



*"Mighty oaks from little acorns grow"*

Dear Parent,

Thank you for your interest in Waterfall Kids Academy.

We welcome you and your child to Waterfall Kids Academy. We hope your stay with us will be a long and happy one. Our aim is to make Waterfall Kids Academy a "home away from home" for your child. That way they can be happy in their environment and you can go to work knowing that your child is well cared for.

We will be focusing on your child's social, emotional, physical, artistic and moral development. Regular feedback will be given to you regarding these areas of development.

We believe that children should be happy in their learning environment, and we look forward to a beneficial and lasting relationship with you.

Please feel free to discuss or email any aspect of your child's development with me.

Yours sincerely,

Odette

[info@waterfallkidsacademy.co.za](mailto:info@waterfallkidsacademy.co.za)

0609922347



### **Overview**

Waterfall Kids Academy is located within Waterfall Business Park. It is a beautiful, state of the art preschool and baby care centre.

Our trained, responsible and dedicated staff aim to provide:

- A secure, tranquil yet stimulating environment for babies and children
- An environment which emphasizes the importance of social and emotional development, as well as academic development
- An opportunity for a child to develop a positive self-image, as well as a positive regard for others
- An environment in which a child's natural curiosity is encouraged, in order to develop a love for learning and develop to their full potential.

Waterfall Kids Academy is run by Odette who has over 18 years' experience in Child Care. Odette has a BA degree in Social Work Honours from the University of Witwatersrand. She is married with 4 children aged 16, 15, 13 and 4. She has spent her career working with children and has a passion for offering the best care available.

## **Our key principles, values and methodologies**

We believe that children should be happy in their learning environment. We strive to cultivate a positive attitude towards education. It is important to encourage respect for learners and give each child the opportunity to develop to their full potential. It is central to what we do. Respect for each person that works in the school, as well as the function that they perform, is important for the school to run effectively. Any form of disrespect for another will not be tolerated. This has to be cultivated as a company ethos and must be modelled by management at all times.

All children from 0-7 years are in their formative years. We are faced daily with the wonderful opportunity to be involved in their development. This comes with a very real responsibility, to take all our actions and words as examples for the children to see.

Children are exposed daily to a highly competitive, technological and fast-paced environment. Nursery school is therefore an invaluable limited opportunity for us to instil core values in a child.

We encourage children daily to:

- 1) Assert their own rights: - in a confident yet respectful way.
- 2) Maintain inner control: - Teaching inner control to a child is about teaching the child to appropriately express their needs and thoughts. Giving each child the opportunity to speak is also vital in teaching inner control. This is perhaps one of the most challenging areas of early childhood development.
- 3) Compromise: - Teachers need to refer often to what is fair and must always model behaviour that is fair. Learning to compromise is a vital skill both in terms of work and family life. However asserting one's own rights is just as important, and compromise is about learning to balance the rights of those concerned.
- 4) Be independent: - Independence and accountability for our words and actions is vital in adult life. Fostering independence encourages accountability rather than a deferred sense of responsibility.
- 5) Develop leadership skills: - Not all children have leadership skills. Those that do must be encouraged to use them for the purpose of good.
- 6) Take pride in their work: - This must be taught every single day. Displaying children's work and giving them a lot of praise for their efforts builds pride in their work. It is also vital for parents to show an interest in their child's work and if possible display it at home. This is the foundation of a good work ethic as an adult.
- 7) Be persistent: - Children must be encouraged to keep trying even when it is difficult.
- 8) Be caring: - We care for others by taking into account their needs. Genuine concern for those that are injured or ill must always be displayed by teachers and caregivers in the classroom. This teaches children to be caring on the playground, as well as in the classroom.
- 9) Be loyal: - This is about teaching children particularly on the playground to build healthy social bonds as well as to sustain them. Not all friendships are healthy and socialisation happens largely on the playground.
- 10) Be co-operative: - Children must be praised often for being cooperative. We can't only speak to children when they do something wrong. This is in line with positive reinforcement as a type of discipline that works for most children.

- 11) Develop healthy emotional attachments: - This is about playing with another child and being able to balance your needs with theirs. This is very important throughout the different life stages. Teachers and caregivers need to encourage healthy friendships and be aware of unhealthy relationships. Teachers need to discuss what it means to be friends. Children sometimes also need to be taught how to make friends.
- 12) Learn to trust: - Routine and consistency in a child's environment foster a trusting attitude. As an adult it is important to be trusting to a point in order to have the confidence to interact with others and try new things.
- 13) Enjoy being competent and achieving: - These are long term skills and attitudes. These are very important and can be fostered using an art corner, reward stickers and verbal praise. Communication with parents about tasks well done will also help a child have a positive, motivated attitude.
- 14) Develop their creativity: - Creativity and problem solving skills are taught every day in a nursery school and crèche environment. Together with understanding cause and effect, they are vital to developing good problem solving skills as well as task planning skills.
- 15) Be responsible and make appropriate choices: - It is important to teach children to be responsible with their belongings and their work. Raising their awareness about healthy living, hygiene, good friendships and good work, helps them to make responsible choices.
- 16) Develop empathy: - Children need to be taught every day in their class and on the playground to be empathic and caring towards each other. It is fundamental to building a caring and respectful society. Teachers and caregivers must always model empathy and respect.

### **Regulation/permits**

Waterfall Kids Academy is a registered crèche. The certification covers health and safety. This includes childcare services, food preparation, town planning and fire and safety. According to our certificates we are permitted to care for 55 children.

Staff are trained in first aid. The health department will be visiting us regularly for unannounced inspections.

We adhere to the following strict hygiene rules:

- Staff that change nappies or clean bathrooms are not permitted to work in the kitchen
- The changing mats are wiped down after every change with an antibacterial, antifungal detergent.
- All staff must wear surgical disposable gloves when cleaning a bathroom or changing a nappy
- Kitchen staff are to wear gloves, aprons and hairnets.
- The sandpits must be treated every three months.
- Counters must be sterilised.
- Antiseptic hand soap dispensers must be available in every room. Non-toxic and highly effective detergent must be used on floors, tables and bathrooms, as well as any visible surface
- Sick children will immediately be kept separate in the sick bay and parents will be contacted to be advised. No medication will be given without written permission from the parent

- Children with contagious illnesses will not be allowed back at school until they have been on an antibiotic for at least 48 hours or until they are better
- Non-toxic detergents will be used 3-4 times a day, or as often as needed
- Children's hands and faces are washed before and after meals, as well as after the bathroom routine. We use a hospital detergent throughout the school and disinfect regularly.
- All staff are required to read and sign the staff rules checklist. It ensures that members of staff are aware of what is expected of them. It can also be used to detail a record of staff performance and development.

## **Structure and operations**

### **Hours**

We are open from 6:45am to 5:45pm. We cater for children aged 3 months to 6 years.

### **Security**

We have a security controlled entrance. This is monitored by the control room 24 hours a day with cctv at the entrance. We have panic buttons that are linked to the control room throughout the school. All children must be signed in and out of school every day. Please do not prolong dropping your child off in the morning. When you spend a long time in the classroom saying goodbye, it may make your child upset when you leave. Rather say goodbye and let them know you will be there in the afternoon to fetch them. This makes children feel that you are relaxed and comfortable to leave them at school. As a result they will settle down quickly. Please let us know in writing if someone else will be collecting your child. Children will not be allowed to go home without written permission from their parent.

### **Supplies**

All food, liquid refreshments, toiletries and stationery are supplied by the school (apart from baby formula and nappies). Dietary restrictions and allergies will be taken into account when planning meals. Parents are requested to supply disposable nappies. The school will supply wet wipes and any creams that may need to be used.

We have tried to include as much as possible in the fees, in order to avoid parents needing to pay for extras.

### **Sleep time**

Apart from the babies, the children will have a set sleep time. It is important for the children to rest as they have a very busy morning. Each child is provided with a separate mattress and mattress cover.

## **Classes**

The children will be divided into 3 groups according to their ages. Each child will be continually assessed, formally and informally. This is to monitor his or her progress. Our experienced and qualified teachers and caregivers will ensure that any problems are dealt with as early as possible, remembering that all children develop at a different pace. Compassion and encouragement are extremely important.

We use a four-way team, namely the child, the parent, the teacher and management. Each play a very important part and clear communication is essential. Please feel free to contact us at any time to discuss your child's progress.

### **Baby class: Lady birds class**

In our baby area we have a beautiful playroom, sleep room and two private feeding rooms. The feeding rooms are for moms that need to breast feed.

The baby group is a small, exclusive and personal environment. We have 8 babies and 2 staff. Daily progress charts are completed. Babies will be weighed once a week and their progress will be monitored by Faith (nurse) and myself.

Nutritious meals and snacks will be provided once babies are on solids. The process of weaning will be a consultative process between school and mom/dad.

Should you need any advice about feeding, weaning, teething or milestones, please feel free to email me or chat to me.

Each baby is unique and we need to encourage them to enjoy music time, story time and various age appropriate activities. Babies are encouraged to participate daily in baby gym.



### **2-4 years old: Bumble bees**

We have a well-equipped classroom and a dynamic and caring teacher. We follow weekly themes that are in line with C.A.P.S. They have weekly music/singing lessons. They have their own beautiful playground which is fitted with age appropriate play apparatus and a full physical training kit..

The focus in this age group is largely on encouraging the children to follow a routine and to develop a firm understanding of the concepts in class. We encourage them to develop pride in their achievements. Socially it is important that they find the balance between being assertive and compassionate. Weekly lesson plans are submitted to the office the week before.

Children are assessed and reports are given termly. Some of our highlights include mother's day, father's day, Easter egg hunts, sprinkler day, dress-up day, chocolate day, valentines day and of course, Graduation.



#### **4-6 years old: Squirrels**

We have a well-equipped classroom and a dynamic and caring teacher. We follow weekly themes that are in line with C.A.P.S. They have weekly music/singing lessons. They have their own beautiful playground which is fitted with age appropriate play apparatus as well as a full physical training kit.

The focus is largely in applying concepts in terms of their written work. Age appropriate challenging and stimulating activities are planned on a daily basis. These are based on the weekly themes. Weekly lesson plans are submitted to the office the week before.

Children are assessed and reports are given termly.



#### **Curriculum**

We have spent years developing a curriculum with a JCE qualified teacher. Each worksheet, song, theme, and activity has been carefully created and sourced to be age appropriate and all are filed accordingly.

In order for each age group to be doing work that is aligned to the group that is younger or older than them it is important that the curriculum is coordinated and distributed by one person. Many of the children using this curriculum have gone on to excellent primary schools and have done very well.

## **Assessments**

There are two components to being school ready, namely:

- Academic readiness; and
- Emotional readiness.

Each child develops at their own pace. Regular communication between home and school is important to facilitated school readiness in terms of both of the above mentioned aspects.

Our key principles, values and methodologies describe the core values and principles that must be practiced and modelled in order for a child to be emotionally school ready. Evaluations are essential in identifying any problems that a child may have. It is also useful in designing an independent development plan (IDP). The IDP includes both academic and social skills that need to continue to be developed in order to be school ready. The IDP also outlines how this will be achieved.

## **Our Staff**

The teachers follow the teachers module which is a framework designed to provide a quick and concise reference for teachers. There are 11 areas that it focuses on. This teacher's module is vital in terms of implementing and evaluating the ECD programme.

It is very important to constantly research the best way to teach children new concepts. It is important to have regular meetings to discuss the latest trends and how to incorporate them into the classrooms. It is also important to get feedback from the primary schools around us in terms of how our children fare in their grade R assessments. We regularly look at primary school books, particularly foundation phase, to see how certain concepts are taught.

The role of the teacher is:

- To create a positive atmosphere in the classroom which facilitates learning
- To always praise and encourage each child to do their best
- To plan activities in advance using educational games, puzzles and age appropriate activities
- To practice the repetition of important concepts daily with each child
- To encourage the learners to follow a routine with set boundaries
- To always redirect the children's attention towards the activity
- To facilitate critical and analytical thinking
- To help each learner develop a positive self-image
- To discipline each learner in a consistent and reasonable way which facilitates the child's understanding of cause and effect
- To teach each learner to be empathic towards others
- To teach learners to resolve conflict amicably amongst themselves and only intervene when necessary. This approach facilitates their social development
- To design and implement lessons that develop the children's gross motor muscles. E.g.: ball skills and balance activities

- To design and implement activities that develop fine motor muscles e.g.: arts and crafts
- To design and implement music and movement activities.

## Mentoring

Teachers and caregivers have weekly supervision and mentoring meetings with the manager. Their strengths and weaknesses are explored. Areas that need attention are identified in these meetings and an action plan is drawn up. Teachers are encouraged to discuss each child in their class and any difficulties they may be experiencing.

## Minimum qualifications of staff

All caregivers have police clearance, a reliable reference, relevant experience, a matric qualification, and at least one of our caregivers has a nursing or auxiliary nursing diploma or degree.

All teachers have the relevant degree or diploma, which qualifies them to teach the age group they are assigned to.

## Daily routine

We have a daily routine in place. This indicates lesson time, playtime, and activities for the day. This provides a basic framework for the teacher so that cutting, numeracy, fine motor and gross motor skills are practiced every week.

| Day       | 8:00-8:15 | 8:15-8:45   | 8:45-9:00      | 9:00 – 9:30   | 9:30-10:00                        | 10:00-10:30                    | 10:30-11:30  | 11:30-12:00 | 12:00-12:30                          |
|-----------|-----------|---|----------------|---|-----------------------------------|--------------------------------|--------------|-------------|--------------------------------------|
| Monday    | Breakfast | Free play - Puzzles out for morning play  | Toilet routine | Ring time and weekend news  | News books and practice colouring | Toilet routine then Snack time | Outside play | Story time  | Lunch and change children before nap |
| Tuesday   | Breakfast | Free Play - set up fine motor tables for morning play (threading, peg boards)             | Toilet routine | Ring time and theme discussion                                      | Theme related paint activity      | Toilet routine then Snack time | Outside play | Story time  | Lunch and change children before nap |
| Wednesday | Breakfast | Free play – Have books and magazines out for the children to read. Set up a drawing table | Toilet routine | Ring time and theme discussion – focus on shapes and colours        | Theme related movement activity   | Toilet routine then Snack time | Outside play | Story time  | Lunch and change children before nap |
| Thursday  | Breakfast | Free play – Play dough and sensory play (sand and beads)                                  | Toilet routine | Ring time and theme discussion – Introduce a letter of the alphabet | Theme related creative activity   | Toilet routine then Snack time | Outside play | Rhymes      | Lunch and change children before nap |
| Friday    | Breakfast | Free play – fantasy play (put cars out and dress up clothes)                              | Toilet routine | Recap of theme discussions and focus on numeracy                    | Theme related baking              | Toilet routine then Snack time | Outside play | Story time  | Lunch and change children before nap |

|             |                    |
|-------------|--------------------|
| 12:00-12:30 | Lunch Time         |
| 12:30-14:30 | Sleep / rest time  |
| 14:30-14:45 | Snack Time         |
| 14:45-17:00 | Outdoor free play  |
| 17:00-17:30 | Educational videos |

Ring time: focus on days of the week, months of the year, seasons, name and surname, birthdate, shapes and colours. Refer to theme books for theme discussions and introducing of new words. Incorporate a discussion about the theme. Enhance vocabulary with new words – focus on visual recognition of an object and pronunciation of words.

Monday: News books

- Let each child stand up and tell their weekend news
- Each child will get a news book to draw in at the beginning of the year
- Focus on body image drawing and allow free drawing
- Also focus on correct pencil/crayon grip
- Practice colouring in the lines.

Tuesday: Dance mouse and music ring

- The children should learn a minimum of 10 songs with actions through the year
- Children should learn at least 10 rhymes through the year

Wednesday: Little kickers and movement

- Focus on balance, jumping, hopping, crossing the midline, body awareness (recognize body parts and their function), and spatial awareness (on, under, over, next to, behind)
- Should learn 5 different games for outside play
- Focus on ball skills: catch, throw, and kick a ball.

Thursday: Library, rhymes and literacy

- Focus on introducing new words during ring time – make sure you have pictures to go with the new words
- The alphabet should be covered through the year – recognize letters A-Z and know what sounds they make (A for a)
- Practice a Rhyme for story time
- During play dough, practice shapes and colours.

Friday: Baking and numeracy

- Baking can be done every second week and should be related to the theme
- Focus on numeracy during class time: recognizing numbers 1-10, counting up to 10 objects, tracing numbers 1-10, rote count to 50.

### **Menu**

We are concerned about every area of the children's development and that includes their nutrition. We provide a full menu (see below) which is rotated on a two weekly basis. Breakfast, lunch, a morning snack and an afternoon snack are provided by the school so there is no need to pack any food.

We offer a balanced, nutritious menu which includes seasonal fruit, vegetable, proteins and carbohydrates. Children will be assisted with feeding or encouraged to feed themselves. Parents are asked to please give staff details of any dietary restrictions and allergies.

We make sure that the children understand that they can eat as much or as little as they want to within healthy limits. The food is freshly prepared in hygienic surroundings.

The menu provided should be seen as a guideline with changes being made for seasonal considerations. Water is available for the children at all times during the day and they are encouraged to drink it regularly.

### Day 1

|                      |                                   |
|----------------------|-----------------------------------|
| Breakfast - 8am      | Mielie Meal                       |
| Morning snack: 10am  | Bread & jam & juice / tea         |
| Lunch - 12pm         | Sausages & pasta                  |
| Afternoon snack: 4pm | Bread & cheese spread & juice/tea |

### Day 2

|                      |                                 |
|----------------------|---------------------------------|
| Breakfast - 8am      | Oats                            |
| Morning snack: 10am  | Fruit                           |
| Lunch - 12pm         | Mince & rice & mixed vegetables |
| Afternoon snack: 4pm | Bread & jam & juice             |

### Day 3

|                      |  |
|----------------------|--|
| Breakfast - 8am      | Maltabela                              |
| Morning snack: 10am  | Fruit                                  |
| Lunch - 12pm         | Fish fingers & mash & mixed vegetables |
| Afternoon snack: 4pm | Yoghurt                                |

### Day 4

|                      |                                   |
|----------------------|-----------------------------------|
| Breakfast - 8am      | Weetbix                           |
| Morning snack: 10am  | Bread & jam & juice / tea         |
| Lunch - 12pm         | Chicken & Rice &<br>pumpkin       |
| Afternoon snack: 4pm | Bread & cheese spread & juice/tea |

### Day 5

|                      |                            |
|----------------------|----------------------------|
| Breakfast - 8am      | Mielie Meal                |
| Morning snack: 10am  | Fruit                      |
| Lunch - 12pm         | Macaroni cheese & sausages |
| Afternoon snack: 4pm | Bread & jam & juice        |

### Day 6

|                      |                            |
|----------------------|----------------------------|
| Breakfast - 8am      | Oats                       |
| Morning snack: 10am  | Fruit (seasonal)           |
| Lunch - 12pm         | Mince & spaghetti & tomato |
| Afternoon snack: 4pm | Yoghurt                    |

### Day 7

|                      |                                   |
|----------------------|-----------------------------------|
| Breakfast - 8am      | Maltabela                         |
| Morning snack: 10am  | Bread & jam & juice / tea         |
| Lunch - 12pm         | Chicken & mash & mixed vegetables |
| Afternoon snack: 4pm | Bread & cheese spread & juice/tea |

### Day 8

|                      |                        |
|----------------------|------------------------|
| Breakfast - 8am      | Weetbix                |
| Morning snack: 10am  | Fruit (seasonal)       |
| Lunch - 12pm         | Mince & rice & pumpkin |
| Afternoon snack: 4pm | Bread & jam & juice    |

### Day 9

|                      |   |
|----------------------|---|
| Breakfast - 8am      | Mielie Meal                                 |
| Morning snack: 10am  | Fruit (seasonal)                            |
| Lunch - 12pm         | Fish fingers & spaghetti & mixed vegetables |
| Afternoon snack: 4pm | Yoghurt                                     |

### Day 10

|                      |                                   |
|----------------------|-----------------------------------|
| Breakfast - 8am      | Oats                              |
| Morning snack: 10am  | Bread & jam & juice / tea         |
| Lunch - 12pm         | Hotdogs                           |
| Afternoon snack: 4pm | Bread & cheese spread & juice/tea |

### Themes

Each week has a different theme. The primary function is to expand the children's vocabulary as well as their understanding of the world around them. We aim to teach 10 new words per theme. By the end of the week the children should be able to understand and use those words in everyday conversation.

## Monthly Themes

|  |  |  |
|--|--|--|
| <b>January</b><br>My school<br>Me & my body<br>My senses | <b>February</b><br>My home<br>My family<br>Colours<br>Shapes | <b>March</b><br>Opposites<br>Pets<br>Easter<br>Water |
|--|--|--|

|                                   |   |   |
|-----------------------------------|---|---|
| <b>April</b><br>Autumn<br>Clothes | <b>May</b><br>Dinosaurs & Reptiles<br>Hands<br>Red & Safety<br>Wild Animals | <b>June</b><br>Vegetables<br>Doctors & hospital<br>Fire<br>Winter |
|-----------------------------------|---|---|

|                      |   |  |
|----------------------|---|--|
| <b>July</b><br>Teeth | <b>Aug</b><br>Space<br>Transport<br>Transport<br>Fruits | <b>Sep</b><br>Spring<br>Garden visitors<br>Birds<br>South Africa |
|----------------------|---|--|

|   |   |                         |
|---|---|-------------------------|
| <b>Oct</b><br>Farm animals<br>Caring for our world<br>Sea and the beach | <b>Nov</b><br>Summer<br>Shopping<br>Assessment preparation<br>Assessments | <b>Dec</b><br>Christmas |
|---|---|-------------------------|

### **Potty training**

All nappies will be regularly checked and changed. Once a child is emotionally ready potty training will begin. This will first be discussed with the parent concerned. Communication between home and school in this regard is very important.

### **Medicine**

We are only allowed to administer medication with written permission. This includes name of medicine, dosage and time at which it may be given.

### **Communication**

Each child will be supplied with a message book. This will be completed on a daily basis by the school. Parents must also use the books to communicate daily information. Developmental milestones and concerns, health issues, behavioural issues and eating patterns should be documented in the book. Please read and sign your child's message book daily. Please feel free to discuss any aspect of your child's development with me. Please email me any concerns you may have so that I can follow up and get back to you.

### **Extra murals**

We offer Little Kickers, Swimming, Build em Brix (lego engineering robotic and basics) and ballet.

### **Medical emergencies**

Sunninghill and Waterfall hospitals are located just a few minutes away. In the event of an emergency parents will be contacted and the child will be taken to get medical attention. Should you be uncontactable we will act on your behalf and take your child to the nearest hospital until such time as you are contactable ( provided you have signed the applicable section of the contract.)

### **Important reminders**

Please:

- apply sunblock to your child every morning before your child comes to school - we will reapply sunblock at 10am and 3pm (the school will provide a sunhat with your child's name on it).
- supply a warm blanket (only in winter) for sleep time
- supply a change of clothes for your child everyday
- supply 6 nappies per day if your child is in nappies

- supply bottles and formula if your baby uses formula
- label all your child's clothing. This makes it easier to place lost clothing in the correct bag.

Please inform us of any changes that may have happened at home, that may be impacting on your child emotionally. (.e.g. divorce, separation, death or injury to a relative etc.)

### **Fees**

We understand that parents like to budget for their children's needs without the hassle of unexpected expenses. What you pay each month is all you will have to pay. There will be no additional surprises apart from the Grade R Graduation.

The fees are R2 950 per month and there is no additional stationery cost, uniform cost or toiletry cost. The sibling rate is R2 800 per child. There is no registration cost unlike other schools.

Please note:

- Payments must be received before the 1st of each month
- The fees are payable monthly in advance
- Should you need to take your child out of the school we require one months' notice in writing.
- A penalty of R200 will be charged in respect of all monies not received by the 3rd working day of the month
- There are no discounts or refunds should your child not be able to attend any of his /her days at school, whether as a result of illness or because you are away on holiday. The number of staff we employ and our other overheads do not reduce when children do not attend
- Full months fees are payable in both December and January.

We have a zero tolerance approach to the non-payment of fees and sadly any child whose fees are in arrears will be asked to leave. We feel this is only fair on the school and also on all of the regularly paying parents.

Our Bank details are as follows:

Account Name: Waterfall Kids Academy (Pty) Ltd

Bank: First National Bank

Account Number: 62507290865

Branch: Sunninghill

Branch Code: 250655

Account: Cheque Account

Reference: Your child's name



# WATERFALL KIDS ACADEMY

## Testimonials from our parents

*Hi Odette,*

*I have had great experiences with the creche. My daughter has been with the creche for 3 years now and I have had no reason for her to change.*

*They have guided and helped her through the different stages and she will be ready for Grade R next year.*

*The staff is wonderful and my child has received the greatest care. Exceptional work from the entire staff and they pay proper attention to my child's needs.*

*Thank you!!*

*Winnie- Karabo mom*

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*Hi Odette,*

*My experience with Waterfall Kids has been most pleasant. Me and my husband are very happy to send our child (Skyelar) to your school. Am very happy with all your staff! My daughter loves going! Am very happy with the service you provide.*

*Kind regards,*

*Lisa Spear*

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*Hi Odette,*

*We just want to convey our appreciation for the time Gabe spent at Waterfall Kids Academy. In the 2 years he was there, he has grown not only in size but developed all round socially, physically and cognitively.*

*He formed lovely bonds with the staff. No one cooks as well as Florence does and Teacher Mandy was his caring school mom. They were always accommodating and did whatever they could to make him feel safe and and welcome.*

*Accommodating Gabe's big sister, Belle during holidays or whenever she needed supervision made things so much easier for me.*

*Waterfall Kids Academy will be remembered fondly by all of us,*

*Kind regards,*

*Louraine*

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Hi Odette,

Having Waterfall Kids Academy on the premises was more than just a convenience, in terms of location and suiting our work schedule, especially since we had to make use of the facility when our son was only 4 months old.

Being able to visit him frequently was incredibly comforting and made it so much easier to adjust back into the working environment. It also hugely assists when the little ones are not well and you know you're nearby.

The teachers and staff have been nothing but friendly, caring, loving and also very accommodating to ensure all our needs but most importantly that our son's needs, were seen to.

We received daily feedback, and were also immediately notified of any concerns if and when necessary.

The low child to teacher ratio ensured ample attention and development, and all the expected baby milestones were achieved, which was very important to us.

Thank you for taking such great care of our little guy, I know he will miss you all dearly.

Kind Regards

Izaan

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Good Evening,

My son Nivaan was under the care of Odette and a loving team of teachers from the age of 3 months until 20 months.

The teachers went above and beyond to comfort Nivaan and assist in providing a loving, nurturing environment through extremely difficult personal circumstances. This was above the normal duties. The cost of the school was extremely reasonable when compared to the teaching and care that Nivaan received.

I would like to sincerely thank Odette and the team.

Kind Regards,

Devi

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Good Morning Odette

I'm generally happy with the difference the creche has made in our lives. Bahumi, though naturally busy, is pleasantly independent and I hope it will enable him to learn freely as he progresses without any self doubt or inhibition.

The teachers are a marvel and it's a pity we can't take them home with.

