WONDER BEES EARLY YEARS NURSERY AND TUITION CENTRE
OUR VISION, CHILDCARE PHILOSOPHY AND OPERATIONAL COMMITMENTS

Supporting Statement for Planning Application
Site: Fartown Trinity Methodist Church, Spaines Road, Huddersfield HD2 2SD
Applicant / Proposed Operator: Wonder Bees Early Years Nursery and tuition centre
Date:18-10-2026
Prepared for: Submission in support of a planning application for the proposed change of use from vacant former church (use class F1f) to form nursery (use class Ef) with outdoor play area and associated new mezzanine for tuition centre (use class F1a) and associated car parking.

1. INTRODUCTION

We are pleased to present our vision for Wonder Bees Early Years and Nursery, a proposed childcare facility intended to provide a welcoming, safe, stimulating and nurturing environment for young children with tuition centre within the former Fartown Trinity Church in the Fartown and wider Huddersfield community. We believe that the early years are among the most important stages of a child's development. During these formative years, children begin to develop their communication skills, emotional security, curiosity, independence, relationships and understanding of the world around them. The Wonder Bees cater for children from 0-4years old.

We are also seeking to create a new mezzanine to host a tuition centre and after school facilities. The use will form a separate entity to respect safeguarding of the nursery.

Our ambition is therefore to establish more than a conventional childcare facility or a tuition centre facility. We want to create an environment where children feel that they belong, where their individual needs are recognised, where their curiosity is encouraged and where parents can develop confidence in the care their children receive.

Our philosophy is founded on a simple principle:

- Every child deserves to feel safe, valued, understood and encouraged to reach their individual potential.
- We intend to achieve this through attentive childcare, learning through play, positive relationships, effective safeguarding, appropriate supervision and constructive partnerships with parents and carers.
- The proposed development at Fartown Trinity Methodist Church offers an opportunity to bring this vision to life by giving an existing building a new lease of life with meaningful community use.

2. OUR VISION: LITTLE PEOPLE, BIG POSSIBILITIES

Our vision for Wonder Bees is to provide an early-years environment in which children can develop at their own pace, discover their interests, form positive relationships and grow in confidence. We recognise that every child is an individual. Children differ in their personalities, interests, abilities, communication styles, family backgrounds and developmental needs.

We will therefore seek to provide a balanced approach to childcare and early education that combines appropriate routines and guidance with opportunities for independent exploration, creative expression, social interaction and imaginative play.

Our intended approach is built around six guiding principles:

- **Wonder Known:** We will seek to understand each child's personality, interests, routines and individual needs.
- **Wonder Safe:** Safeguarding, suitable supervision and children's physical and emotional security will underpin our operation.
- **Wonder Nurtured:** We will promote positive relationships and treat children with patience, dignity and respect.
- **Wonder Curious:** We will encourage children to explore, ask questions, experiment and discover.
- **Wonder Growing:** We will support children's developing communication, confidence, independence and practical abilities.
- **Wonder Connected:** We will work constructively with parents and carers to support children's wellbeing and development.

These principles will inform our staff practices, activities, parent communication and the way the nursery environment is organised.

Similarly this vision is extended to the tuition centre as well and inspire children to learn the necessary syllabus and prepare themselves for primary or secondary schools.

3. INDIVIDUAL CARE AND THE KEY-PERSON APPROACH

We recognise that children need to feel secure before they can confidently explore their surroundings and engage with learning. We therefore intend to implement an appropriate key-person approach in accordance with the applicable Early Years Foundation Stage requirements.

Each child will have a designated practitioner who takes particular responsibility for building a positive relationship with the child and family, supporting the settling-in process, observing development and communicating relevant information to parents.

We intend to pay particular attention for the nursery as follows:

- Children's emotional wellbeing and sense of security.
- Their developing communication and language.

- Their social interaction and relationships with other children.
- Their physical development and coordination.
- Their developing independence in everyday activities.
- Their individual interests, strengths and areas where additional support may be beneficial.

We understand that a child's behaviour may communicate a need, concern or emotion that they cannot yet express in words. Our approach will therefore encourage practitioners to respond calmly and sensitively, establish appropriate boundaries and consider the circumstances behind a child's behaviour. We will seek to ensure that quieter children, as well as those who require more immediate attention, receive appropriate consideration and support. We recognise that parents are important partners in this process. Information shared by families about children's routines, interests, dietary requirements, additional needs and experiences will help us provide more individualised care.

Similarly, key person approach is extended to the tuition centre as well where tutors can pay more attention to children who lack behind in an attempt to bring confidence back so they do not fall behind.

4. LEARNING THROUGH PLAY AND DISCOVERY

We believe that young children learn through a combination of play, exploration, conversation, observation, repetition and positive interaction with adults and other children. Our intention is to provide activities that encourage learning while allowing children to enjoy the experience of being children.

The proposed programme will be developed in accordance with the applicable Early Years Foundation Stage framework and the needs and developmental stages of the children attending.

Subject to the final accommodation and operational nursery or tuition centre arrangements, activities may include the following:

4.1 Communication and language

Stories, songs, conversation, picture books, puppets, imaginative play and small-group activities will provide opportunities for children to listen, express themselves, develop vocabulary and communicate with others.

4.2 Early mathematics and problem-solving

Building blocks, puzzles, sorting activities, counting games, matching exercises and practical play will introduce early mathematical concepts and encourage children to think, experiment and solve problems.

4.3 Creativity and self-expression
Drawing, painting, music, movement, construction and imaginative activities will allow children to explore ideas and express themselves in different ways.

4.4 Exploration and discovery
Where appropriate, activities involving nature, plants, water, sand, sensory materials and everyday objects will encourage observation, curiosity and an understanding of the environment.

4.5 Social and emotional development
Group activities, turn-taking, cooperative play and supported interaction will help children develop relationships, empathy, confidence and an understanding of others.

4.6 Physical development
Age-appropriate movement, outdoor play and practical activities will support children's balance, coordination, mobility and developing physical abilities.
We will seek to provide a balance between adult-supported learning and child-led activities. Practitioners will be encouraged to recognise children's interests and use everyday discoveries as opportunities for further exploration.

For example, a child's interest in a plant, insect, building block or picture book may provide an opportunity to introduce new words, encourage observation, ask questions and develop creative activities. We do not intend to place unnecessary academic pressure on young children. Our aim is to establish the foundations for future learning through positive experiences, encouragement and developmentally appropriate activities.

5. EMOTIONAL WELLBEING AND POSITIVE RELATIONSHIPS
We recognise that a child's wellbeing is fundamental to their experience of nursery. Starting childcare can be a significant transition for both children and their families. We will seek to make this process as reassuring as reasonably practicable through appropriate settling-in arrangements, communication with parents and consistent relationships with staff.

Our intended wellbeing approach for both the nursery and tuition centre will emphasise and focus on the following:

- A warm and welcoming arrival.
- Responsive care and appropriate reassurance.
- Respect for children's individual personalities and developmental stages.
- Positive guidance and consistent boundaries.
- Support in recognising and expressing emotions.
- Opportunities to develop friendships and social confidence.
- Early communication with parents when concerns arise.

- We will seek to create an atmosphere in which children are encouraged to try new activities, make mistakes, learn from experience and gradually develop confidence in their abilities.

We recognise that children develop at different rates. Our approach will focus on supporting individual progress rather than making inappropriate comparisons between children. Where a child may require additional support, we will seek to work constructively with the family and, where appropriate, relevant professionals, in accordance with the child's needs and applicable requirements.

6. A SAFE, SECURE AND WELL-SUPERVISED ENVIRONMENT

The safety and welfare of children will be fundamental to the operation of Wonder Bees. We recognise that safeguarding is not achieved through the physical environment alone. It requires suitable recruitment, competent management, staff training, effective supervision, clear procedures and a culture in which concerns are taken seriously.

Subject to the final operational arrangements and applicable requirements, we intend to establish appropriate procedures covering:

- Recruitment and suitability checks for staff.
- Safeguarding induction and ongoing training.
- Designated safeguarding responsibilities.
- Appropriate supervision of children throughout the day.
- Secure arrival, collection and visitor-management procedures.
- Recording and reporting of accidents, incidents and safeguarding concerns.
- Appropriate arrangements for children's health, hygiene, allergies and dietary requirements.
- Risk assessment and regular review of the premises and activities.
- Appropriate procedures for emergencies and evacuation.

Staffing arrangements will be established in accordance with the applicable regulatory requirements, taking account of children's ages, the number of children attending, staff qualifications and the operational needs of the nursery. We will not treat minimum staffing ratios as a substitute for effective supervision.

Staffing deployment must also consider activities, transitions between spaces, outdoor play, personal care and any circumstances in which additional support is required. We will seek to maintain a safe and respectful environment in which children's welfare remains the priority. The layout has been strategically co-ordinated so that separate access has been dedicated to each use so that safeguarding has been maintained.

7. CCTV, SECURITY AND RESPONSIBLE USE OF TECHNOLOGY

We recognise the importance of providing parents with confidence in the security of the nursery and the tuition centre. Appropriate access-control arrangements, secure entrances, visitor procedures and effective staff supervision will form the foundation of our security approach. We will consider the use of indoor CCTV where it is appropriate, proportionate and justified by a clear security or safeguarding purpose.

Any CCTV system will be subject to suitable arrangements governing its purpose, signage, access to recordings, storage, retention and deletion, together with compliance with applicable data-protection requirements. We do not consider unrestricted live camera access for parents to be necessary to demonstrate good childcare. Instead, we intend to develop appropriate communication arrangements through which parents can receive information about their child's activities, progress and wellbeing.

Photographs and digital updates, where used, will be managed in accordance with appropriate safeguarding, privacy and data-protection arrangements. We recognise that technology should support good childcare rather than replace personal interaction, professional judgement or active supervision.

8. A PARTNERSHIP WITH PARENTS AND CARERS

We believe that effective childcare depends on constructive relationships between practitioners and families. Parents know their children in ways that complement the observations and experience of nursery staff. We will therefore seek to establish open and respectful communication from the outset.

Our intended arrangements for both the nursery and the tuition centre include:

Before a child starts

- We will seek to understand the child's routines, interests, dietary needs, allergies, developmental circumstances and any relevant additional support requirements.
- Appropriate settling-in arrangements will be considered to help children become familiar with the setting and the people caring for them.

During attendance

- We intend to provide suitable updates about children's activities and significant aspects of their day, taking account of their age, individual needs and the practical operation of the nursery.
- Where relevant, information about meals, sleep, activities, progress or concerns will be communicated to parents.

Reviewing development

- We will seek to keep parents informed about children's developing interests, abilities and learning.

- Where concerns arise, we will aim to discuss them constructively and agree appropriate next steps.

Responding to feedback

- We intend to establish clear arrangements through which parents can raise questions, concerns or suggestions.
- Feedback will be considered as part of our ongoing review of the quality of care and operation of the nursery.

Our objective is to develop a relationship based on trust, respect, appropriate confidentiality and the shared interest of supporting each child's welfare and development.

9. HEALTHY HABITS AND PRACTICAL LIFE SKILLS

We recognise that early childhood provides important opportunities to develop everyday habits that support health, confidence and independence. Where appropriate to their age and developmental stage, children will be encouraged to participate in activities that support:

- Handwashing and personal hygiene.
- Healthy eating and appropriate hydration.
- Tidying away toys and learning to care for shared resources.
- Developing age-appropriate dressing and self-care skills.
- Taking turns and asking for help.
- Recognising basic safety principles.
- Developing confidence in everyday routines.
- We will seek to encourage these skills through positive example, repetition and gentle guidance rather than unnecessary pressure.

Subject to the suitability of the site, available outdoor space and appropriate risk assessments, we would also welcome opportunities for simple nature-based activities, such as planting seeds, caring for plants and observing seasonal changes. Such activities can help children develop curiosity, responsibility and an appreciation of the natural environment.

10. THE IMPORTANCE OF OUTDOOR PLAY

We consider access to appropriate outdoor play to be an important component of a balanced early-years nursery environment. Outdoor play activities can provide opportunities for physical movement, exploration, sensory experiences, social interaction and contact with nature. At Fartown Trinity Church, we are fortunate to have some on site external space available where we have strategically created dedicated outdoor play areas at the front and rear of the site. The outdoor play areas are enclosed with timber or metal fencing and artificial greenery provided to visually soften the views.

The external arrangement provides a safe and manageable environment for children while allowing staff to maintain suitable supervision. We recognise the importance of keeping the nursery outdoor play areas separate from vehicle movements, car parking and unrelated activities wherever required by the final site arrangement. Outdoor activities will be planned in accordance with children's ages, weather conditions, supervision requirements and appropriate risk assessments. Our aim is to make outdoor play a meaningful part of the nursery experience rather than an occasional or secondary activity.

The site location has the benefit of an existing Norman Park nearby which is circa 5-10 minutes walk where additional outdoor play facilities can be accessed. There are many variety of play equipment which would benefit the child growth.

11. THE PROPOSED BUILDING AND ITS OPERATION

We recognise that the physical environment support the practical delivery of safe, effective and appropriate childcare. The proposed use of the existing church building provides an opportunity to establish a nursery at upper ground-floor levels, with a separate tuition centre accommodated on a proposed new mezzanine floor. Our operational intention is for the two activities to function as distinct facilities, with appropriate separation of their users and activities.

11.1 Lower and upper ground floors nursery

The lower ground floor is proposed for a multi purpose hall where the nursery can use for additional indoor play if needed, however, the multi purpose hall will mainly be used during evenings and weekends to respect the safeguarding of the nursery.

The upper ground floors will accommodate the nursery and its associated facilities. The internal arrangement has been laid out in accordance with the existing room layouts and will need to support age-appropriate activities, suitable supervision, personal care, hygiene, storage and circulation. The final number of children accommodated will be determined by the usable space available, the proposed room arrangement, staffing, welfare facilities, outdoor provision and applicable regulatory requirements. We recognise that capacity must be based on the suitability of the completed accommodation and not simply the overall floor area of the building.

The nursery layout is designed with the existing room constraints to minimise unnecessary demolition of walls. The new children toilets has been designed in close proximity to existing drainage and services to minimise unnecessary diversion of pipeworks.

11.2 Separate new mezzanine reimagine for tuition centre

The proposed new mezzanine will accommodate a tuition centre serving a different user group. We intend for the tuition centre to have a separate and independent entrance, allowing its pupils, tutors, staff and visitors to access the facility without

passing through the nursery. This separation is important to maintaining the distinct operation of the two uses and reducing unnecessary interaction between their respective users and respect safeguarding. The tuition centre will require appropriate access control, supervision and safeguarding arrangements suited to the ages of its pupils and the nature of its activities. The layout and circulation arrangements will be developed to maintain the intended separation, subject to the final design and necessary approvals.

Currently the new mezzanine will be open planned and indicative classrooms demarcated with shelving dividers and allowing flexibility to rearrange classroom sizes to suit. additional staff rooms, kitchen and new toilets being located at the far end independent of the nursery. Since the existing doubled height space will takes a long time to heat up during the winter months, by introducing the new mezzanine will assist to with thermal performance and at the same time creates additional floor area for the tuition centre.

11.3 Safe circulation and emergency arrangements
The design will need to address safe access, circulation, accessibility and emergency escape for both facilities. The proposed new mezzanine and existing staircase arrangements will be assessed in relation to the final layout, occupancy, travel distances, means of escape and applicable Building Regulations. We recognise that the completed building must provide appropriate emergency procedures and that the planning proposal and building-control process address different but related considerations.

11.4 An environment suited to children's needs
We intend to provide an environment that is welcoming, manageable and appropriate for the age groups attending both uses. The final design and fit-out will need to consider suitable finishes, lighting, ventilation, acoustics, hygiene, furniture, equipment and opportunities for effective staff supervision. Our objective is to ensure that the building supports the quality of care we seek to provide.

12. STAFF QUALITY, TRAINING AND PROFESSIONAL RESPONSIBILITY
We recognise that the quality of a nursery depends substantially on the people who work within it. We intend to establish staffing and management arrangements that comply with applicable requirements and support the effective delivery of the nursery's childcare philosophy.

This will include appropriate arrangements for staff suitability, qualifications, induction, safeguarding training, supervision and continuing professional development. Staff will be expected to understand their responsibilities, communicate professionally with parents and colleagues, and act promptly when a child's welfare may be at risk.

We will seek to establish clear management responsibilities and procedures for dealing with safeguarding concerns, accidents, complaints and other operational matters. We also recognise the importance of supporting staff in carrying out their responsibilities effectively. Good childcare requires practitioners to have sufficient opportunity to engage with children, observe their development and respond to their needs. We therefore intend to consider staffing deployment, routines and administrative processes as part of the overall operational plan.

13. ACCESSIBILITY, INCLUSION AND RESPECT

We want Wonder Bees to be a welcoming environment for children and families from the surrounding community. We recognise that families have different circumstances, cultures, languages, experiences and support needs. Our intended approach is to treat children and parents with respect and to consider individual needs when planning care and activities. We will seek to provide inclusive opportunities for children to participate in nursery life, subject to the facilities available and the support that can appropriately be provided.

Where a child has additional needs, we will aim to work with the family and relevant professionals to understand suitable arrangements. The completed premises will also need to address applicable accessibility, building-safety and welfare requirements. We believe that a respectful and inclusive environment benefits not only individual children but the wider nursery community.

14. COMMUNITY BENEFIT AND THE REUSE OF THE EXISTING BUILDING

We consider the proposed nursery and the tuition centre to have the potential to provide a useful community service by supporting families with childcare and contributing to early-years provision and education in the Fartown and wider Huddersfield area. Suitable childcare can help parents and carers balance family responsibilities with employment, education, training and other commitments.

A well-managed nursery can also provide children with opportunities for early learning, social interaction and preparation for the transition to school. The proposed dual use would give the existing church building a renewed community function, subject to the necessary planning and regulatory approvals. We recognise that the benefits of a childcare facility supplemented with education provision depends on its actual operation, affordability, accessibility and quality. We do not regard the proposed dual use alone as a guarantee of community benefit; the manner in which the nursery is managed will be equally important. Our ambition is to establish a responsible and sustainable operation that contributes positively to the surrounding community.

15. QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

We recognise that delivering good childcare and education facilities are an ongoing responsibility. Our intention is to review the nursery's and education operation

regularly and identify opportunities to improve the experience of children and families.

Subject to the final management arrangements, this will include consideration of:

- Children's wellbeing and developmental progress.
- The effectiveness of safeguarding and supervision arrangements.
- Staff training and suitability requirements.
- Parent feedback and concerns.
- The suitability and safety of indoor and outdoor activities.
- Accidents, incidents and any lessons arising from them.
- The quality of communication with families.
- The suitability of the premises and resources.

We will seek to address identified issues promptly and maintain appropriate records in accordance with applicable requirements. Our objective is not simply to establish the nursery and the tuition centre but to develop an environment in which quality, accountability and children's welfare remain central to its ongoing dual operation.

17. A Gentle Start: Our Settling-In Programme

At Wonder Bees, we recognise that starting nursery or education can be daunting and an emotional milestone for children and their families. For some children, it may be their first experience of spending time away from their parents or familiar carers. We want every child to feel welcomed, reassured and secure as they begin their journey with us. We therefore intend to adopt a flexible settling-in approach that recognises each child's individual personality, age, developmental stage and circumstances.

Our approach will seek to include the following for both uses:

- **Getting to know the family:** We will invite parents or carers to share information about their child's routines, interests, likes, dislikes and individual needs.
- **Becoming familiar with the nursery:** Where practicable, children and parents will be offered an opportunity to visit the setting and become familiar with its environment.
- **Building trust:** We will seek to establish a positive relationship between each child and their designated key person.
- **Gradual adjustment:** Where appropriate, settling-in sessions will allow children to become familiar with the setting and its routines at a pace suited to their needs.
- **Ongoing communication:** We will communicate with parents about how their child is settling in and discuss any concerns constructively. We recognise that children respond differently to new experiences. We will therefore seek to avoid a rigid, one-size-fits-all approach and instead provide appropriate

reassurance and support. Our intention is to help children develop a sense of belonging, enabling them to participate in activities and build relationships with increasing confidence.

- **Our promise:** We will recognise that every child has their own starting point and will seek to make their transition into nursery as positive and reassuring as possible.

18. The Wonder Bees Development Journey

We believe that early education should help children discover their abilities, develop confidence and make progress in ways appropriate to their individual needs. At Wonder Bees, we intend to take an interest in the whole child rather than concentrating solely on early academic skills. Our approach will reflect the applicable Early Years Foundation Stage framework and will use appropriate observations of children's interests, experiences and development to inform activities and support.

We intend to pay particular attention to the following areas.

- Development area
- Our approach
- Communication and language
- Encourage conversation, listening, storytelling and the expression of ideas and needs.

Physical development

Provide suitable opportunities for movement, coordination and developing physical skills.

Personal, social and emotional development

Help children build relationships, recognise feelings and develop confidence.

Early literacy

Introduce stories, books, songs, sounds and mark-making through enjoyable activities.

Early mathematics

Explore numbers, shapes, patterns, sorting and counting through play.

Understanding the world

Encourage curiosity about people, nature, materials and everyday experiences.

Creative expression

Provide opportunities for drawing, music, imaginative play, construction and experimentation.

We intend to use observations to help practitioners recognise children's emerging interests and identify suitable opportunities for further learning. For example, an interest in building blocks might lead to activities involving counting, balancing, shapes, teamwork and problem-solving. An interest in insects or plants might inspire storytelling, drawing and outdoor discovery.

We will seek to share relevant observations about children's progress with their parents and discuss ways to support development both at nursery and at home. We do not intend to create unnecessary competition between children or impose inappropriate academic expectations. Our aim is to nurture curiosity, confidence, independence and a positive attitude towards learning. Our promise: We will celebrate children's individual progress and encourage them to discover what they can do, rather than expect every child to develop in exactly the same way.

19. Inclusion, Additional Needs and Respect for Every Child

We want Wonder Bees to be a welcoming and inclusive environment in which children and families are treated with dignity and respect. We recognise that children have different personalities, abilities, communication styles, cultural backgrounds and developmental needs. Some children may require additional support to participate fully in nursery activities.

We intend to work constructively with parents and carers to understand each child's circumstances and consider appropriate arrangements. Where a child may have additional needs, our approach will seek to include:

- Listening carefully to parents' knowledge and understanding of their child.
- Observing the child's interests, communication and participation.
- Considering appropriate adjustments to activities, routines and the environment.
- Working with relevant professionals where appropriate and with suitable consent.
- Identifying staff responsibilities for coordinating additional support.
- Reviewing arrangements as the child's needs and circumstances develop.

We will seek to provide activities that allow children with different abilities and interests to participate meaningfully. We recognise that inclusion is not simply a matter of admitting a child to the nursery. It also requires thoughtful consideration of the support, facilities, staff knowledge and resources needed to promote the child's welfare and participation.

We will therefore assess individual circumstances responsibly and in accordance with applicable legal and regulatory requirements. We also intend to create a respectful environment in which children can become familiar with different cultures, family circumstances and ways of life.

Our promise: Every child should be treated as an individual, with their dignity, welfare and developmental needs at the centre of our approach.

20. Healthy Eating, Hygiene and Safe Sleep
We recognise that children's health and physical wellbeing are fundamental to their ability to enjoy nursery and participate in learning. Our operational arrangements will reflect the ages and needs of the children attending and the applicable requirements governing childcare.

Healthy eating and hydration
Where food and refreshments are provided, we intend to promote suitable, balanced choices and access to drinking water. Parents will be asked to provide relevant information about allergies, intolerances, dietary requirements and other health considerations. We will establish appropriate arrangements for recording this information, communicating it to relevant staff and managing food safely. Where children require specific dietary arrangements, these will be considered before their attendance and reviewed as necessary.

Personal hygiene
We intend to encourage appropriate hygiene routines, including handwashing and age-appropriate personal care. The completed premises will need suitable washing and toilet facilities, together with appropriate arrangements for cleaning, waste disposal and the hygienic handling of nappies where relevant. Children will be encouraged to develop independence gradually, with assistance appropriate to their age and needs.

Medication and health needs
The nursery will establish suitable procedures for managing medication, recording relevant information and responding to health concerns. Staff responsibilities, parental permissions, safe storage and any necessary individual care plans will be addressed through the nursery's operational procedures.

Sleep and rest
If the nursery accommodates babies or other children who require daytime sleep, we will establish suitable arrangements for rest and supervision. These will take account of the children's ages and needs and the applicable safer-sleep requirements. Appropriate sleep equipment, staff awareness and procedures will be established before the relevant provision begins. Our promise: We will take children's health and everyday welfare seriously and seek to establish routines that promote safety, comfort and developing independence.

21. The Wonder Garden: Learning Beyond the Classroom
We believe that outdoor play can make a valuable contribution to children's physical development, curiosity, confidence and understanding of the world. Subject to the

final approved layout and the suitability of the available external space, we would like outdoor play to form a meaningful part of the Wonder Bees experience. Our aspiration is to create a simple, welcoming and secure outdoor environment that encourages children to explore and discover.

We envisage opportunities for activities such as:

Growing and gardening

- Children may be encouraged to plant seeds, observe growth, water plants and learn how living things change over time.

Nature discovery

- Age-appropriate activities may introduce children to leaves, flowers, seasonal changes and the natural environment.

Physical play

- Suitable outdoor activities will provide opportunities for movement, balance, coordination and developing physical confidence.

Imaginative play

- Outdoor stories, creative activities and imaginative games may encourage communication, cooperation and self-expression.

Quiet observation

- Where suitable space and arrangements permit, quieter outdoor activities may allow children to observe their surroundings, look at books or enjoy a change of environment. All activities will be planned with appropriate regard to children's ages, supervision, weather conditions and safety.

The external play area will need to be appropriately bounded and managed. The final site arrangement should also provide effective separation between children's play space and vehicle movements, parking and other activities, as necessary. We recognise that the available area, final layout and number of children will determine the extent of outdoor provision that can realistically be offered. Our intention is to make good use of the space available rather than promise an elaborate garden that the site cannot accommodate.

Our promise: We will seek to give children opportunities to explore, move, grow, learn and discover beyond the indoor or outdoor play environment.

22. Little Steps to School: Preparing for the Next Adventure

We recognise that moving from nursery to primary school is an important transition for children and their families. Our intention is to support children in developing the confidence, communication, independence and social skills that can help them approach this next stage positively.

For older nursery children, activities may include:

- Listening to stories and discussing ideas.
- Exploring early numbers, shapes, patterns and sounds.
- Developing confidence in speaking and asking for help.
- Practising turn-taking and participating in group activities.
- Learning to look after personal belongings.
- Developing age-appropriate dressing and self-care skills.
- Encouraging curiosity, concentration and problem-solving.

Becoming familiar with simple routines and following instructions appropriate to their developmental stage. We will seek to make these experiences enjoyable and age-appropriate, using play and practical activities rather than placing unnecessary academic pressure on children.

Where appropriate, we will discuss children's development and transition arrangements with parents and support them in preparing their child for school. We recognise that school readiness is not simply about recognising letters or numbers. It also includes emotional confidence, communication, independence and the ability to form relationships and participate in everyday activities.

Our promise: We want children to leave Wonder Bees with positive memories, growing confidence and a readiness to embrace their next stage of learning.

23. Our Commitment to Parents and Continuous Improvement

We recognise that the quality of a nursery is demonstrated through its everyday practice. We intend to review our arrangements regularly, listen to feedback from parents and consider how the experience of children and families can be improved. We will seek to maintain appropriate procedures for safeguarding, staff training, communication, complaints, health and safety, and the monitoring of children's development.

Where concerns or shortcomings are identified, we intend to consider them seriously and take appropriate action. We also recognise that our commitments must be supported by suitable staffing, facilities, management and resources. The arrangements adopted will therefore reflect the actual capacity and needs of the nursery and the requirements applicable to its operation. We believe that a positive relationship with parents, supported by professional practice and open communication, is essential to establishing trust. Our ambition is to develop Wonder Bees as a nursery that families can approach with confidence, knowing that their children's welfare and development are central to the service we seek to provide.

24. Every Little Bee Matters

Our vision for Wonder Bees is founded on the belief that early childhood should be a time of security, discovery, encouragement and positive relationships. We want children to feel welcomed, to develop confidence, to explore their interests and to build the foundations for future learning. We recognise that achieving this vision requires more than an attractive environment or a set of written commitments. It requires suitable staff, responsible management, effective safeguarding and a genuine commitment to children's welfare.

The proposed nursery at Fartown Trinity Methodist Church offers an opportunity to provide a community-focused childcare facility within an existing building, subject to the necessary approvals and the establishment of suitable operational arrangements. Through attentive care, learning through play, constructive relationships with families and appropriate use of the available indoor and outdoor spaces, we hope to create an environment in which children can develop at their own pace and enjoy their early learning experiences. At Wonder Bees, every little bee matters.

25. CONCLUSION

Our vision for Wonder Bees Early Years Nursery and tuition centre is to create a welcoming, safe and stimulating environment in which young children are cared for as individuals and encouraged to learn through play, exploration and positive relationships. We recognise that parents place considerable trust in a childcare provider. We intend to respect that trust through appropriate safeguarding, attentive care, suitable staffing, constructive communication and a commitment to children's welfare and development.

The proposed upper ground floors nursery, together with a separately accessed new mezzanine tuition centre, offers an opportunity to bring a community focused use to the existing building while providing distinct environments for the two activities. We recognise that the final layout, capacity, facilities and operating arrangements must be appropriate to the building and comply with the relevant planning, childcare, safeguarding, accessibility and building-safety requirements.

Subject to the necessary approvals and the establishment of the operational arrangements described in this statement, we believe the proposal has the potential to provide a positive service for local families and contribute to the community.

Our ambition is simple: to give every child the opportunity to feel safe, develop confidence, discover new interests and enjoy the experience of learning. We believe that every little bee has the potential to do something wonderful.

DECLARATION BY THE PROPOSED OPERATOR

We confirm that this statement represents our intended vision and operational philosophy for Wonder Bees Early Years and Nursery. We understand that the commitments described in this document will need to be translated into appropriate operating procedures and delivered in accordance with applicable legislation, regulatory requirements, the approved development and the arrangements ultimately established for the nursery.

Name: Saleem Mohammad
For and on behalf of Wonder Bees Early Years and Nursery

Position: Director

Signature: REDACTED

Date: 18th Oct 2026