



Information Pack

Welcome to Little Conkers

We are a friendly family run nursery run by a team of qualified and experienced staff including an Early Years Teacher. We offer a wide range of activities for children between the ages of 6 months to 5 years. Little Conkers is registered with Ofsted and our Ofsted Setting Reference Number: 2753405.

Our capacity levels for each room are -

- 9 babies 6-16mths
- 16 toddlers 16-28mths
- 42 pre-school/nursery 28-60mths
- 9 children with additional needs in our SEND room

Our opening hours are Monday-Friday 7:30am - 6:00pm and we provide flexible care with these hours with a minimum of 3-hour session per week. We offer all year and term time contracts and offer a 5% discount on contracts for 3 full days or more.

Terms and conditions apply.

Fees and funding

Our fees are £7.50 per hour, which include all food and drink, not including formula milk. For 3 full days or more we offer a 5% discount (please check terms and conditions).

Nappies and wipes need to be provided by parents/carers daily within their drawstring bag along with a change of clothes.

Once your child/ren become available for 15/30-hour government funding, food payments may be incurred, please see below. Children who are eligible for EYPP can receive a free hot lunch, please ask if you need more information.

Our fees are reviewed termly, and all fees are payable on the last working day of each month by 1pm, by bank transfer or by childcare vouchers. A late payment charge of £20 will be added if fees are not received as specified.

If paying by Childcare Vouchers, we would advise you schedule these at least 3-4 days prior to the last working day as they can take a few days to clear.

Invoices will be raised on the 3rd week of the month and any extras that accrue in the last week will be added to the following months invoice.

Fees are still charged if your child is unable to attend for any reason including sickness or family holidays.

If you have any financial issues paying the invoices, please speak to a manager, by calling the office as soon as possible on 01438 488762. If you fall more than 2 weeks in arrears, unfortunately you may be jeopardising your child's space, and it may be offered to another child on our waiting list.

There are funding schemes available for children and families. If you think you may be eligible please check [Childcare and free early education | Hertfordshire County Council](#)

Please speak to a manager for more information if you need any further support or advice on funding and how to apply.



A minimum period of 4 weeks' notice is required should your child no longer require their place.

In addition to the above the following fees are also payable:

- **Full paying contracts** - all food & drink included (not formula milk)
- **2yr supported children** - no charge for hot meals. Packed lunch can be brought in.
- **15/30 hour funding** - £2.80 per hot meal, per day or packed lunch can be brought in at no extra charge.
- **Late collection fee:** £5.00 per 15 minutes late, £10 per 15 minutes after 18.00pm
- **Early drop off fee** (earlier than contracted hours): £5.00 per 15 minutes
- **Late payment fee:** £20
- **Sun cream** - £2 per year (within summer months)
- **Heartbeeps** - £3.50 If your child attends Mondays (0-2yrs)
- **Twist&Toddle** - £2.50 If your child attends Wednesdays (2-5yrs)

Lunch clubs and snack time

Children are provided with breakfast, AM snack, lunch, PM snack, and a light evening meal. Within our snack times, we offer the children a choice of fruits and or vegetables. Mealtimes are served with milk or water for the children to drink.

Full fee-paying contracts include all food and drink. 15/30-hour funding contracts have the choice of a hot meal per day at £2.80 or a packed lunch at no extra charge.

After refreshing our Paediatric First Aid we have decided to add a no grape, cherry, and olive policy within the setting. These will not be served to the children, and we ask that these are not added to their packed lunch boxes as well. If your child has a packed lunch, please choose healthy snacks for them, and adhere to the no nut policy, including hazelnut spreads.

[Lunchbox ideas and recipes – Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk)

Please refer to the allergens list in the setting and set out on each month's menu. We provide the children with a varied and healthy menu. We are also happy for meal suggestions from our parents.

Key person

When your child starts preschool/nursery, they will be allocated a key person. This will be a member of staff who will work closely with your child. Your child's key person will be responsible for maintaining your child's 'learning journal', a book which charts your child's learning and development during their time with us. However, as part of Little Conkers policy all staff members contribute to the development of all children and support the building of their journals. We believe this gives a holistic view of the children in our setting. We encourage the children to not rely on just one person which helps to ensure a smooth transition if their key worker is away for any reason and when they move into new rooms or settings.



Parental Involvement

We recognise that the parents/carers are the primary educators of your children and that you know your child/ren best. We believe that working together will help to promote your child's self-confidence and self-reliance and help them to reach their full potential. You will be regularly informed via email of any forthcoming events within the setting and any reminders and information we need to share. Each room covers a new weekly/fortnightly topic which will be displayed within the notice boards at your child/ren room entrance. News and information will also be updated regularly on our 'Facebook' page [Little Conkers Day Nursery | Stevenage | Facebook](#)

Settling your child

We want your child to be happy and feel secure at Little Conkers and we want you to feel the same about leaving your child with us. All children are different and there are no set rules when leaving them for the first time. We generally offer 2 settle sessions, although we are flexible to suit you and your child. Please speak to a manager if you would like to discuss a more personalised settling for your child.

What happens if your child is upset when you leave them?

In our experience most children do settle with a cuddle and a story or another activity and of course friendly reassurance from staff.

If your child continues to be really distressed after you have left, and we are unable to placate them with cuddles etc. we will not leave them distressed. If after a reasonable amount of time and effort, we are still unable to console your child we will phone you and ask you to return to Nursery.

Illness

If your child/ren become unwell whilst at Little Conker's, we will contact you if we feel it is necessary for you to collect your child/ren. We can administer Calpol with written permission, but this depends on how serious the illness seems.

Parents/carers are asked to keep their children at home if they have an infection, to help reduce the spread of illness and infections. If your child/ren has developed anything contagious, we would appreciate being alerted so that we can inform other parent/carers ensuring we are adhering to our confidentiality policy. You are also asked not to bring your child to nursery if they have been suffering from diarrhoea or sickness until they have been symptom free for at least 48 hours. The nursery holds a policy that if your child has antibiotics, they are not to return for 48 hours to allow the antibiotics to fight the infection.

If you would like information on our illness/infections policies, please email office.littleconkers@gmail.com

Existing injuries



If your child bumps, bruises or injures themselves away from Little Conkers, please inform a staff member at drop off. This will help staff take this into account, should they become upset or ill later in the day.

If your child arrives at the nursery with an existing injury this will be recorded, and you will be asked to sign the record, which will be filed in the accident file.

Medicine

If your child/ren have received medicine before attending nursery you must make staff aware of this and a medical form will be completed. If they require further medicine, we will administer with written permission. If your child is relying on regular medication and we feel they are too unwell, we will contact you to collect your child. This is to ensure the medicine is not masking a serious illness. See policy for further details.

Jewellery

For health and safety reasons we ask you to refrain from allowing your child to wear any type of necklace or bracelets, rings or dangly earrings or hoops (small studs are permitted). If you feel that this policy interferes with your beliefs in any way, then please do not hesitate to speak to a manager in confidence about this matter.

Uniform

We ask that all parents/carers support our setting in the implementation of uniform for children 2 years and over. Nursery uniforms have many benefits such as promoting a sense of self pride, making all children feel equal to their peers in terms of appearance. Should a child come into nursery without the correct uniform, we ask that parents/carers inform a member of staff.

If you would like support accessing uniform, please email office.littleconkers@gmail.com and we can discuss different options that are available.

At nursery we celebrate diverse cultural backgrounds and should a parent/carer wish their child/ren to wear clothes that differ from nursery uniform please speak to a member of management team and we will look at the request with respect. Should our uniform prove problematic for children with disabilities, please bring this to the manager's attention as soon as possible.

Policies and Procedures

Little Conkers policies and procedures are available for parents/carers to read on request. Please email office.littleconkers@gmail.com for these to be emailed to you.

All staff adhere to these policies and procedures which are read on induction, reviewed annually and staff updated annually.

If you should have a complaint or grievance about the setting, in the first instant please contact Rebecca or Jordan (managers) on 01438 488762 or via email becky.littleconkers@gmail.com & jordan@littleconkers@gmail.com.

If you feel we have not dealt with the problem effectively, you can escalate this to Ofsted, by telephoning 0300 1234666.

Hopefully such a situation need never arise, and we will endeavour to resolve all complaints



promptly and appropriately.

Frequently asked questions?

What does my child need to bring to preschool?

We use our outside area daily and, in all weathers, so your child will always need weather appropriate clothing, e.g., a warm coat, a hat and gloves in the winter; a sun hat and sun cream applied before they attend the setting in the summer (we will then reapply throughout the day).

During cold weather we recommend that you dress your child in layers rather than one thick jumper as this makes regulating their body heat much easier.

All children need a **FULL** change of clothes each session in case of little accidents or messy play. Please find a list of items needed for Little Conkers in your contract.

Nappies and wipes - parents/carers to provide these each day.

If I'm concerned about my child, can I ring the Nursery?

Yes! We welcome telephone calls from parents at any time. Our number is 01438 488762. The Office Manager monitors all emails daily.

Funded places

15/30-hour funding can be applied for, for working families for children aged 9 months to two-years. Terms and conditions apply. For further information please speak a manager.

Parents/carers need to ensure they check they are eligible for government funding and ensure this is applied for prior to starting the nursery and reconfirmed every term.

Once you have received your funding code, you will need to complete a Parent Declaration form which the nursery will use to claim for the funding.

All children are entitled to 15 hours free preschool education the term after they turn three.

[Childcare and free early education | Hertfordshire County Council](#)

Am I able to book additional sessions?

Yes, you can book additional sessions if we have available spaces. We work on a strict staff to child ratio and are limited to the number of children who can attend any one time, but we will always try to meet your needs. Extra sessions can be booked via the Family App or requested by texting the room phone to request these.

If you require a permanent change of contract, please email

office.littleconkers@gmail.com to request this. We require 4 weeks' notice for permanent changes.

If my child has an accident at Nursery, will I be told?

Yes, if your child has an accident whilst in our care and receives an injury, no matter how minor, you will always be told. All injuries and accidents are recorded on the Baby Days



app; entries list the time and date of the accident, nature of the injury, what treatment, if any, was carried out and by whom. When you pick your child up at the end of the session you will be asked to sign online to agree that you are content with how the matter was handled. Any bumps to the head will require a full accident slip, you will also receive a call or a text dependant on the severity of the bump. We also ask that if your child has had an accident or injury at home or on their way to Nursery, however minor, that you please let a member of staff know on arrival so that the accident or injury can be considered should your child become upset or ill later in the day.

Why do we complete assessments on your child's development?

We continually observe and assess your child's development to ensure that we are providing the necessary activities and resources to allow your child to reach their full potential. At Little Conkers we aim to provide as many experiences and opportunities that suit as many different learning styles as possible to give each child a positive start to their education to provide the foundations for them to grow into resilient self-confident individuals. Our assessments also allow us to see if your child is meeting the expected developmental steppingstones. This can also help to identify any special educational needs. Our assessments also ensure that we meet the guidelines and standards set out by the Early Years Foundation Stage, Every Child Matters and Ofsted (see below). Visiting students may also complete observations assessments on children in the setting for use in our journals and as a part of their studies.

How do we observe your child?

Your child's key worker is responsible for observing your child, two observations per month and one long observation per term. We strive to observe 80% of child led learning and it is supported by 20% adult led. When observing children, we write an unbiased, unprejudiced, and accurate account of what your child is doing. We observe continually and will record any important things or special moments which we have observed.

To compliment this learning, we create a journey of your child's experiences at Little Conkers. This is in the form of a learning journal that contains many of the fun activities and opportunities that your child will access with us. We often send home Wow sheets for you and your child to completed. They can then bring these to nursery and share this with the children during circle time. Yours child journal will be sent home 2 times a year for you to share together. We also encourage you to add comments to the pages, so the children can see how proud you are of them. You may request to view your child journal at any time. We hold a yearly parent review at the nursery where you can meet your child's keyworker and access your child's journal.

How do we you keep you informed of your child's development?

We review every child's development on a 4-month basis. Generally, we work on a system of:

Settle in period of 2 weeks

September to December - full written report

January to April - parent consultation with key worker



May to August – midterm report and brief catch up with key worker if required.

If you have any concerns, we are happy to meet and discuss these concerns. Please speak to your child/ren key worker or email office.littleconkers@gmail.com to book a meeting in. We hold an open-door policy and welcome feedback and discussion with all parents. Sometimes it is difficult at drop off or collections, but we are happy for you to request a telephone call or email update from your child's keyworker if necessary.

How are parents involved?

Parents are welcomed to contribute to their child's journals, and we encourage them to share with us their home experiences and achievements. We hold events through the years that require parent support and give you the opportunity to explore your children's learning environment and meet other parents. We often request parent questionnaires for this supports us to continuously improve and better our service to both the child and their families. You will receive a weekly email informing you of the topic each room are following, and we also give you some home learning suggestions too. You will receive a monthly overview for the afternoon plans for Pre School. All this information is also displayed on the notice board outside of the nursery.

What is a 2-year-old progress check?

When your child is aged between two and three years old, we will review their progress in each of the three prime areas of learning (as described below) and provide you with a short-written summary of your child's development to date. This progress check will identify your child's strengths and any areas where their progress is less than expected. This progress check will normally be undertaken during one of our biannual parent's consultation sessions, after your child has been with us for a full term. This allows each child a settling in period during which we can get to know each other before this assessment is carried out. However, we remain flexible as to when this check is carried out and if for any reason you feel you would like us to complete it at another time please do not hesitate to speak to Rebecca or Jordan.

Our curriculum

Children learn best through play and all our nursery activities reflect this. Through play children learn about themselves, their environment, people, and the world around them. As they play, children learn to solve problems and to get along with others. They enhance their creativity and develop leadership skills and healthy personalities. Play develops skills children need to learn to read and write. Play in early childhood is the best foundation for success in school. We, along with all other early years' providers, follow the Early Years Foundation Stage (EYFS) curriculum to shape and develop all our activities and routines thus ensuring that we offer the best development appropriate play and learning opportunities for each child in our care.

The EYFS curriculum covers seven intertwining areas of learning. These are further split into 'prime' and 'specific' areas of learning. The three 'prime' areas provide solid foundations for a child's readiness for learning. They help to ignite a child's curiosity,

support them in forming relationships and they build on the child's capacity to learn. The three prime areas which we concentrate on in the early years are communication and language, personal, social, and emotional development, and physical development. The four more specific areas of learning help to strengthen and support the prime areas setting the child with firm foundations for moving onto the national curriculum in later years. The specific areas of learning are literacy, maths, understanding of the world and expressive arts and design, all of which are intertwined in our curriculum.

The prime areas:

Communication and language (C&L)



Having the skills to communicate effectively in both speaking and listening is fundamental to a child's wellbeing. It is also vital to help individuals to participate in society during later years. Good communication skills allow children to form relationships, share feelings and emotions. Understanding and being understood builds a child's confidence and helps them to become strong individuals who are better able to deal with adult life. Communication is about listening as well as talking in a range of situations; it is vital that adults set a good example by actively listening; this will show the child that what they are saying is valued. Within preschool we promote the development of communication, language, and literacy skills through all our activities, specifically through singing, small group work, encouraging children to talk to staff and other children, through listening to instruction and developing attention skills, understanding the rules and boundaries of the setting, and playing socially with others. Children are encouraged to speak and to listen to others in social activities and are later encouraged to think and talk about 'how' and 'why' things happen.

Personal social and emotional development (PSE)



PSE for children means making relationships, exploring feelings, being well cared for, and being valued. These are all crucial for physical, social, and emotional wellbeing. Following good examples set by adults, having the freedom to explore new environments, and developing a feeling of importance will help children to become self-confident and self-aware individuals. This in turn will help them to feel secure and achieve their best. Within preschool children will be encouraged to express their feelings and opinions, learn about their own and others' behaviour and the consequences of both their and others' actions, thus developing ways to deal with both positive and negative feelings. This will help build emotional resilience for later life, helping children to develop their skills for building relationships.

Examples of PSE activities include happily settling at Pre School, playing alongside other children or with them, turn taking, having confidence to try out new experiences, talking about past events or their home life, and participating in a wide range of imaginative play.

Physical development (PD)



Children learn by being active. Physical development takes place in all areas of learning and development and involves both large and small movements. Physical development helps children to improve their co-ordination and control, manipulation, and movement. It helps them to gain confidence in what they can do. The health and self-care aspects of physical development are also actively encouraged in preschool to help children learn the importance of staying healthy through exercise, diet and staying safe. Children feel the benefits of being active, and we actively encourage children to take controlled risks in our safe environment to further develop their physical skills.

Examples of physical activities at preschool include jumping, climbing, balancing, running, walking, and stretching, completing puzzles, threading or mark making. All children are encouraged be active and we talk daily about the importance of a healthy lifestyle during our snack times.

The specific areas:

Literacy (LD)



During their preschool years we ensure that all children have the opportunity to develop their early reading and writing skills. Examples of how we promote reading within the preschool include regular story and song times, giving the children plenty of opportunities to explore writing and print in their environment, encouraging children to handle and look through books both alone and in social groups. We also have a home books scheme where children can borrow books from our library to enjoy sharing at home. By the end of the Early Years Foundation stage (EYFS) during their year in reception class age 5 most children will have learned to read and understand simple sentences. They will use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. These literacy skills are closely intertwined with early writing skills. By the end of the EYFS most children will use their phonic knowledge to write words in ways which match their spoken sounds; they will also write some irregular common words. They will write simple sentences which can be read by themselves and others with some words spelt correctly and others phonetically plausible. These early writing skills are encouraged in preschool through offering a wide range of 'mark making' equipment for the children to explore. For example, we offer the children traditional pencils, paints, crayons, and paper; wet sand to make marks in; 'gloop'; chalk boards; clip boards and 'magic paint'.

Mathematics (Maths)



Within preschool children will be given the opportunity to practise and build upon their understanding of problem solving, reasoning and numeracy to gain competence and confidence in using maths. They will begin to recognise and seek patterns and connections through exploring numbers, shape, space, and measurements. These skills will

help them to solve problems and make headway in all other areas of development. Examples of this are recognising shapes, sequences, jigsaw puzzles, understanding of size and capacities, counting, colour recognition, understanding the concept of time. Gaining confidence in their abilities increases their feeling of self-importance and their resilience to daily challenges, skills which can help them cope with problems in later adult life.

By the end of the EYFS most children will be competent in their early maths skills. Most children will count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they will add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving, and sharing. Children will be competent with basic shape, space, and measures: children use everyday language to talk about size, weight, capacity, position, distance, time, and money to compare quantities and objects and to solve problems. They recognise, create, and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Examples of the maths activities that we offer include sequencing games, jigsaw puzzles, understanding size and capacity through water or sand play using buckets and pots, counting games, colour recognition activities and talk about 'now' and 'later' that helps developing an understanding of the concept of time.

Understanding the world (UW)



We believe that children should be allowed to find out about their world by exploring many different resources. They should have access to accurate information and opportunities to learn about different ways of learning. This area of development helps children to learn to respect and value all people regardless of their origin and abilities and to understand that other children don't always enjoy the same things. This can help to avoid children developing prejudices and negative attitudes in later life. To help promote this we celebrate and explore different cultures and backgrounds. A child's questioning, interest and curiosity is always encouraged in the classroom, helping them to learn about the world around them and make sense of it. By encouraging and allowing children to make their own decisions about what and how to investigate their self-esteem and self-awareness are further developed.

Examples of activities promoting your child's knowledge and understanding of the world include using computers, talking about past events or their home life, understanding and accepting the differences between us all, similarities and differences in relation to places, objects, materials and living things.

Expressive arts and design (EAD)



This area of development allows children to explore and express themselves and involves them making choices and decisions. One of the most important aspects of this developmental area is to ensure the children feel that they, their feelings, opinions, and work are valued. This is crucial to build strong self-confidence, resilience, and esteem. Possessing these attributes will help children to grow into strong adults able to cope with our world and adult experiences. Most importantly, the creative area of development allows for children to have fun getting messy! Examples of creative activities include singing, exploring musical instruments, gluing, painting, drawing etc.

Each area of learning and development is implemented through planned, purposeful play with a balanced mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by both leading their own play and by taking part in play which is guided by adults. Our curriculum is finely balanced to ensure there are plenty of opportunities for both child-initiated play and adult directed tasks. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Throughout the EYFS as a child grows older, and as their development allows it the balance will gradually shift towards more activities led by adults to help children prepare for more formal learning.

Interventions and Senco support.

Rebecca Currell is the Nursery Senco and co-ordinates all interventions. If you or the nursery have any concerns regarding your child's development Rebecca will be responsible to liaise with you and the child's keyworker. Rebecca has a positive working relationship with the North Herts and Stevenage 0-5 SEND Specialist Advice and Support Integrated Services for Learning who are on hand for support and advice.

Rebecca is happy to attend any necessary meetings and ensure relevant paperwork is completed. We will provide necessary support dependant on the child's current needs. We believe Early intervention is the vital. We provide Wellcom for all children, this is a language programme.

The staff at Little Conkers

All staff have undergone a DBS check to help ascertain their suitability for working with children. Core training is regularly updated by all staff. We are affiliated to and work closely with our local Family Centre. We try and operate with 80% of staff trained with a paediatric First Aid with ambition to have the full team trained.

If you have any questions which are not covered in this welcome pack, please do not hesitate to ask.

Rebecca Currell
Jordan Cunningham



Contact details:

Little Conkers
7th Stevenage Sea scouts
Nokeside
Stevenage
Herts
SG2 8EY
Telephone: 01438 488762
Email: Office.littleconkers@gmail.com

Name	Qualification	First Aid Trained
Management		
Rebecca (Manager)	Level 6 Early Years Teacher Status	12 Hour Paediatric First Aid
Jordan (Manager)	Level 3 Childcare and Education	12 Hour Paediatric First Aid
Office		
Carly	Level 5 Early Year's Workforce	12 Hour Paediatric First Aid
Linzie	L4 Health & Social Care & L3 Early Year's Workforce	12 Hour Paediatric First Aid
Chloe S	Level 2 Early Years Workforce & Level 3 Training	12 Hour Paediatric First Aid
Staff		
Abbie	Unqualified	12 Hour Paediatric First Aid
Aimee	Unqualified	12 Hour Paediatric First Aid
Amy	Unqualified	12 Hour Paediatric First Aid
Anneliese	Training Level 3	12 Hour Paediatric First Aid
Chloe H	Level 2 Early Year's Workforce	12 Hour Paediatric First Aid
Chloe L	Level 2 Early Year's Workforce & Training Level 3	12 Hour Paediatric First Aid
Chloe R	Level 2 Early Year's Workforce & Training Level 3	12 Hour Paediatric First Aid
Codie	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Danielle	Training Level 3	12 Hour Paediatric First Aid
Demi	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Francesca	Unqualified	12 Hour Paediatric First Aid
Hybrie	Unqualified	12 Hour Paediatric First Aid
Jamie Lee	Level 3 Early Year's Workforce & Training level 5	12 Hour Paediatric First Aid
Lana	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Laura	Training level 3	12 Hour Paediatric First Aid
Lucy	Unqualified	12 Hour Paediatric First Aid
Macey	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Macy	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Natalie	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Paris	Unqualified	12 Hour Paediatric First Aid
Safia	Unqualified	12 Hour Paediatric First Aid
Sarah	Unqualified	12 Hour Paediatric First Aid
Shannon	Level 3 Early Year's Workforce & Training Level 5	12 Hour Paediatric First Aid
Susie	Level 2 Home Based Children & Training Level 3	12 Hour Paediatric First Aid
Kitchen		
Cat	Level 2 Food Safety & Hygiene	12 Hour Paediatric First Aid
Emma	Level 2 food Safety & Hygiene	12 Hour Paediatric First Aid
Cleaner		
Dawn	N/A	
Sen hub		
Grace	Unqualified	12 Hour Paediatric First Aid
Maddy	Unqualified	12 Hour Paediatric First Aid
Mercedes	Training level 3	12 Hour Paediatric First Aid
Nicola	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Nikki	Level 3 Early Year's Workforce	12 Hour Paediatric First Aid
Stacey	Level 3 Early Year's Workforce & Senco Training	12 Hour Paediatric First Aid
Apprentices		



Aimee	Level 1 Early Year's Workforce & Training Level 2	12 Hour Paediatric First Aid
Demi	Training Level 1 Early Year's Workforce	12 Hour Paediatric First Aid
Bank Staff		
Nina	Unqualified	12 Hour Paediatric First Aid
Cat	Unqualified	12 Hour Paediatric First Aid
Faye	Unqualified	12 Hour Paediatric First Aid