Early Years education

After working in a nursery during her degree, Aimee Hardwick was clear that this was where she wanted to continue her career following graduation.

‘The Early Years sector is a great area to work in. There is lots of scope for progression and to be able to share your experience in an appropriate and thoughtful manner.’

This is certainly true for Aimee; she gained her Early Years Professional Status qualification and whilst working at a nursery in Camden was promoted to Deputy Room Leader, Room Leader and then Curriculum Manager.

She is now Room Leader for the 3-5 year olds in a private nursery setting. ‘I am also Third in Charge, so am in charge of the nursery in the absence of management. My day to day activities include planning, observing, assessing, working with a key group, and managing staff within the room.

‘I’ve also gained my Forest School qualification and so I’m also the Forest School Leader for the setting and responsible for incorporating this into the curriculum.’

Degrees of experience

For Aimee, her degree has been vital to all her roles since graduating and has enable her to progress to her current position. ‘My degree has enabled me to progress and to be in an advisory position. It is useful for helping me to understand how children develop and how best to support them in accessing all areas of the curriculum. My degree also advanced my analytical skills, aiding me in being able to assess situations effectively.’

Taking an holistic approach to learning and education is something that Aimee clearly values. ‘The best thing about my course was the variety of subjects taught, which gave me a broader perspective on Education as a whole.’

Future plans

Whilst Aimee clearly loves her role at Rainbow House Nursery, her experiences in Early Years education are all part of her wider career plan.

‘After gaining my degree at Hertfordshire, I have returned to gain my masters in Psychology. My plan is to become a Developmental or Educational Psychologist, using my experience in Early Years to support children and their families in a different way.’