



Nurturing children in their life journey.

DIRECTOR NEWS

Wow what a fantastic year 2010 has been. As the year comes to a close we start to reflect on the year that was, and all that was achieved. We would like to thank all the parents and families for all their contributions they have made to Kurilpa over the year it is great to see such community spirit. We would like to take this opportunity to wish all the children going onto Prep next year all the best, it has been a pleasure to see you grow and learn together over the years.

Over the past year there has been lots of discussion and changes in the Early Childhood sector including the implementation of the National Quality Framework as of January 1 2012. This National Framework is still in the draft stages. The National Quality framework will replace Queensland Childcare Act 2002 and Childcare regulations 2003 as well as govern compliance and quality assessment.

With the introduction of the Early Years Learning Framework in 2009 the team at Kurilpa have been discussing the tools and techniques we use at Kurilpa. The team at Kurilpa uses a wide variety of practices to promote children's learning. When we as educators establish caring, respectful, committed relationships with children, families and the community we work together to construct curriculum and learning experiences that are relevant to the education of children at Kurilpa. The team are constantly evaluating and reflecting on their practices. Here are a few of the practices we implement at Kurilpa:

Learning through play

Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking, inspire, discover, create and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy being. The Kurilpa team take on many roles in play with children and use a range of strategies to support each child's learning. We engage in sustained conversations with children to extend their thinking, and provide a

balance between child led, child initiated and educator supported learning. Educators interact with babies and children to build attachment, using routines and play experiences. The Kurilpa team work with young children to promote and model positive ways to relate to others. We actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.

Cultural and social contexts

Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. We view culture and the context of family as central to children's sense of being and belonging, and to success in lifelong learning. Teachers seek to promote children's cultural competence. Cultural competence is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures.

Holistic approaches

Holistic approaches to teaching and learning recognise the connectedness of mind, body and Spirit. Taking a holistic approach we pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. The team at Kurilpa recognises the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation. An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.

Intentional teaching

Intentional teaching is deliberate, purposeful and thoughtful. Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interaction and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. They use strategies such as

modelling and demonstrating, open questioning, speculating, explaining, and engaging in shared thinking and problem solving to extend children's thinking and learning. Educators move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.

Learning environments

Learning environments are welcoming spaces when they reflect and enrich the lives and identities of children and families and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions. Outdoor learning spaces offer a vast array of possibilities not available indoors. Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature, each of which we encompass in our outdoor play. Our spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education. Indoor and outdoor environments promote opportunities for sustained shared thinking and collaborative learning. Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex thinking. For example, digital technologies can enable children to access global connections and resources, and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children's understanding about their responsibility to care for the environment.

Thanks again to the team, children, families and community for making 2010 such a great year and look forward to another prosperous year in 2011. Have a wonderful and relaxing festive season.

Thanks Marisa

Admin News

How the time flies when you are having fun. It is the end of the year and we are busy in the office looking at when children can transition

into their new rooms next year and busy welcoming new families to our beautiful Centre.

Just a few reminders:

- Can all families please make sure they inform the office staff if you are planning on being away anytime over the festive season.
- To any of our families who are leaving us to pursue new adventures can you please make sure that your accounts are finalized, sheets have been returned and you have collected your child's portfolio from their teachers.

Dates to Remember

22nd November

Matthew Doyle Aboriginal Show 2.30pm

26th November

Kindy Excursion to Alvey Fishing Factory

5th December

Kurlipa End of Year Party

22nd December

All accounts need to be finalized for the year and be a week in advance for 2011

24th December – 9th January

Centre Closed

Thanks Sally

Management Committee News

This is the final newsletter for the year and the Management Committee has had a busy couple of months to report on since our last newsletter. The Management Committee is made up of volunteer parents and we are responsible for the high level managing of the centre – we are the licensee, the employer and we make strategic and financial decisions for the centre in consultation with staff and parents.

This report will be all about the centre building as this has been the focus for the Management Committee for the last three to six months.

The centre has expanded

I am extremely pleased to announce that we have finally had the triangle of land on the left as you drive into the centre (in front of the sandstone wall) transferred to us from the developer next door. This was negotiated many years ago when the developer initially applied for planning permission to build those flash units. The centre discontinued its objection to the planning application on the basis that the land was transferred to the centre. Thanks need to be given to Lawsons Surveyors and Blake Dawson Waldron solicitors who did a lot of the work for free. The process of transferring the land has taken many years and at least two Management Committees. It is definitely worth it because not only has Kurilpa's assets been increased in a dollar value, we have also increased our available physical space.

As a result of the extra space we have been thinking very seriously about how we might expand the centre. For some time the staff have been living in a miniscule staff room and we have been advised by the Australian Food Safety agency that the kitchen needs some substantial work. As a result, we have been discussing possible options to expand the building with architects. Of course the biggest problem will be funds to pay for any expansion. We will investigate grants from various government and non-government agencies but have started down the long and winding fundraising road. Many parents will be aware that we had a lovely night on the 29th of October at the South Brisbane Sailing Club for our staff and parents trivia night. Everyone reported having a great time and all funds raised from the evening will be devoted to the expansion of the centre.

Fundraising

Fundraising will be a priority for the Management Committee next year and I hope that more parents can assist us with our fundraising activities. At the moment the task falls on a very hardworking parent and she needs helpers! Also if any parents have any ideas about fundraising activities, potential funding grants or agencies who might assist, please let us know.

We have also this year commissioned a building inspection of the centre building to ascertain the maintenance that needs to be

done to keep the building in good condition. We are slowly working through all of those annoying little maintenance jobs that every householder must do like fixing cracked tiles and painting our fence and the outside of the building. I am sure Marisa and Kate would like to see an end to all the tradies and all the quotes but we need to make this investment now in our building to ensure that there are not huge costs for future Management Committees and, as a result for future families to the centre.

Reducing our carbon footprint

I am very pleased to report that we have fulfilled one of our strategic goals this quarter! As you may have seen the centre now operates with solar panels and solar hot water. This was a goal that we added to our strategic plan - "the earth". We want to look at ways to reduce the carbon footprint of the centre and solar was an important first step. We will also be installing rainwater tanks at the back of the centre and these will be connected to the center's plumbing.

Other activities identified in our strategic plan and completed this year was to transfer to communicating with parents via email, to connect further with our local community (through our article in the West Ender), to purchase computers for the kindy and pre-prep rooms, to install a new commercial dishwasher and to increase the number of out of centre excursions for the children.

Thanks to the staff

Finally as we head towards the end of the year, I want to extend a big thanks to all of the staff who have worked at the centre this year for looking after our children. The staff are our biggest asset at the centre and without their good humor, compassion, commitment and patience we would not have such an excellent and high quality child care centre. I hope that all the staff has a lovely break and return rested for 2011.

Please do not forget to come to the end of year picnic which will be held on the 5th of December 2010. It is a great time to catch up with other parents and children as well as the staff.

Tracey de Simone

on behalf of the Kurilpa Management Committee

Fundraising News

For a non-profit organisation, fund raising is often the only way to raise the money to pay for the facilities and programs that we would love to have but can't afford. That's why it has been so great to see the involvement and the support of all our families.

Together we have already paid for two computers in the Pre-Prep room and we are now financing the facelift of our kitchen and staff room. It's fantastic to see our small community working together so well. It's the end of the year and time to look back at all the events we had and the money we raised:

Movie Night \$277
Autumn Barbeque \$272.65
Bunnings Sausage Sizzle \$1,160
Book Week Raffle \$420
Spring Barbeque \$251.35
Trivia Night \$1967.60
Toy Catalogue \$400
Mango Drive \$551

Thanks Sangeet Hunter for making the catering of our autumn and spring barbeques so stress-free and thanks to all the parents that helped at the Bunning's Sausage Sizzle. It was a success and again a nice way of getting to know each other and work within the community.

Thanks to all the staff, parents, friends, family and co-workers for coming along to the Trivia Night. It was a great event, if you missed it make sure to come to the next one! The night wouldn't have been so special without the hard work of a large group of people. A big thank you to Kate Barrington, Lizzie Devareaux, Marisa Phillips, Sally Wickings, Tracey De Simone, Paula Rogers, Jackie Trad, and all the Management Committee for the perfect organisation.

We are calling for volunteers to start a fundraising committee next year to help with the organisation of the events. Please let Marisa know if you want to help.

Happy holidays
Lucia Harwood

Kitchen News

This is a great recipe I received from Sophia and Sam's mum.

Larissa's Easy Carrot Cake

Ingredients
1 1/2 cups grated carrot
1/2 cup chopped walnuts

2 eggs
1/2 cup sugar
1/2 cup oil
1/2 teaspoon vanilla
1 cup plain flour
1 teaspoon bicarb soda
1/2 teaspoon iodised salt
1/2 teaspoon mixed spice

Method

1. Combine eggs, sugar, oil, vanilla, and dry ingredients in bowl.
2. Beat on low speed until smooth
3. Stir in carrots and walnuts, and mix well
4. Pour mixture into greased 20cm ring tin
5. Bake in moderate oven approximately 45-50 min
6. When cold, spread with frosting

Frosting

30g softened butter
60g cream cheese
1 teaspoon lemon rind
1 1/2 cups sifted icing sugar

Method

1. Cream butter and cream cheese until smooth
2. Beat in rind and icing sugar until smooth

Lizzie

Pre Prep News



For the last newsletter of the year we have decided to right about transitions and beginnings. Next year some children and families will be starting a new chapter of their lives as they go off to 'big school'. While others who stay for another year will find themselves playing a very different role in the preprep class.

Change can be both scary and exciting and parents often ask is my child going to be ready for school? The question can be a little more

complicated because as well as the child being ready, the family and the school they will be attending needs to be prepared as well. Families are the children's first teacher and as such children come to school with a way of seeing, being, doing and learning. Some families will come from a social cultural background that has experience and is strongly aligned with how school works. Their child will be used to the social practices of the school and the school environment will be familiar to them. Some children would have learnt school skills through attending programmes such as our preprep class. The school will be aware of the fact that preps are going to come from a variety of backgrounds and look at ways to ensure that children transition in a way that respects their background. The prep year is one where teachers work with the children's family to help the children develop an understanding of the culture of our educational system and how to best succeed in it. Schools help families and children settle in by learning about and respecting a child's social cultural background.



The children who have attended Kurilpa have learned skills to help them develop as learners. Such as concentration, confidence, imagination and creativity and a positive disposition towards learning (Outcome Active Learning in the Kindergarten Guidelines). Even though they have learnt a lot there will be new experiences and way of doing things which we can help prepare them for. You should talk to your child about what to expect when they get to school. Find out whether your school has visit days or not and if you can arrange to see your child's classroom and teacher. If you know of a family with a child who attends that school you can find out if your child has any questions and then ask the older child what their experience has been.

You should also tell your child that you don't know everything and that they will be learning new things all the time. If they ever have any concerns or are not sure then it's okay. Don't forget that some children will take longer to transition than others and all children will need a variety of support at different times. Parents who have children staying for another year can often be concerned that their child will grow bored or not be challenged enough. Let us reassure you that they will be undertaking a vastly different role in the preprep room. The first part of a year in any educational setting is about developing relationships between children, families and teachers and getting children to a stage where they feel comfortable and secure with the room, teachers and routine. Hopefully for the children who have already a year here they already feel this way. So we find that they will take on a peer mentoring role with the younger children showing them how the room works and what to do. Peer tutoring helps all concerned as children who are have just learnt a skill themselves are able to model what they have learnt to a child who may still be developing that skill. This helps not only the child being taught but also the child doing the teaching as it reinforces their learning. We also expect the older children to have a higher level of self help and social skills as well as to be more independent self directed learners.

The emergent curriculum is planned around the interests of the class. It is also planned in a way that it will meet the needs of the child as a learner that both supports and challenges them. For this reason even if we repeat an experience a child will come at it in a very different way. A preprep child who has engaged with an experience before may be able to teach a younger child. Another attribute of a learner is being able to build on previous knowledge so of a child who repeats an experience will be encouraged to recall skills and knowledge that they used previously.

Transitions are a big part of the learning journey for example when we are transitioning children from outside to inside we always give them time to prepare by giving them a five minute warning and by doing a song or having a small discussion before we go inside. The bigger transitions your children are about to undertake are both exciting and scary, but with preparation they become a learning

opportunity, where families and children can learn skills to embrace change and deal with new situations in a constructive and positive way.

Thanks for a wonderful year
The Pre-prep Team

Kindy News

This year the Kindy team has had some very fantastic and wonderful experiences ranging from, new faces, to amazing excursions. Lisa.Mc has been a wonderful asset to the Kindy team, and the children have built a strong friendship with Lisa. Within the room there is a strong sense of teamwork and friendships between all which makes it a pleasure coming into the Kindy room to see so many happy faces in such a comfortable environment.

We started of the year with our shopping project which the children explored for a number of weeks. Then we expanded the exploration by going on an excursion to Cantina to have a milkshake, this was a wonderful way to connect with parents and the local community.



The Kindy team have been exploring many different aspects of play like jungles, space, vets, fishing and colour. From all these different areas we have been learning and extending our knowledge through our role play. Play is a context for learning that:

- allows for expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a



sense of wellbeing.

When we explored colour the Kindy children went on another excursion to Amacoco at Out of the Box. This was an amazing event where the children explored colour by walking through a structure full of different colours.

Vets were another area where the children learnt how to be gentle and care for the animals that were unwell. This led to the RSPCA coming out to visit. They spoke to the children about dogs, how to approach unfamiliar dogs, by always



asking the owner first if they can pat the animal. Space was another interest which

we have been exploring; we created our own space rocket and then our own universe to explore. The children worked together to create these projects and as we worked it was a time for the children to ask questions and learn about space.



Pizza has been our latest interest which we expanded by making our own pizzas, it will be wonderful to see where this interest will take us.

Throughout this year it has been wonderful to watch the children flourish with their independence and self help skills. The Kindy children mastered their toilet training, make and pack up their own beds, apply their own sunscreen, and serve their own morning tea. All of these skills will help prepare the Kindy children for when they transition up to the Pre Prep room, which will be an exciting change full of new experiences for the Kindy children.

It has been a pleasure teaching the Kindy children this year, and we look forward to an exciting new year next year.

Anglea, Lisa M and Frankie

Toddler News

With the gardening project up and running in the Toddler Room, we feel that this is a great opportunity for a few of us to reflect on the process and the benefits for all that have been involved including the children, the staff and the parents of Kurilpa.



Lisa's thoughts:

The close knit community feeling that we have here at our centre is one of the things that I love most about Kurilpa. When Misty, the children and I started to talk about starting up another veggie garden I never anticipated the support that we would receive from everyone at Kurilpa. Marisa organised time for us to be able to work on the project with the kids and Nick volunteered to help. He did a lot of hard labor, moving all of the beautiful soil up from the worm farm and the compost and involved all of the children from the toddler and nursery rooms. Andrew, Ranjani, Misty and I all got our hands dirty digging in the soil and Marisa popped out to Bunnings to get us some wonderful vegetable and herb seedlings. Lizzie helped us to decide what we wanted to plant, telling us the herbs that she likes to use in the kitchen.

Now the garden has been growing for a few months we have been able to start harvesting! When we take our veggies and herbs down to the kitchen for Lizzie to use in her cooking the looks of accomplishment, satisfaction and pride on the children's faces really does warm your heart.

Gardening helps to teach children about a number of different things including how to

look after other living creatures, the importance of trying new things, how to work together, sharing and healthy eating just to mention a few!

Reading back over the documentation that has been written up about the garden over the past month it really becomes apparent how much the children are learning and how diverse their development is. There is documentation about children learning the differences between plants and weeds and developing the concept of clearing plants from a garden to help the other plants grow. You can also find stories about the children sharing and helping each other in the garden, tasting new flavours (mint is a huge favourite), watering and caring for the plants and evidence that we are all learning new words including different names of plants!

I really feel that this garden has helped us all in the toddler room to learn about a number of different concepts and will continue to help us learn and develop further.

Lisa

Nick's thoughts:

When we revisited the Kurilpa philosophy this year we added a new part to the spiral...Earth. The environment and its health is very important to us at Kurilpa so we set some goals to improve how we care for the environment and to help the children to learn about it. Such things like using lights less when possible and recycling our waste were ideas that came to the surface. Our big goal was to look into renewable energy like solar power and solar hot water which we have received grants for and will be putting in place soon. In regards to the gardening side of things we have set up two worm farms which started from a small colony of worms donated by the Duval

family. Today we moved some worms over to colony two and collected our first pile of awesome soil and some lovely nutrient rich worm wee!!!

Can-o-worms who donated the farms for the worms after a call from Misty, also donated a compost bin so we now have two! Today we got to collect our first round of soil and we topped up the toddler garden for the spring. So with a little work from everyone (especially Lizzie and the float staff) we have been able to stop nearly all food scraps from leaving the centre and they are now helping to make the toddler veggie garden grow big and strong!!!

Nick

Lizzie's Thoughts

As we have recently included Earth to our philosophy statement, the cultivation of a garden is the perfect activity to reflect this vision.

I am excited that the garden is providing and will continue to provide edible and aromatic resources for the kitchen and is helping to teach the children about where our food comes from and how to nurture and care for plants and the environment.

New tastes will be tried and the children will be able to prepare some simple meals with the pride of knowing that they have grown, picked and prepared the ingredients themselves.



Cultivating a garden is a lovely way to cultivate community spirit as everyone

connected to our community can become involved with the garden in some way.

Happy Gardening and Happy Cooking

Lizzie

Misty's thoughts:

As a young child my mother began teaching me the botanical names of plants and I would happily recite these names to family friends and guests to our home. Being an earth sign (Virgo) I have always had an interest in plants, nature and all things 'green' and even though I can no longer remember the botanical names for plants, this interest and wonder has never left me.

A couple of years ago, whilst out in the Toddler yard I observed a few of the children walking around the rocks, brushing the leaves with their fingers and crouching down to collect seeds, leaves and twigs. This led to the idea of having our very own garden at Kurilpa. Discussions were held with the children, staff and parents about this idea and before too long, we had the garden up and running. We grew sunflowers, a variety of herbs and vegetables including corn, carrots and lettuce. The entire experience was so beneficial in so many ways to everyone involved.

A few years have passed and this interest in nature is still very much alive. Through ongoing discussions and on reflection of the past gardening project, Lisa and I decided to start the garden again. We were both so terribly excited and immediately began planning what we were going to grow. Corn, lettuce, sunflowers, marigolds, petunias, dianthus and a variety



of herbs for the kitchen (mint, dill and chives) have been planted and are now flourishing in our small patch. Plants that were not planted but have come from our lovely compost are also flourishing! Families have contributed by donating spinach and broccoli which are thriving as well, but have been attacked by some nasty bug! Learning is occurring on many levels, for children and staff and everyday is an opportunity to learn something new about the environment, nature and gardening.



"Respect for nature.... Just by planting one butterfly or bird attracting plant, children will be

able to see for themselves what some of these important links are in nature"
So imagine, how much more the children can discover and enjoy once the garden and outdoors become a daily ritual, rather than just a novelty. (pg19 "Outdoor Kids" Jamie Durie)

Lisa and I have overheard many conversations lately between children about "being gentle with the flowers" or "holding that worm carefully so it doesn't get hurt". As teachers, it's such a delight to see the "real" effects of our teaching being displayed, first hand. A respect for nature and the environment is quietly and humbly growing within your children and in my opinion, this is one of the greatest gifts we all can instill, considering the current state of the world and the environment.

"Every time a child offers a helping hand to plants and animals, they're learning how to nurture, to appreciate another living thing and take responsibility for its wellbeing. When they are given the chance to nurture, their sense of self

gets a boost and they begin to really see things from other perspectives."
(Outdoor Kids, Jamie Durie).

The children in the Toddler room and the entire centre have all taken pride in watering the garden each and every day and have shown genuine care and appreciation for the plants and the flowers. We look forward to continuing this process and harvesting more of the crops that we have grown.

You can find documentation in the children's portfolio's and the Toddler Room Journal.....Our first gardening project is displayed in the centre kitchen via a pictorial and further documentation can be found in the "Environment" journal in the front foyer of the centre.

If you have any questions, ideas, suggestions or advice relating to the garden, composting, worm farm, the environment or sustainability matters please don't hesitate to speak to any of the staff or management at Kurilpa....

"Lets go outside"

"The simple act of going outside with kids has powerful effect on their energy, actions and feelings. Whether it's a picnic in the yard, a play in the park or just lying on the trampoline and watching the clouds roll by, kids are invigorated outdoors by the natural light, smells and sounds. Why not test drive the power of the outdoors yourself?" (Outdoor Kids Jamie Durie)

Many thanks Misty, Lisa, Nick and Lizzie...

Nursery News

It's been very busy in the 'Nursery room' during the past few months. The children are

all enjoying socializing, learning and developing skills together.

We would like to welcome, Nyree, Georgette, Madeline, Grace and their families into the 'Nursery space'. Also like to formally welcome Sophie into the room and wish Ranjani well in her new role of 'All day float'. Luckily the babies still get to spend a lot of time with Ranjani as they all adore her.

As you are all aware we have spent sometime changing the room around. To utilize the room, keep the children engaged with the space so they can make some choices where they play, relax and problem solve. We want the space to work as a third teacher, where it facilitates interests, promotes choices and offers relaxing time out areas. Sophie has played an integral role in this process. As we have had many discussions on what we want to achieve in the room. Sophie has a good eye and understanding of what the children would like.

We found that creating open space with small intimate focus areas, helps to keep the calm and relatively clutter free, as well as the new friends can see us and the other children as we move



around the space.

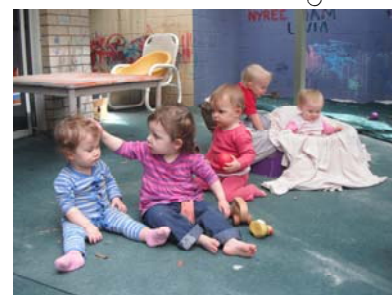
In the Nursery one of our main focuses is creating a nurturing

environment for the children, which is their space filled with warmth, affection and responsibility, making friends, learning to play and developing independence and self esteem. We believe through our relationship you. Working together, sharing knowledge and fostering open communication, Also once the children have settled into the Nursery space and claimed as their own, they like to do things for themselves, we encourage to develop their self help skill and independence through the day. These tasks range from, taking a toy from the

shelf and taking it to where they wish to play, trying to feed themselves at meal times, finding their hats and putting them on, developing their own routine. All of the tasks help each child feel confident and comfortable in themselves. We find activities that support the children's interest available and encouraging the child to make decisions about activities and games they want to play to let each child know that they are valued and we are listening to them.

As the end of the year draws closer the older are preparing to transition into the Toddler group. We have been spending longer periods of time with the Toddlers and in their yard. The older children in the Nursery are becoming more interested and challenged by the Toddler activities and environment.

The younger and new children in the Nursery are developing the language, cognitive skills, exercising large muscles and gross motor skills to prepare for talking, singing, putting blocks together, running, climbing. But most of all developing their social skills so they can take full advantage of the activities, games, toys and space on offer in the Nursery.



From all of us in the Nursery we are very happy with the relationships we have developed with you throughout the year and we value your input, as it helps create and engaging program that all the children really enjoy.

Caroline and Sophie

Trivia Night 29th October 2010

