



## How understanding of Froebelian principles can impact on relationships within nursery communities

### About us



Linden Tree Nursery Schools is a group of private, small nursery schools. They are located in South/West London and cater to children ages 0 to 5. We operate for 51 weeks a year, from 8 am to 6.30 pm. The nursery group consists of four settings across the boroughs of Wandsworth and Lambeth.

Our first nursery was founded in 2005, and in 2018, we became fully Froebelian. Our schools are in lovely Victorian buildings that help to create a welcoming home-from-home environment and all have some outside space for children to learn and grow.

Our community is vibrant and multicultural, reflecting the diverse backgrounds of both our staff and families. Despite our compact urban setting, we maximise our outdoor space with a small garden where children can explore and

engage with nature. Additionally, we utilise nearby parks for outdoor learning experiences, enriching our curriculum and fostering a deeper connection with the environment around us.

## Introduction

This research aimed to investigate the impact of engaging parents in play sessions and providing teachers with training on the Froebelian approach to early childhood education. Play sessions allowed parents to witness the application of the Froebelian principles in action.

The study focused on:

- **The parents of preschool children**

Some parents expressed feelings of pressure and anxiety about their children transitioning to primary school and worried about their readiness. Our first intention was to further parents' understanding of the Froebelian approach and child development to get them more involved in the nursery community, reduce anxiety about school readiness, increase the effectiveness of Froebelian education, and support the development of trusting and respectful relationships between teachers and parents.

- **Teachers**

To support the preschool teachers and practitioners to develop their understanding and confidence in using the Froebelian principles in their day-to-day practice and their ability to effectively communicate how they are supporting children in the 'here and now' but also in their development and future education. We hope to see that the time spent on developing parents' knowledge will result in cooperation between teachers and parents as well as trust and respect for the role that teachers play in children's early development.

- **Community**

We believe that furthering knowledge of a Froebelian approach and early childhood development, building and sustaining positive, trusting relationships between parents and teachers, will result in a nurturing and positive environment where teachers and parents can learn from one another.

Although this project was addressed to preschool parents, we decided to extend the invitation to the parents of children from 2 years old, providing them with the opportunity to understand what a Froebelian approach to preschool education looks like as their children transition into the preschool class.

In November 2022, we organised a launch event and welcomed parents and staff in person or via online streaming. We presented our plan and warmly encouraged the parents and staff to participate in the research project.

**5 members of staff** participated in the project - 2 preschool teachers and 3 practitioners from the Toddler room. **11 parents (families)** actively participated in the project. 2 senior managers supported us throughout the project by helping organise the play sessions, collect resources, ensuring that the teachers were available for training and learning sessions. When the term *teacher* is used in this report, it refers to any member of staff who worked with the children mentioned in this project.

### **Ethics**

Ethical considerations were paramount throughout the research process.

Prior to any data collection, both parents and teachers were provided with consent forms, to obtain full ethical consent, ensuring transparency and respect for their autonomy. Any comments they provided were verified for accuracy before being included in the final report, ensuring anonymity to protect privacy.

Additionally, pre and post-research questionnaires were administered to parents and staff, maintaining anonymity to encourage honest responses. It is essential to note that no children were subject to study or research in any capacity, emphasising the utmost care in upholding ethical standards throughout the entire research.

To comply with the data retaining policy of the University of Roehampton and the Froebel Trust all data will be retained for 10 years following General Data Protection Regulation policies and procedures.

### **Mentor**

Our mentor was Dr Sue Smedley, who was crucial in offering expertise throughout the research project. She supported us by giving invaluable guidance and feedback while writing the final report to ensure success.

### **Initial data collection**

In January 2023, 11 parents (families) completed anonymous questionnaires.

We asked them about:

- Knowledge of child development
- Knowledge of Froebelian education
- Relationships with nursery teachers and managers

There were 17 questions in the questionnaire. The majority of them were designed on a rating scale from 1 to 5, accompanied by space for participants to provide additional information. Some questions were formatted as 'Yes' or 'No' response, with dedicated spaces for participants to elaborate further if needed.

In January 2023, 5 members of staff completed anonymous questionnaires.

We asked them about:

- Knowledge of child development
- Knowledge of Froebelian education

- Relationships with nursery teachers and managers

There were 14 questions in the questionnaire. Half of them were designed on a rating scale from 1 to 5, accompanied by space for participants to provide additional information. Other questions were open-ended.

The teachers were also interviewed and they expressed their thoughts, needs and preferences regarding what knowledge and skills they would like to explore. Based on this, we created individual plans for each teacher outlining what and how we would support them.

## Summary of Key Outcomes

This study revealed some important insights.

Through a combination of observation, play sessions, and tailored training including reading books and articles, the study demonstrated a deepening of relationships within the nursery setting.

### **Outcome 1. The quality and type of relationship before, during and after the project**

- Frequent collaboration and communication resulted in a deepening of the relationship between the parents and the nursery community.
- Increased understanding and appreciation of a Froebelian approach resulted in increased parental interest in child development.
- Increased teacher confidence when communicating with parents.

### **Outcome 2. Expansion of knowledge of both parents and practitioners during this process**

- The teachers' comments and observations indicate an increase in their confidence in their practice resulting from deeper knowledge and understanding.

- Parental feedback also indicates that an increase in their knowledge about Froebelian practice resulted in a greater sense of assurance about their children's readiness for the next stage of their education.
- The research highlights a shift in parental perceptions of school readiness, now emphasising language, emotional regulation, and a broader range of skills including creative play and curiosity.

### **Outcome 3. Additional finding: the power of the process**

- Learning is ongoing and this experience has served to cement the bonds of the community, contributing to the holistic development of all involved. The ongoing process-orientated approach remains valuable in nurturing a strong foundation for future outcomes.

## **Implementation and Structure**

The practical part of our project was organised into six sections, each focusing on specific aspects of child development and a Froebelian approach. Each section followed a consistent structure:

1. Articles and newsletters were sent to parents and teachers.
2. Meetings and training sessions discussed the newsletter content with teachers.
3. Play sessions with parents were organised.
4. Time was allocated for reflection, participant engagement, and activity evaluation.

## articles and newsletters



To effectively communicate with parents and teachers, we created six newsletters, each focusing on different aspects of a Froebelian approach, child development, and the Early Years Foundation Stage.

These newsletters aimed to shift parents' focus from just reading and writing to the broad range of skills necessary for a child's holistic development, preparing them to become autonomous, confident learners.

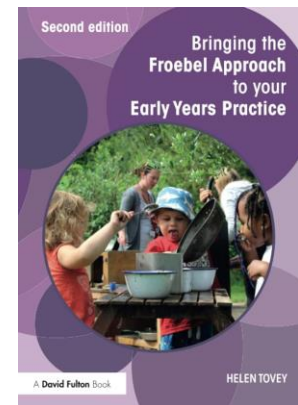
The newsletters covered such topics as pre-reading and pre-numeracy skills, critical thinking, problem-solving, engaging with nature and outdoor play, and effective communication, highlighting how a Froebelian approach supports these areas at Linden Tree Nursery Schools.

### **Meetings and training sessions**

After reading each newsletter, meetings we held to discuss the content, embracing the principle of freedom with guidance. Teachers then independently planned activities to create a learning environment for play sessions where parents could engage with their children. These sessions ensured support for each aspect of a child's development according to a Froebelian approach.

Teachers followed professional development programs based on initial interviews, participating in webinars and workshops on topics like engaging in nature and using Froebel gifts and blocks.

Teachers expanded their knowledge by reading Helen Tovey's book "Bringing the Froebel Approach to Early Years Practice," enhancing their understanding of early childhood education. They also participated in practical activities, such as math exercises, to better grasp the learning process and its real-world applications.



### **Play sessions with children and parents**

After sending newsletters to parents, they were invited to join observation and engagement sessions with their children. These sessions allowed parents to witness first-hand how we structure the environment to foster the skills outlined in the newsletters.

Teachers played a crucial role in facilitating activities and discussing their benefits with parents. Each session was tailored to the newsletters' content, with teachers preparing classrooms and garden spaces accordingly.

Throughout the sessions, parents observed children playing and teachers explained the significance of each activity and how they supported learning and skill development. For instance, they highlighted how kneading playdough strengthens muscles, aiding in writing. The following comments highlight parents' active engagement in these sessions.

## play session 1 - play-based learning



*'Is this how they play? Going from area to area whenever they want? Do they have structured time during the day?'* Parent

*'I noticed that my daughter is getting angry really quickly. It is interesting to see how other children cope with their emotions when they play together'.* Parent

*'It was very interesting to see my son being engaged in a shopping role-play and see how he plays with other children'.* Parent

## play session 2 - Froebelian approach to literacy and language



*'I read the newsletter before the session (Literacy). I found all the information very useful. I particularly liked the section about the ages and stages of language development and I realised that my daughter is advanced in her development. However, I noticed she would benefit from support in developing social skills.'* Parent

### play session 3 - engaging with nature in Froebelian education



*'I like watching my son with other children, how he interacts and plays with others'. Parent*

*'I didn't know risk-taking is so important'. Parent*

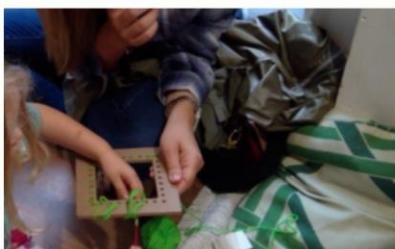
### play session 4 - early maths



*'I didn't realise my son is learning so much when he's playing.' Parent*

*'I will definitely let my son play with sand more as I can see he's exploring and learning'. Parent*

### play session 5 - creativity



The session focused on encouraging creativity within all the areas of development using Froebelian principles such as 'freedom with guidance', 'respect', and 'connectedness'. Many children chose to play at the art and craft table.

The children used their imagination and skills to assemble loose parts (open-ended resources such as lids, paper cups, toilet rolls, buttons, etc.). As a result, they created volcanoes, bags, bracelets, babycino, a gingerbread man with skis, a monster, and many more.

During the creation process, we invited parents to observe how children use their critical thinking and problem-solving skills to achieve the goal. Some children preferred to stay in a dramatic play area where they made a story and acted it out.

Other children stayed outside and created an obstacle course and experimented with how it worked. When they were not satisfied they changed it or added more items such as tyres and blocks. They negotiated their ideas, it was wonderful to see them use their communication skills to create something together. The session helped us observe how all skills develop naturally through creative play.

### play session 6 - families and community



We planned the previous sessions for the parents who entered the research. However, the community picnic was open for the entire nursery community to provide an inclusive platform for all children and parents.

## **Reflection**

*'I specifically loved the newsletters which had both, new and already known information all gathered in one and combined with observations and photos from our own classroom which helped us gain a full understanding of how we are supporting our children. As it concerns the practical part of parent arrival, the process was sometimes a little bit stressful while preparing the classroom, as we wanted everything to be perfect. However, when parents arrived, we always ended up having fun. It was a good opportunity for us to get closer to parents and after that, I felt much more confident in explaining to them what each of our activities helps children develop.'* Teacher

*'The carefully designed project, taking into consideration the wider aspect of children's learning and development has empowered the setting as a whole, to come together with great efforts of courses and workshops that have made commendable progress in terms of staff's continuous professional development and the output from the staff has been significant, in creating enabling environments and learning spaces for every child's development. Working with parents as partners was seen as the core strength that was portrayed throughout the project. Parents were happy to share their thoughts and views about the approach, with the team which helped the team set the bar high in quality and standards.'* Assistant Manager

*'Throughout the journey, I saw the great impact of how our parents and staff see the importance of children's learning through play and the great benefits that are achieved. We saw an outstanding level of commitment from our parents and staff team, from open engagement to supportive contributions during discussions. Children thrived when parents attended sessions, with lots of excitement and anticipation to show the close people in their lives how they play at our Froebelian nurseries, allowing parents a greater insight into the day-to-day learning taking place.'* Nursery Manager

## Outcome

### **Outcome 1. The quality and type of relationships before, during and after the project**

- Data collected through pre and post-research questionnaires revealed that parents had a strong relationship with the nursery staff and managers before the project commenced, characterised by positive interactions. However, after the research, this relationship deepened with increased collaboration and communication on both sides.
- Through observations and parents' involvement, we noticed an increased interest in understanding their child's development, engaging actively in discussions with teachers, and expressing enthusiasm during play sessions.

*'I'm going to buy a tray like yours for my son to explore in sand and water at home. I understand now more how important it is for kids to play with play-dough for finger strength.'* Parent

- Parents appreciated the opportunity to witness their children's educational journey. The project facilitated open communication between parents and teachers, fostering a collaborative approach to support each child's development.
- At the beginning of the research, teachers stated that their relationships with parents were friendly. The teachers' confidence increased after the project. It is reflected in their own comments and observations.

*'I am more confident to talk to parents and I also get some good feedback from them about the kids.'* – Teacher

### **Outcome 2. Expansion of knowledge of both parents and teachers during this process**

- All teachers said in their questionnaires that their knowledge of a Froebelian approach increased. Some of them said it happened through experience

and time spent working with children, research and training. They all said they would benefit from more professional learning opportunities. The teachers' language has slightly changed after the project and they use more Froebelian terminology as well as being able to identify more Froebelian principles.

*'I feel much more confident now than before the research of explaining what exactly it is that we are doing.'* – Teacher

- In their post-research questionnaires, teachers said they had learned much through newsletters, professional development, meetings, and play sessions. However, all mentioned that they still did not know enough and would benefit from any more learning opportunities that would help them gain more knowledge and confidence, especially within the Froebelian approach.
- All teachers mentioned they are gaining knowledge from the internet and books. Some said the training and activities within the research helped increase their knowledge.

*'With the help of books, management, EYFS, experience and the knowledge that I've gained from the research I feel that I'm quite confident on that.'*  
Teacher

- After the research, parents reported higher confidence in understanding a Froebelian approach, reflected in their increased knowledge ratings. Additionally, they felt more assured about their children's readiness for the next stage in education. The questionnaires revealed that the parents did not look initially for a nursery with a Froebelian approach. However, once their children started at Linden Tree and the parents learnt the principles, they showed interest in understanding how Froebel's ideas support their children's education.
- The research reveals a shift in parental perception regarding school readiness. Initially, most parents emphasised the importance of children being fully independent and toilet trained, along with basic writing abilities such as recognising letters and numbers and social skills like confidence,

sharing, and listening. However, post-research data indicates a broader understanding of readiness, with parents now valuing language proficiency, letter and number recognition, and counting skills, alongside emotional regulation. Additionally, the parents identified new crucial skills, including creative play, curiosity, and interest in people, suggesting a more holistic approach to preparing children for school.

### **Outcome 3. Additional finding: the power of the process**

- The ongoing process-orientated approach remains valuable in nurturing a strong foundation for future outcomes.

### **How did the project promote and advance Froebelian education and learning?**

- The project created an opportunity to share a Froebelian approach with a wider community. Some parents said that they often look for advice on the internet, especially by following educators or psychologists on social media (mainly Instagram). They find it helpful as they frequently struggle to understand children's behaviour. During the project, one parent said that the newsletter about a Froebelian approach to literacy and language gave her lots of information she was looking for. She also shared it with her friends who had children of similar age.
- The community picnic (6th session) brought together parents and their families who did not participate in the project. For some parents, it was the first opportunity to meet other parents.
- Information about the project research was also shared at the Froebel Trust network gathering for Putney, Richmond, and Wandsworth boroughs (now called the South-West London Froebel Network). Our nursery hosted the event, and we sent invitations to many people from outside of Linden Tree. The managers of our other branches came to the event. They showed keen interest in organising a similar project in their nurseries.
- We organised a webinar for all LTNS parents and staff members focused on 'Learning Through Play' by Jane Whinnett. The webinar served as a

platform to consolidate parents' experience during the project and to keep them engaged with their children's learning even after the project concluded.



*I just wanted to say that my husband and I both really enjoyed Jane's presentation. Thank you for organising it - I think it's really useful to have sessions like this. 'Parent*

*Thanks for inviting me to this webinar, I found it very interesting and very useful. I will definitely be using what I have learnt to support children's learning through play. The role of the adult, only observing, supporting and extending, is different and new for me, I am used to writing long lesson plans and getting concrete outcomes to show to parents. It would be interesting to know what parents think about the approach. I love the focus on going with the child's interest but how would you manage this if you have children with different interests? I am keen to ascertain more about the role of play from a Froebelian perspective, can you recommend any books that I can read? Staff member*

## **Outcome – example**

This examples below tell the story of how our research added value and made a difference to our practice at LTNS.

As part of their daily routine, teachers inform parents of how their child's day was at nursery. They write about it using an online IT software called Tapestry, and parents read it in the evening.

The two examples illustrate the transition from being purely descriptive to being able to explain how the activities support child development. It comes from teachers' increased confidence and knowledge to articulate learning.

### **January 2023** (Trees Room - pre-school)

*Today the Trees started off the day learning a little bit about Chinese New Year. Having learnt that it is the year of the Rabbit we made some bunny decorations for the classroom. We enjoyed developing our imagination using playdough.*

*Before lunch we had a visit from our puppet friend Sally. She brought lots of instruments for us to play together and practise different rhythms.*

*After lunch we enjoyed some time of good reading during quiet time; we refreshed our 'brushing teeth' song and brushed our teeth properly.*

*We also introduced new toys to the classroom and had some creative and role-playing time with them*

### **July 2023 -** (Trees Room - pre-school)

*The children started the day exploring their creativity. One group of children spent the morning in the block area building a 'beep beep' car that delivers sandwiches and water bottles. They developed their communication skills through this activity as they were talking to each other and discussing what they needed to build their vehicle, as well as narrating the different places that they were visiting. Another group of children spent the morning in the role-play area, creating characters and games, where they were planning out the rules collaboratively and taking it in turns to play their new game.*

During circle time, we read four new books. We read 'Paper Dolls' which many children know and we chanted along with the words that are repeated throughout the book, developing their ability to recall and repeat phrases. We talked about how it wasn't kind of the boy to snip the paper dolls, but that they then flew into the girl's memory and became a nice thing she could remember.

After the snack, the Trees children practised their fine motor skills through a series of playdough activities, where they were rolling balls, as well as pinching, flattening and shaping the dough to create their desired object. This all contributes to strengthening their muscles.

During garden time, the Trees developed their interest in people and occupations through role-play. Lots of the children became expecting mothers going to the doctor's for a check-up! The Trees used loose parts and other resources to represent their babies such as balls and dolls being pushed inside their tops. They demonstrated their understanding of different occupations and what they need to do to keep their babies safe and healthy.

Before tea, the Trees turned into artists! Continuing an interest in 'dot' art from last week the Trees developed their observational skills and started to interpret some pictures of dotted paintings. They discussed the different styles that they could see, from small dots, large dots, blank space and even how the distance between the dots changed the way that the painting looked. They then created their own class art using dots, and a variety of tools to make dots, from cotton buds to paintbrushes and pens. This allowed them to develop their knowledge of resources and how they can use them to create a desired effect.

## Impact of the research

### Impact on parents

Research suggests that the effectiveness of the content materials provided to parents and their participation in sessions poses a challenge, yielding only marginal effects. The inherent value lies predominantly within the **process** itself. Continuously inviting parents to engage in play sessions, during which they observe and engage in conversations with teachers, forms an integral component of this process. These sessions facilitate a deeper comprehension of child development, school expectations, and how a Froebelian approach supports learning and a successful transition to school.

Furthermore, it is noteworthy to highlight that parents have demonstrated significant engagement in participating in these sessions. Feedback from post-research questionnaires indicated that the primary reason for any session absences was predominantly due to work-related commitments. Moreover, evidence suggests a slight increase in parents' understanding of child development and a Froebelian approach.



### **Impact on teachers**

In the pre-research questionnaire, teachers consistently reported a positive and friendly relationship with parents. Following the research intervention, teachers expressed heightened confidence in discussing activities and detailing a child's day at the nursery. All participating teachers noted a better understanding of a Froebelian approach. This knowledge enrichment was due to various factors, including hands-on experience, formal teacher learning sessions, discussions, and further reading. While some teachers acknowledged the effectiveness of their existing experience and time in fostering this understanding, others indicated a desire for additional training opportunities to further enhance their knowledge.

Teacher post research evidence demonstrates increased use of Froebelian principles and associated language to describe learning. Notably, all teachers acknowledged utilising Internet resources and reference books as supplementary tools in enriching their knowledge. However, some teachers attributed their increased understanding directly to the structured training sessions and activities incorporated within the research framework.

In the post-research questionnaire, all teachers demonstrated comprehensive knowledge by accurately identifying all seven areas of development. This collective demonstration of proficiency underscores the efficacy of the research intervention in facilitating a deeper understanding of child development principles among participating teachers.

These findings collectively highlight the tangible benefits of the research intervention, particularly in reinforcing teachers' confidence, enriching their understanding of a Froebelian approach, and enhancing their proficiency in identifying developmental principles. Additionally, they further emphasise the importance of providing ongoing training opportunities and structured activities to continuously support teacher professional development and pedagogical effectiveness.

In addition, the managers in other nurseries often ask if a similar project could be carried out in their nurseries, as they see it will benefit their staff and have a positive impact on overall practice.

### **Impact on children**

Through the enhanced collaboration between parents and teachers facilitated by the research intervention, children benefit from a more cohesive and supportive learning environments. The increased confidence and teacher proficiency in discussing activities and detailing children's experiences at the nursery ensures a more comprehensive understanding of each child's needs, allowing for tailored support.

The enriched understanding of a Froebelian approach among teachers directly influences the pedagogical practices implemented in the classroom.

Overall, the positive changes observed among teachers, as a result of the research intervention ultimately contribute to creating a more nurturing, stimulating and supportive learning environment for children, promoting their holistic development and laying a solid foundation for future academic and personal success.



## Impact on the community

By participating in their children's early education, parents developed a sense of ownership and involvement in their child's learning journey. This engagement benefits individual families and strengthens the wider community's social fabric by fostering a culture of collaboration and support among parents. Through their increased understanding of child development and Froebelian principles, parents and teachers become advocates for high-quality early childhood education within the community. The comments from parents suggest that they share the knowledge with their relatives and other parents of children of similar age. **This knowledge-sharing initiative empowers parents to support early childhood development.** Teachers in the Linden Tree Preschool community sought opportunities for ongoing professional development after being inspired by the study. The managers in other nurseries requested a similar project and even suggested extending it to younger children, including babies.

By fostering stronger relationships between parents, teachers, and the nursery community, the research promoted a sense of community cohesion and collective responsibility for the well-being and development of all children.

## Conclusion and next steps

### Conclusion

The research focused on how furthering knowledge of a Froebelian approach impacts the relationships within our nursery community, and it became evident that the process itself holds great value in spreading knowledge and establishing positive relationships within the nursery community. Towards the end of the project, parents began to use more child-centred and play-based language. It highlights the positive impact the study has had on parents and grandparents, which connects to the Froebelian principle of unity and connectedness.

We acknowledge that this process of nurturing and supporting each child's growth cannot be rushed or forced. Instead, it should unfold organically, guided by the principles of a Froebelian approach and the best interest of the child. This approach allows us to set appropriate expectations for each child's learning and development, emphasising their unique strengths and needs rather than succumbing to external pressures. We will continue to support parents to understand this process.

### **What is next?**

Considering the impact that the implemented activities had on the nursery community in a short period, we will continue inviting parents to observe their children in the nursery environment to support their understanding of holistic development. We will continue supporting pre-school parents in valuing strong, well-established fundamental skills that lay the foundation for further education including pre-reading and pre-numeracy skills.

We will continue writing newsletters, organising webinars, sharing information about child development and a Froebelian approach via social media, and inviting parents for play sessions. We will continue supporting practitioners in becoming strong and confident educators, fluent in articulating how the learning environment supports child development. We have already planned a webinar about schemas for all parents and staff members in all our nurseries.

As requested by other managers, we will extend the project to other LTNS nurseries with slightly different structures. We will apply the reflective points below:

### **Advice for a similar project**

Based on the findings of this research, we offer this advice to enhance parent-teacher collaboration and improve their understanding and implementation of a Froebelian approach:

- Learning is an ongoing process. It is the greatest emphasis of this report – the value lies in the process that slowly leads to a positive, long-term effect

in the children's lives, and teachers' careers and works towards cementing bonds of the community.

- Prioritising parent engagement in early education through play, observation, and communication with teachers.
- The process-orientated approach remains valuable in nurturing a solid foundation for future outcomes – therefore, no outcome should be rushed.
- Offering ongoing professional development opportunities for teachers on a Froebelian approach and relevant pedagogical practices. Ensuring the variety of training that supports teachers' learning styles and starting from where the learner is, such as small group discussions, focusing on one aspect at a time, offering a variety of resource books, conversations, and article sharing on group chats (e.g., WhatsApp).
- Encouraging exploration, creativity, and imaginative play supports holistic development in early childhood education, where we embrace play-based learning as a foundational principle of a Froebelian approach. Sharing the benefits of this kind of learning with parents to help them understand the difference between early years and primary school curricula.
- Sharing information with parents using newsletters and social media platforms. Considering that most parents spend most of their time at work and have other responsibilities, the newsletters should be short and cover one topic within a larger area, e.g., 'Promoting communication in pre-school'. It is part of a bigger topic 'Language and Communication'.
- Using social media to share Froebelian principles and child development information for a wider audience.

### **Thanks**

This project is the result of a collective effort, highlighting the dedication and commitment of the entire team. We would like to say thank you to the community at Linden Tree Nursery Schools - Webbs Road which includes all members of staff, families as well as the colleagues of the admin department

and the Learning and Development team. A special mention to Holli Williams, our Head of Schools, for her continuous encouragement and guidance throughout the project.

The Froebel Trust funding enabled us to turn the vision into the reality. We would like to express our gratitude to the mentor Sue Smedley for providing us with some invaluable support.

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