use within 4 hours
- at room temperature - use within 2 hours

To warm up bottle or breast/formula milk the bottle will be placed in a bottle warmer. Staff will gently swirl the bottle and check the temperature by shaking a few drops onto the inside of the wrist - it should feel lukewarm, not hot.

Once used, bottle will be rinsed and placed back in the child's bag to go home.

Please ensure all bottles and lids are named with labels or marker pen, we will attach a name label when handed over to a staff member at drop off.

Alternatively, parents can provide readymade formula liquid and a separate sterilised feeding bottle which will be heated in the same way.

Guidelines from NHS.co.uk

<https://www.nhs.uk/conditions/baby/breastfeeding-and-bottle-feeding/bottle-feeding/formula-milk-questions/#:~:text=If%20you%20do%20not%20have,pack%20%E2%80%93%20use%20within%204%20hours>

3. Key Person Approach

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting. By providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.

In some cases your child may build a stronger bond with another practitioner, this is nothing to worry about and we will discuss with you about the best way forward.

4. Settling In Sessions

When you first begin with us at Little 1's we offer 3 settling in sessions. On the first settling in session you will meet with your child's key person, get to know them and fill in the 'getting to know me' paperwork, so we are up to date on your child's latest routines and development stages. This session will last for 1 hour.

The second session will be for 2 hours. For this session we encourage you to leave your child with us. We will always call you if we need to or if your child becomes unsettled.

The third session will be for 3 hours and again you can leave your child with us for the whole session. During this final settling in session your child will get a good picture of how the daily routine goes and will also stay for lunch and possibly a sleep.

Settling in Sessions from The Nest to Preschool

When the time comes for your little 1 to move rooms we will offer you and your child a tour around preschool, and the chance to meet your child's new key person to ask any questions that you may have. Your child will go up to preschool during their days leading up to the time when they transition from room to room, we will build this up in short increments of time, this is to get them used to being in preschool and learning the routine of the day.

5. Curriculum & Our Aspirations

Development Matters



At Little 1 Nursery we believe that the children play a fundamental part of the curriculum. They guide and show us how we can support them to grow and develop into the best versions of themselves.

The curriculum that we follow is called Development Matters which offers a top-level view of how children develop and learn for all early years practitioners. The guidance can help meet the requirements of the Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) is a framework for children up to the age of five, it focuses on three prime areas of learning and four specific areas.

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Our Aspirations

We have a set of 6 Aspirations that as a team we have developed to work alongside and enhance our curriculum. We follow development matters with reference to Birth to Five.

These 6 Aspirations are what we as a team hope that the children will achieve or be working towards throughout their time with us in nursery.

1. Becoming independent and growing self confidence
2. Developing mark making and scissor skills
3. Discovering a love for books and stories
4. To be able to follow and carry out instructions
5. To experience awe and wonder in the world around us
6. Forest school (year before they leave us for school, not graded on development check).

Each aspiration is divided into 3 milestones, first, second and third. We expect the children to work through each milestone depending on their age and stage and ability level.

We set challenges for the children within reasonable expectations for their age and stage linked to the Early Years Developmental Checklist.

We will reference the children's progress at their twice yearly development check when we share their progress review with parents and update their development wheels, we will document for each child which milestone they are currently working within for each aspiration.

We have constructed our aspirations in correlation with our setting ethos, room visions and our knowledge of child development, with close links to British Values and cultural capital.

Please see all 6 aspirations in detail on our website please find this under the parents info page password Little1 scroll down and you will see them all detailed there.

6. Additional Needs -SEN (Special Educational Needs)

At Little 1 Nursery we are committed to inclusion. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a high quality, positive and welcoming environment where children are supported and educated according to their individual needs.

Our nursery has two Special Educational Needs Co-Ordinator's (SENCO) Beth & Gemma. Both SENCO's will work collaboratively with all of the practitioners in the setting and have a responsibility for the day-to-day operation of the setting's SEN policy, and for coordinating provision across the setting; and for supporting colleagues in all aspects of their work with children with SEN.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer-term or lifelong support.

At all times we will work alongside each child's parents and with consent from parents, any relevant professionals to share information, identify needs and help the child and their family access the support they need. Where we believe a child who attends may have learning difficulties and/or a disability that has not previously been acknowledged, we will work closely with the child's parents and any relevant professionals to establish the child's needs and to secure any action that may be required. We will find out as much as possible about the needs of the child to ensure we are able to meet them and any support the child or family to ensure the child makes the best progress in their learning and development. For further details please see our SEN policy on our nursery website.

7. Observations

We aim to complete at least one observation on your child a week. Observations will be uploaded to your child's online learning journey found on Nursery In A Box (Parent Admin). These observations will be individual to your child. As well as this, we aim to do spontaneous observations, which are things that we notice throughout the day that we may not have had already planned. We also do regular group observations, we also have adult-led group observations.

8. COETL (Characteristics Of Effective Teaching & Learning)

These characteristics detail the types of ways in which early years children approach their learning through their decisions and interests. These CoETL also relate to how children tackle new experiences and deal with challenges.

This is a key element within the early years foundation stage (EYFS). This is 'How' Children learn, not 'What' they learn i.e. process over outcome. They are split into three main areas;

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



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9. Transitioning from the Nest to Preschool

For many children and their families, transitions are smooth and are seen as exciting challenges. Good transition experiences support children to make strong attachments, to cope with and relish change and are excited by new opportunities.

When the time comes for your Little 1 to move from the Nest to Preschool we will begin the transition process by their current key person in the nest liaising with their new key person in preschool. They will discuss all about the child and their needs and will fill in an internal transition form. Parents will be offered a tour around preschool and will be introduced to their child's new keyperson.

Transition to school

The impact of moving to a new setting can affect a child's confidence but can also help to build their resilience and adaptability. We believe the key ingredient to supporting children is treating each child as an individual. We promote this the whole way through Little 1's.

Parents beware: Don't pass your worries onto your children. Life isn't just about to change for them, you will have new routines too. Stay positive! Around March time we will begin transition to school activities to prepare the children for school. During this time we will be in contact with the schools and teachers to talk them through your child's development. We are usually invited to various activities at the schools. This is a great opportunity for the children to visit the schools and see the environment. Majority of the teachers will also come to visit children in the setting to get to know them.

As we support all families this sometimes includes extra SEN support for children that may need additional help such as various outreach programmes.

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10.Funding

There is eligibility criteria that must be met for funding.

To check your eligibility please visit

<https://www.beststartinlife.gov.uk/>

EYE funding (Early years funding)

All children over the age of nine months could be eligible for funding. Please check eligibility from link above . Children will receive this funding until they go to school. Funding is applied for by using Funding Loop. This is a system whereby you claim your funding online, you will receive an invitation to complete this by email.

The free hours are deducted from your childcare booking and not charged on your invoice. For working families in England, you may be eligible for 30 hours of free childcare a total of 1,140 hours per year, that you can use flexibly with one or more childcare provider. We apply our funding to 'stretch' the hours over 52 weeks, using fewer hours per week.

EYPP (Early Years Pupil Premium)

Within the funding form there is a section that determines eligibility. We ask all parents to consider this section of the form and complete fully. This gives the setting some extra funding to get resources to support the children who are eligible.

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11. Safeguarding Children & Child Protection

Little 1 Nursery is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community to ensure the rights and safety of children and to give them the very best start in life. We are committed to safeguarding children and promoting their welfare.

Safeguarding is linked to a number of our other policies. Practitioners attend training to keep up to date with their knowledge.

Our safeguarding leads (DSL's) are Operation Encompass trained and are part of a project that will run jointly between schools, early years settings and Hampshire Constabulary. Operation Encompass is the reporting of police attended domestic abuse incidents to schools and settings, prior to the start of the next school day, where there are children in the home.

Operation Encompass will ensure that a member of the school or nursery staff, (DSL) known as a Key Adult, is trained to allow them to liaise with the police and to use the information that has been shared in confidence, while ensuring that the nursery is able to make provision for possible difficulties experienced by children, or their families, who have experienced a domestic abuse incident.



Please find our complete Safeguarding policy on our website.

12. Policies & Procedures

In order to provide clarity of our setting we have written policies and procedures to help communicate how we operate. We feel that this is important to ensure that both the setting staff and your family are working towards the same goals. We have included all our policies on our website so that you can access them at any time, but we also feel that it is important to highlight the following ones with you in this welcome pack.

4.1 Role of the Key Person

It is important to us that you make a good bond with your key person in order that your child feels comfortable and settled with us. All our staff are open and honest, please share your concerns with them. If you need to have a confidential conversation please make your key person aware so that they can arrange somewhere private. If you do encounter any problems that can't be resolved by your key person, please let the setting manager know so that they can work with you to resolve the issues.

1.11 Attendance Policy

We are a flexible setting and understand that there will be occasions when your child won't attend, may come in late or may leave early. We ask that you let us know if your child isn't going to attend on any given day so that your key person can plan their day.

1.4 Uncollected Child / 11.6 Late Collection Charge

It is important that you collect your child on time. If you fail to do so there is a formal policy that we have to follow. Unfortunately, because of staffing and ratios we do have an automatic late collection charge if you arrive later than your agreed collection time.

8.8 Door Security

In order to safeguard your children, we ask that you do not let other parents into the setting when leaving, even if you know them. We also ask that you are vigilant and only let your children through the door when you leave. All our doors close behind you, but we ask that you let us know if the door hasn't clicked.

1.6 Use of Mobile Phones

In order to safeguard children, we ask that mobile phones are not used in the setting. We do have a designated mobile phone in the setting in order to use for texting parents and management and for emails. You may notice staff using these mobiles on occasions to make calls.

6.1 Administering Medication

There may be times when your child is required to take medication, but is well enough to attend nursery. If the situation arises you will be asked to complete a form in setting and give your medication to the key person when you arrive. All medications must be in their original containers, labels must legible and not tampered with or they will not be given. All

prescription medications should have the pharmacists details and notes attached to show the dosage needed and the date the prescription was issued. This will be checked, along with expiry dates, before staff agree to administer medicine. We can give paracetamol for pain relief with parents' permission, if your child becomes unwell during the day we call to get permission over the phone. We do not administer Ibuprofen. If you sign your child up to have medicine please bring the medicine in with you and hand it to a member of staff.

Please see our medication policy for more information

6.2 Managing Children Who Are Sick

UK Health Security Agency (Public Health England) provide settings with guidance concerning when a child should be excluded from the setting on grounds of health or sickness. If you are unsure whether a child can attend this policy will let you know. We ask that if a child has diarrhea or vomiting that you do not bring them in until 48 hours after the last bout.

If your child becomes one on one and needs this constant care, please be aware that we will ask you to come and pick them up to get better where they are most comfortable.

11.1 Adverse Weather

In the case of adverse weather, we may need to close the setting. It will depend on how many of our staff are able to make it into work on the day.

13. Fundamental British Values

The government has harnessed the early year's sector in their anti-terrorism strategy by placing early year's settings in scope of the Counter Terrorism and Security Act 2015. As a result of this legislation we are required to educate our children and families about The Fundamental British Values. It is hoped that the promotion of these values will prevent children being drawn into terrorism of any kind.

In reality because one of our main focuses in early years has always been safeguarding children and promoting values such as sharing, negotiation, thinking of others and being kind you will be familiar with the types of things that the Fundamental British Values set out to achieve.

The Fundamental British Values are split into four different areas;

Democracy

- Everyone is treated equally and has equal rights.

Mutual Respect & Tolerance

- Giving children opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they want to play.

Individual Liberty

- Children's self-confidence and self-awareness and people and communities.

Rule of Law

- An understanding that rules matter.

For full details on Fundamental British Values please visit our website

<http://www.little1nursery.co.uk>.

14.Prevent Duty

The government has harnessed the early year's sector for their anti-terrorism strategy by placing early years settings in scope of the Counter Terrorism and Security Act 2015. Safeguarding children and protecting them from harm is part of our core duties in early years.

In order for schools and childcare providers to fulfil the Prevent duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified.

The statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world. The Prevent duty makes specific reference to the need to have safeguarding arrangements to promote children's welfare and prevent radicalisation and extremism.

The statutory guidance on the Prevent duty summarises the requirements on schools and childcare providers in terms of four general themes:

*Risk assessment

*Working in partnership

*Staff training

*IT policies

The Prevent Duty then focuses on building children's resilience to radicalisation by promoting the Fundamental British Values.

15. Cultural Capital

The term cultural capital has been added to Ofsted's new [Education Inspection Framework \(EIF\)](#), which came into effect on 1 September 2019.

The framework states:

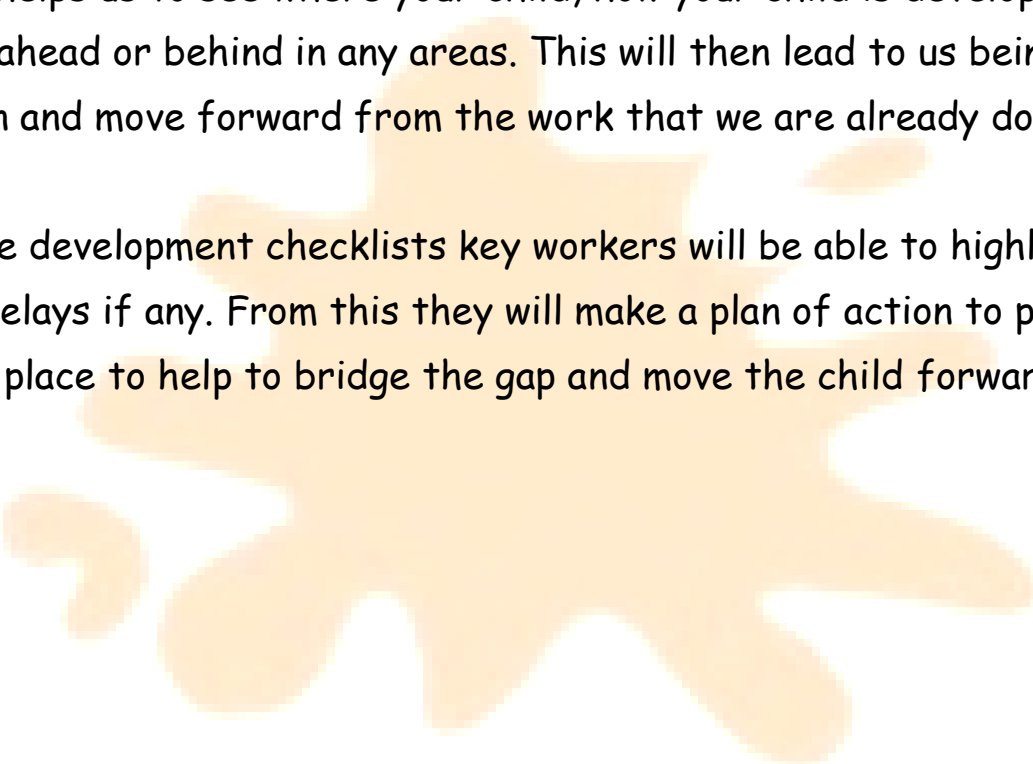
"Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgment about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged"

What we do in the setting through the curriculum we follow, and our interactions potentially makes all the difference. It is the kind of knowledge children should have to access to in our setting, to be socially mobile and play their part in society. It's to support children of different abilities and backgrounds to have the help and encouragement they need to be at the highest level they can be for themselves to give them the best opportunities going forward . It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning.

16. Tracking and Next Steps

We complete development wheels twice a year, We use Development Matters and our aspirations in correlation with the NHS Solent Checklist and the development wheel to help pin point a child's progress. Each individual key person has the ability to do this check on their key group whenever they like, management take the time to check this termly too. Tracking helps us to see where your child, how your child is developing and if they are ahead or behind in any areas. This will then lead to us being able to plan and move forward from the work that we are already doing.

From the development checklists key workers will be able to highlight any gaps or delays if any. From this they will make a plan of action to put things in place to help to bridge the gap and move the child forward.



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17. Meal Times

First thing – Breakfast and morning snack are a variety of cereals, a choice of three types of fruit and a savory option alongside milk or water

11:30 onwards – Lunch

3:30 – High Tea

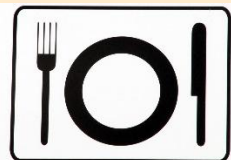
All of our menus can be found on our website.

All food is home made from scratch and cooked on the premises. Our menus run on three weekly basis and we review each of these seasonally.

We have options on the menu to meet your child's dietary requirements and we will discuss these with you on your settling sessions.

If these change please let your child's key person know and we can inform all practitioners, including our chef. We are proud to have a menu that incorporates a variety of options over the three week rotation including those from different cultures.

We have fresh water served at all meal times, your child will have a bottle (age appropriate) or a beaker ready for them throughout the day.



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18. Potty Training



At Little 1's we will follow the lead from the parent in regards to potty training. We do recommend that you begin potty training at home for at least a couple of days before sending them in to pre-school. This will allow for your child to have a chance in their most comfortable surroundings first, allowing them the best possible chance for success. When they begin, we ask that you send them with plenty of clothes just in case accidents are to happen. We endeavor to work with you to make the transition to pants as successful as we can! ☺

Naming Clothes

As we have a very large number of children who attend the setting it is very likely that some clothes your child has may be the same as someone else's. We ask that you name your children's clothes, making it easy for us to identify whose is who if anything is to go missing, including footwear.

Sleeping

We have a sleep room in the Nest where your child is more than welcome to have a little nap if they get sleepy or they're used to having one at home. We will discuss this with you and work alongside you with their routine and how it is best for them. If your child becomes poorly whilst in the setting they are able to have rest or have a sleep should they need one.

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19. Family Books

When your child starts at Little 1's we ask if you can send a few pictures (around 6-10) of your child in their favourite places, at home, with family members and/or siblings. We use these to make in to a 'Family Book' for them to have at Nursery. The 'Family Book' is a good way for your child to feel at ease, use as a comfort and also to cover different areas of the EYFS. We ask that you email them across, or bring in any from home that you might already have.

20. Diversity

We ensure that Little 1's is fully inclusive in meeting the needs of all children. We recognise that children and their families come from diverse backgrounds and that all families have needs and values that arise from their social and economic, ethnic and cultural or religious backgrounds.

Some children grow up in diverse family structures and we strive to include this within all areas of our setting. We have different puzzles, dolls, small world and other resources and all members of staff are made aware of the background of each individual child in the setting so that we can embrace and celebrate with you! ☺

21. Comforters & Toys

We recommend bringing a comforter or special toy in the first term to help your child settle. However we ask that you do not bring in other toys from home as there is the potential for them to get lost or broken. If your child really wants to bring something in from home to show their friends we ask that it is kept in your child's bag until key time. Please let your key person know at the start of the day.

Little 1 Nursery

22.Sleep Policy

At Little 1 Nursery the safety of our children is of paramount importance. We aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

Our policy follows the advice provided by the NHS and the Lullaby Trust to minimise the risk of Sudden Infant Death Syndrome. We make sure that:

- Children are always placed on their backs to sleep on a firm, flat sleep mat or mattress in a cot or coracle. When children initially start to turn over onto their stomach to sleep, we will gently turn them back onto their backs, but when children can easily turn over from the back to the stomach, they are allowed to adopt whatever position they prefer to sleep
- Children are never put down to sleep with a bottle to self-feed
- Children are placed towards the bottom of the bed/cot (feet to foot)
- Children will use either a sleeping sack (provided by parents) or will be covered with a blanket which is tucked in to either side to prevent wrapping.
- Children are monitored visually when sleeping every 10 minutes.
- When monitoring, the staff member looks for the rise and fall of the chest to ensure breathing.

We provide a safe sleeping environment by:

- Monitoring the room temperature (we aim to keep this between 16 and 20 degrees)
- Having no loose items in the cot or within reaching distance.
- Using clean, light bedding/blankets and ensuring children are appropriately dressed for sleep to avoid overheating.
- All bibs removed.
- Only using safety-approved cots or other suitable sleeping equipment (i.e. coracles or mats) that are compliant with British Standard regulations, with a clean fitted sheet.
- Only letting babies sleep in a buggy (Joie™ Pact) (only advised when settling in) we will have parents written permission gained through our induction process.
- Once settled they will be transitioned into sleeping in a cot, coracle or sleep mat.

Keeping all spaces around mattresses clear from hanging objects i.e. hanging cords, blind cords and drawstring bags

- Ensuring every child is provided with named clean bedding weekly.
- Transferring any child who falls asleep while being nursed/fed by a practitioner to a safe sleeping surface to complete their rest
- Having a no smoking policy
- If a child arrives to nursery in a buggy or car seat we will transfer them to either a cot, coracle or sleep mat checking their breathing before laying them down.

We ask parents to complete 'All about me' sheet on their child's sleeping routine with the child's Key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a child has an unusual sleeping routine or a position that we do not use in the nursery i.e. children sleeping on their tummies, we will explain our policy to the parents and inform them that we will be

'back-sleeping' their child unless there is written evidence of advice from a trained medical specialist to direct us otherwise.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping twins

We follow the advice from children's parents as well as The Lullaby Trust regarding sleeping twins.

Further information can be found at: www.lullabytrust.org.uk



Calendar of Events



During your child's time at Little 1's we will be holding different events. Each year we have a Summer Fayre and a Christmas Party, where your family is invited to come and spend time with all the fun and exciting stalls that we have on offer. It also gives you time to talk to your child's key person and other members of staff. We also have visits from Hallett Photography, where your child is able to have their picture taken and you can buy the different things they have on sale including photos, mugs, canvas' and placemats. All purchases are completely optional. You will be informed of the days Hallett Photography are coming through posters and on the blog through newsletters.

Things To Bring In Your Childs Nursery Bag

Comforters i.e. dummy, teddy
Medication if needed (please hand to a member of staff)
Plenty of spare clothes (Named)

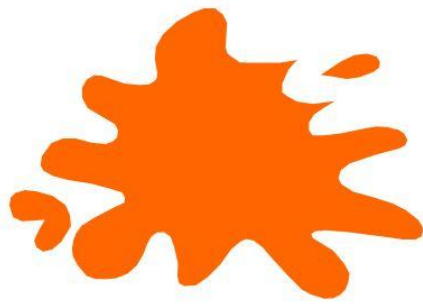
Summer

Sun hat
UV Suit and water shoes

Winter

Warm Coat or Waterproofs
Wellies
Gloves/hat/scarves

When your child starts they will be given a nursery bag, in preschool you will be given a preschool t-shirt.



Little 1 Nursery

Should you have any questions please don't hesitate to
ask.

Little 1 Nursery