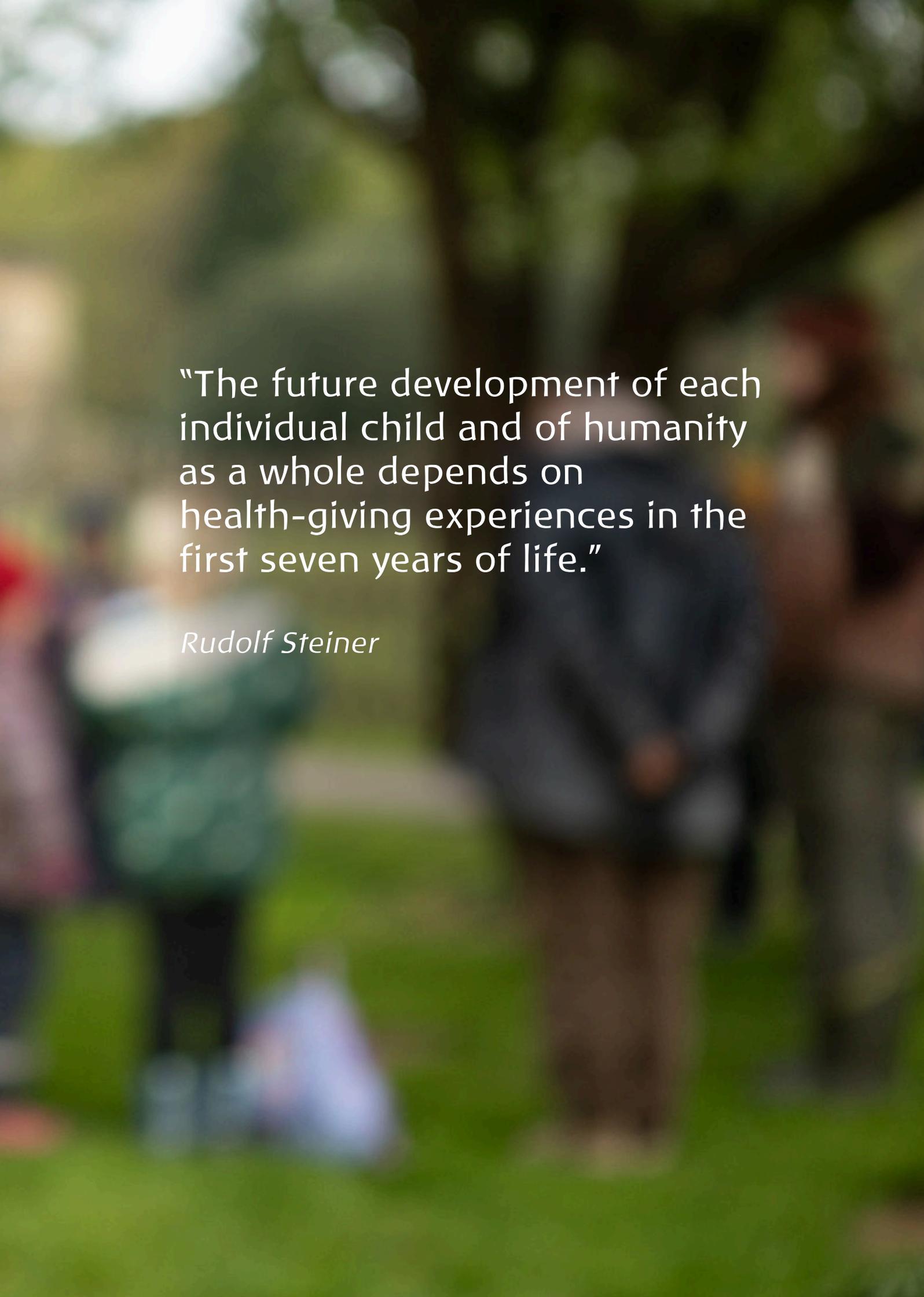




# What to expect in the Early Childhood







“The future development of each individual child and of humanity as a whole depends on health-giving experiences in the first seven years of life.”

*Rudolf Steiner*

# Parent & Child (Age 0-4)

## A shared beginning

### **The setting**

Parent & Child offers a calm, welcoming space for babies and toddlers to explore the world alongside a trusted adult, while parents and carers find friendship, reassurance and community. It is often a family's first relationship with Michael Hall and provides a supported transition from home into wider social life.

### **Our approach**

In the early years, children learn through their senses, movement and relationships. Feeling safe, unhurried and deeply connected to their caregiver allows healthy development to unfold naturally. At the same time, parents benefit from being held within a supportive group, especially during the emotionally rich years of early parenting.

### **The Mornings**

We follow a gentle rhythm: free play indoors or in the garden, a simple organic snack and tea, shared craft time, and a closing circle of songs and stories. The environment is home-like and peaceful, filled with natural toys and everyday objects that encourage imagination rather than overstimulation. Time outdoors on the school grounds allows children to experience nature in all seasons.

Families are welcomed with a free trial session to experience the rhythm and atmosphere for themselves.



# Saplings (Ages 2–4)

## A home from home

### The setting

Saplings offers young children a secure, nurturing setting where they are known individually, cared for with sensitivity, and given time to grow into independence with confidence. Families receive thoughtful, respectful care for their child during these formative years.

### Our approach

Research and experience show that children develop best when they are not hurried, trained or entertained, but trusted. When children are allowed to move, play and explore freely within safe boundaries, they develop strong self-esteem, emotional security and concentration. Respectful care during everyday moments builds deep trust and healthy relationships.

### Life in Saplings

Our staff move slowly and attentively, speaking to children, involving them in care routines, and allowing them to participate at their own pace. The room is carefully prepared with natural materials and open-ended resources that invite self-directed play. There are no fixed lessons; learning arises from the child's own activity. The day follows a peaceful rhythm that creates predictability and calm.

Flexible morning and afternoon sessions allow families to choose what suits their needs.



# Kindergarten (Ages 4–6)

## Unhurried Childhood

### The setting

Families are offered a Kindergarten experience that protects childhood while laying deep foundations for later learning. Children develop confidence, resilience, creativity and strong social skills before formal academics begin.

### Our approach

Young children learn through imitation, movement and play. Intellectual instruction too early can interrupt healthy physical and emotional development. By allowing children to live fully in their bodies, imagination and relationships, we support long-term wellbeing and a genuine love of learning.

### Life in Kindergarten

Each day unfolds within a steady rhythm: imaginative play, practical work such as cooking and gardening, crafts, stories, songs and outdoor exploration. Mixed-age groups create a family atmosphere where children learn to care for one another. Natural materials and simple toys allow play to grow from the child rather than the object. Seasonal festivals and crafts connect children to the year's cycle and give meaning to time passing.

Children join from age four and move to the Lower School in the academic year they turn seven, giving them the gift of an unhurried childhood.



# Waldorf Forest Kindergarten (Ages 4–6)

## Rooted in Nature

### The setting

Forest Kindergarten offers children a deeply physical, joyful and grounding early education rooted in daily life outdoors. Families gain a child who is confident in their body, resilient in challenge, calm in themselves and deeply connected to the natural world.

### Our approach

Nature offers what young children need most: movement, sensory richness, unpredictability, challenge and wonder. Outdoor life strengthens the body, regulates emotions, supports healthy risk-taking and fosters independence. Waldorf education recognises nature as a powerful teacher.

### Life in our Forest Kindergarten

Children spend most of their day in woodland, playing, building, exploring, climbing, digging and creating stories from what they find. Teachers model meaningful work such as caring for the land and preparing food, which children naturally join through imitation. The day follows strong rhythms, bringing security within the wildness of nature. A woodland shelter provides warmth and rest when needed. Stories, songs, festivals and shared meals weave community and continuity throughout the year.

Children join from age four and move to the Lower School in the academic year they turn seven, giving them the gift of an unhurried childhood.





## The Admissions process

To apply for a place for your child, please scan the QR code or apply via our website [www.michaelhall.co.uk/admissions/apply](http://www.michaelhall.co.uk/admissions/apply)



After we have received your online application we will be in touch to request further details and documents to support your child's application.

You and your child will then be invited for interview with the Group Leader.

For any queries regarding admissions please contact:  
[admissions@michaelhall.co.uk](mailto:admissions@michaelhall.co.uk)

[www.michaelhall.co.uk](http://www.michaelhall.co.uk) - [contact@michaelhall.co.uk](mailto:contact@michaelhall.co.uk) - 01342 822275  
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