We are a Reggio Emilia inspired Childcare Centre offering long day care and a Nature Kindergarten program for 3 – 6-year olds.

At the core of our program is a Child-First ‘emergent curriculum’. An emergent Curriculum can be defined as a way of supporting learning that is based on the children’s interests.

Learning occurs naturally, children thrive and learn best when their interests are considered and captured.

Which means our Educators act as mentors for the children as they guide them through the adventure of learning outdoors in academic subjects such as science, technology, engineering and maths (STEM).

Our children spend their days predominantly outdoors all year round in one of two-amazing large Naturescape playgrounds full of native trees, a running creek bed, large stepping logs, a herb, vegetable and bush tucker garden along with a recycled mud kitchen made by the children, worm farm, compost bin and chickens and a fire pit where the older children can cook over an open fire.

The children are taught real life skills and do their own individual risk assessments before engaging in learning experience such as crossing a flowing river creek bed, walking along logs, and climbing & jumping off trees. They also learn whittling, lighting fires (using steel flints), use proper hand tools such as hacksaws, hammers and manual hand drills and learn how to navigate uneven terrains.

The significant importance of learning through play while outdoors in a natural environment cannot be underestimated.

Just as importantly the children are able to explore and play at their own pace and set their own rhythm.

In relation to children’s wellbeing, long-term outdoor preschool programmes were found to have positive impacts on both children’s physical and mental health. The studies found that as well as promoting wellbeing in children, the programmes enhance their confidence and resilience, persistence and problem-solving skills.

Children’s confidence increased, and they had heightened levels of self-belief, positive attitude, independence and demonstrated an increased ability to take initiatives.

Children who play regularly in natural settings are sick less often. Mud, sand, water, leaves, sticks, pine cones and gum nuts can help to stimulate children's immune system as well as their imagination.

Children who spend more time outside tend to be more physically active and are less likely to be overweight. They are more resistant to stress; have lower incidence of behavioural disorders, anxiety and depression; and have a higher measure of self-worth.

Children who play in natural settings play in more diverse, imaginative and creative ways and show improved language and collaboration skills They also have more positive feelings about each other.

**“providing outdoor opportunities for learning is a critical priority for parents, teachers and the wider community”**

**“outdoor learning was added to the Australian Curriculum in 2015, however just 34% of teachers surveyed taught outdoors for 15 minutes or more”**

**“Nature ignites passion, inspiration, creativity & purpose and plays an important role in the cognitive, emotional and physical development of children”**

**Source: The Learning from Trees: Life Lessons for Future Generations’ report, Published July 2017**

Since 2015, throughout each school term our educators run free lessons for all ages in the following: yoga, meditation, sign language, Spanish, German, Malaysian, Sri Lankan Culture, Sustainability, Noongar Culture & Sport.

The sign language is a particular hit with the mothers as the babies are able to sign to their parents when they are hungry or need to go to the toilet before they even start talking.

The first five years of a child’s development are the most crucial with 90% of their brain synapsis being formed by this time.

Becoming multilingual or being able to sign has an expediential effect on the children’s development outcomes which is why we offer such a vast array of authentic leaning experiences.

**“Early childhood is the most important time for brain development. It is the time in a child's life where they start building their brain connections and therefore, ultimately,   
the work we do will shape their life forever”.**

We believe that the best developmental outcomes occur when children who wander, wonder and play are also learning. It happens when children’s interests and passions are respected and nurtured and when educators shift their agenda away from imparting knowledge that we consider worthy, to showing children that we value their curiosity, problem solving, questions, and theories.

***“Passion is lifted from the earth itself by the muddy hands of the young;   
it travels along grass stained sleeves to the heart.   
If we are going to save environmentalism and the environment,   
we must also save an endangered indicator species: the child in nature.”***

**Richard Louv**

**Front page: (refer flyer – front example)**

Finalist, Early Childhood Service of the Year, 2018, 2017 & 2016

WA State winner, Early Childhood Director of the Year 2018

Finalist, Early Childhood Director of the Year, 2016

Rated “Exceeding National Quality Standards” (use supplied logo)

Guiding the stewards of the future

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**Back page: (refer flyer – back example)**

Opening Hours: 6:00am – 6:00pm Monday – Friday (except public holidays)

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