REDBOURN PRIMARY SCHOOL

Nursery Prospectus 2026/2027

Redbourn Primary School
Long Cutt
Redbourn
Herts
AL3 7EX
01582 792341

admin@redbournprimary.co.uk
www.redbournprimary.co.uk

WELCOME TO REDBOURN PRIMARY SCHOOL

Thank you for your interest in our Nursery which is an integral part of Redbourn Primary School. Nursery is the first year of the Early Years Foundation Stage (EYFS), the EYFS curriculum spans Nursery and Reception.

The governors, staff and pupils of Redbourn Primary School extend a very warm welcome to you. We hope all children who come here will be happy and successful, and we look forward to working with you in a constructive and mutually respectful partnership to support your children's learning.

Our priority at Redbourn Primary School is to establish a happy and caring learning environment and to enable each child to develop to their full potential. We pride ourselves on high expectations of behaviour and attitude to learning, but also place great emphasis on the development of the whole child and aim to prepare every child to take the next step in their education with confidence and with an understanding of the world in which they live.

This prospectus contains general information about the school, including our educational values and organisation. Further information can be found on the school website: www.redbournprimary.co.uk along with our latest Ofsted report (March 2025), rating us Good in all areas.

Specific queries can be answered by the School Office admin@redbournprimary.co.uk .

We look forward to working with you and we hope you enjoy your association with the school.

Emma Fenn
Headteacher

Redbourn Primary School is a two-form entry primary school. It caters for children from 3 to 11. The maximum class size is 30, and there are approximately 360 pupils on roll. The children are grouped into 14 mixed ability classes. Pupils generally come from Redbourn village and the surrounding area including Harpenden, Hemel Hempstead and Flamstead.

What is the EYFS?

The Early Years Foundation Stage (EYFS) framework covers children from birth to 5 years old (end of Reception year). It is a mandatory framework for all Ofsted-registered early years providers in England, including nurseries, childminders, pre-schools, and school Reception classes.

Foundation Stage 1 (FS1) is a non-compulsory, play-based educational stage for children aged 3–4, typically called Nursery, designed to lay the foundation for future schooling. It focuses on nurturing social, emotional, physical, and communication skills through exploratory play to prepare children for school readiness.

Key Aspects of Foundation Stage 1:

- **Focus:** It is heavily based on play-based learning to promote curiosity, creativity, and development in a safe, nurturing environment.
- **Curriculum Structure:** FS1 focuses on prime areas of learning, including communication and language, physical development, and personal, social, and emotional development.

Foundation Stage 2 (FS2), commonly known as Reception, is the final year of EYFS. It is a statutory, school-based year focused on preparing children for Year 1 through play-based, child-initiated, and teacher-led activities covering prime and specific learning areas.

Our EYFS Classes

Our Early Years cohort are split into two classes (Willow Class and Lime Class), with an even mix of Nursery and Reception children in each. Neither class will exceed 30 children. At the end of each academic year, all pupils across the school are mixed before moving to their new classes the following September.

Willow and Lime EYFS classes are led by a qualified teacher in each and supported by highly experienced Early Years Practitioners (EYP's). EYFS Phase Leader, Mrs McLaren, is the teacher in Willow Class and Mrs Keith and Mrs Burton are the teachers in Lime Class. Additional staff on hand to support you and your child include the Headteacher, Deputy Headteacher, the SENCo (Special Educational Needs Co-Ordinator), the four-strong office team, two site staff and a PE Coach.

Our free-flow system allows Nursery and Reception children to mix freely, bringing benefits to mixed age learning in EYFS. Younger children are exposed to more advanced vocabulary, sentence structures and social language when interacting with older peers. At the same time, older children consolidate and deepen their understanding by explaining ideas and modelling language.

What does this mean for your child?
Your child's learning, happiness and individual needs remain at the heart of everything we do.

- **Learning Through Play:** Play is central to learning. Children benefit from mixed-age play opportunities which encourages kindness, empathy, patience and collaboration.
- **Learning Environment:** The learning environment and daily routines remain familiar and secure over the two years in EYFS —enhanced by experienced adult expertise and wider social interaction.
- **EYFS Curriculum:** We have designed a bespoke 2-year, topic-based curriculum which will ensure progression, breadth and flexibility across a 2-year cycle.

Our highly experienced EYFS team is skilled at meeting the needs of children at different stages of development and will be at hand to enhance the quality of children's day-to-day experiences, with high quality adult interaction and rich learning opportunities.

What Makes Our School-Based Nursery Different to A Day-Care Nursery?

We believe our school-based Nursery offers the best possible start for your child:

- We offer a fantastic, stimulating indoor and outdoor environment.
- Our Nursery pupils are taught by experienced, qualified teachers supported by qualified Early Years Practitioners.
- Teachers use a DfE approved Systematic Synthetic Phonics programme, Monster Phonics, to teach early reading skills. This scheme is used throughout the primary school: children attending our EYFS provision are familiar with the fun monster characters and ready to continue their phonics journey.
- Our Nursery pupils benefit from access to many of the facilities used by our older pupils, so when it comes to transition to Reception, they already feel like they are part of the school.

  Shared facilities include:
  - The dining area – Nursery pupils learn to carry a tray, serve themselves salad and to use cutlery.
  - PE resources – Nursery pupils benefit from access to gym apparatus and sports equipment used by primary pupils. They also receive PE sessions with our specialist PE coach.
  - The Daily Mile track – Nursery pupils go outside and use our 400m track to develop gross motor skills and enjoy the fresh air on our expansive playing fields.
  - The Hall – Nursery pupils join in with Celebration Assembly in the Infant hall and benefit from seeing older children as role-models.
  - The Library – Nursery pupils visit our beautiful library once a week for story time and to take home books, developing and nurturing an early love of reading.
  - The Stage – Nursery pupils not only perform in a Christmas Nativity and Sharing Assembly for parents, they are invited to watch performances by other year groups at school.
  - Siblings – Nursery pupils benefit from seeing their siblings in the dining room, in the playground and walking around other areas of the school site.
  - Uniform – Nursery pupils wear the same uniform and PE kit as the rest of the school.
  - Celebrations – Nursery pupils join in with sports day, non-uniform days, fundraising, awareness events and school fayres.

Our Nursery Environment

Our two EYFS classrooms have its own large and exciting outdoor area. Risk assessments are carried out daily and our site team are on hand to address any maintenance issues as they arise.

Outdoor Area

We know how important outside space is to all children and that many children learn best when they are outdoors. Children in our EYFS have daily access to the outside area. There are canopies to give shade in the summer as well as shelter from the rain. Our equipment provides the children with many opportunities to develop their skills.

These are some of the many fantastic things that our outdoor area has to offer:

- Climbing wall & tunnel
- Muddy Kitchen
- Huge sandpit
- Den building area
- Climbing frame & slide
- Water play area
- Role play sheds
- Art area
- Maths shed
- Tricycles & scooters
- Stage for singing & dancing
- Large block construction area
- Physical skills trolley – bats, balls etc.

The EYFS children have regular access to the school's Woodlands area, where the children can benefit from further outdoor learning activities. We also take advantage of the larger school playground with its extensive range of play equipment.

Indoor Area

Our EYFS classrooms are inviting with a quiet cosy area to relax and where children listen to, or share a story. The carpet areas, where children can share time together and where they can have space to build and engage in imaginative play. The wet area is where the children enjoy exploring the water and sand or producing art work.

How and What We Teach

We follow the Early Years Foundation Stage Curriculum. This covers three Prime areas:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

It also includes four Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

Our EYFS environment is set up to support children's learning through all these areas in their play. Experienced, qualified teachers plan the teaching activities and resources each week so that the children are constantly stimulated and taking their learning forwards. We encourage the children to take ownership of their learning and to talk about their 'next steps'.

Our Early Years Foundation Stage team is highly skilled and passionate in their role.

- Safeguarding is of paramount importance and we have an excellent record for this.
- The children are at the heart of all our decision making and practices.
- We have high expectations for ourselves and for our children.
- Reading is a priority and Monster Phonics is taught daily from Nursery to Year 2.
- We offer flexible hours with the option of children staying for lunch or for both morning and afternoon Nursery sessions.
- We offer a comprehensive transition programme to support children with their move to Reception and beyond.
- Our teachers plan for a wide range of learning opportunities that match the interests and needs of the children.

We believe our school should be at the heart of the community, which is why we work in close partnership with our parents, playgroups and the village community. We see our parents as the child's first educator and strive to involve them in all areas of the child's Nursery experience.

We want all our children to:

- have the best possible experience as they start their education and work closely with parents and carers to make this possible.
- be enthusiastic to attend Nursery, love their learning and to be proud of their achievements.
- be healthy and stay safe and to be caring and respectful towards others.

We aim to visit every child in their home before they start at Nursery so that we can learn more about them and to give you the opportunity to ask questions, share information and meet us in a familiar setting for your child

Our Core Offer

We offer 15 hours of teacher-led Nursery education over five morning sessions (from 8.40am -11.40am).

The Structure of a Typical Nursery Session	
Arrival at Nursery	The children go to their key worker group and take part in a simple activity to develop their fine motor, literacy or mathematical skills before the register is taken and we sing our welcome songs.
Phonics	As a school we use Monster Phonics to teach phonics and spelling. They play various games and join in activities designed to develop their phonic knowledge and awareness.
Daily Mile	All children enjoy using our all-weather 400m Daily Mile track on the school grounds, to develop gross motor skills.
Snack Time	The children come back together in their Key Worker groups to share a drink and a snack. This is also used as a teaching time and for group discussion.
Learning Through Play	The children decide which area they would like to play in and are given time to develop their ideas and pursue their interests, supported by highly qualified practitioners who interact with and observe the children in their play, supporting them to develop their skills and understanding.
Teacher Learning	The children have dedicated PSED (Personal Social and Emotional Development) and Maths sessions. As a school we use the White Rose Maths scheme to teach Maths. Other areas of the curriculum are taught through our topic each term.
End of the Session	Typically, the session ends with a story or song before the children sing the 'Goodbye' song to mark the end of the session.

Nursery Drop-off/Collection Times

You can drop off your child between 8.40am and 8.55am each morning. At 8.55am the doors are shut and gates locked to ensure the children are free to play safely outside. Pick-up is at 11.40am unless your child is staying longer (see extended hours).

Extended Hours

We are able to offer up to 15 extended hours places at either our Lunch Club or Treetops Club, for any number of days.

Children attending Lunch Club can attend from 8.40am - 1pm. There is a charge of £12.50 per day. Children can either bring a packed lunch from home or enjoy a hot lunch provided by our catering company, The Pantry. Additional costs apply.

Treetops Club allows children to attend Nursery all day from 8.40am - 3.15pm.

- There is a charge of £34 per afternoon session and Childcare Vouchers are accepted.
- Anyone entitled to 30 hours free childcare can collect at 2.40pm for no charge or extend to 3.15pm at a cost of £8.50 a day.

We do not offer part time or flexible places involving split funding. Parents entitled to 30 hours free childcare may choose to accept a Nursery place and access the additional 15 hours with an alternative provider (childminder or PVI setting). The school is prepared to meet with parents or carers on a case by case basis to discuss individual needs of their child if necessary.

Early Morning Club

The school runs its own Early Morning Club from 7.45am to 8.40am, five days a week in the ALPs classroom. The club is available for all Redbourn Primary School children from Nursery-Year 6. The club provides activities including craft, tabletop games, outside play and DVDs but does not provide any food or drink. It is therefore expected that all children attending will have had breakfast before arriving. At 8:40am the children are taken to their classes for registration.

Redbourn Childcare Club (RCC) - After School Club

The School runs its own after school club from 3.15pm to 6pm, five days a week in the ALPs classroom. The club is available for all Redbourn Primary School children. Our Wraparound Care Policy can be found on our website for further details.

Caring for Our Children

All our staff understand that when a child feels happy and secure they will be better able to learn. It is very important that we are informed of any issues

concerning your child's health and well-being. We comfortably meet statutory requirements for EYFS qualified staff who are emergency first aiders with many who have specialised in Paediatric First Aid. Our teddy bears are always ready to help comfort an upset child. At Redbourn Primary School, nuts are not permitted as we develop our culture of allergy awareness.

In Nursery the vast majority of children are quick to learn the expectations and behave very well. They become aware of the needs of others and learn to take turns and wait for their needs to be met. We use praise and positive reinforcement to promote good behaviour. Our 'Golden Rules' and ethos of 'caring and sharing' underpin all that we do in Nursery.

Safeguarding

The safeguarding of everyone connected with our Nursery and school is of paramount importance. All staff and volunteers must have an enhanced DBS check before they can work with the children. Volunteers are also asked to read, sign and adhere to the expectations in the Volunteers Code of Conduct, which relate to safeguarding and health and safety.

Child Protection

All our staff are fully trained in Child Protection. We follow the procedures defined by Hertfordshire County Council to ensure all of our children are safeguarded. The Nursery, as part of the school, may need to share information and work in partnership with other agencies. Our Headteacher and the Senior Leadership Team are the Designated Senior Person (DSP) dealing with Child Protection.

Equal Opportunities

Our primary aim is to enable children to develop their full potential and to equip them for useful and creative lives in society. We promote equal opportunities by acknowledging and responding to individual needs and strengths. Hertfordshire County Council's guidelines and policies are followed, and the curriculum and all school activities are made accessible to all children regardless of race, religion, ability or gender.

Special Educational Needs and Inclusion

We provide a range of support for children experiencing difficulties in aspects of their learning or behaviour. The Senior Leadership Team, including the SENCO (Special Educational Needs Co-Ordinator), organise the provision for pupils who need extra support. Teaching and Learning Support Assistants work in each class; the amount of time in each case is dependent on the level of help needed by the pupils. Individual and group programmes of study are devised, and the teachers and the support staff work with identified children to help maximise their achievements.

In some cases, external professionals will be asked to carry out an assessment of a child's difficulties and needs, so that appropriate support can be set up in school. Children on the Special Needs Register will be given a Support Plan which will identify targets to help them make progress. Parents will, of course, be fully involved in these arrangements. Redbourn Primary School is committed to the inclusion of all children and every effort is made to ensure all children have full access to the curriculum and school activities.

Bullying

Bullying, racism and prejudice in any form is not tolerated at Redbourn Primary School. Any incidents of bullying brought to the attention of the class teacher will be treated very seriously and investigated thoroughly. Parents of both the victim and the bully or bullies will be informed, and all incidents are recorded. The school's Behaviour and Anti-Bullying Policies are available on the website.

Home/School Partnership

We believe in developing a strong partnership between home and school. A positive relationship between parents and school has a crucial bearing on the child's progress, and we hope that parents will not hesitate to contact the class teacher about any areas of concern.

Almost all of children attending our Nursery stay on and join our primary school. We know that pupils joining Reception from our Nursery settle more easily, adapt to routines faster and make progress more rapidly due to the fantastic preparation they have received.

At Redbourn we THRIVE!

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which will prepare our children to be confident, happy citizens.

Redbourn Primary School has the highest expectations of all members of the school community and inspires positive attitudes to learning and behaviours. In order to achieve this, we give children and adults every opportunity to **thrive**. Each half term we focus on one of our values and this forms the core of our assembly focus as well as driving our discussions in the THRIVE Council.

T - Team

We are a team. We are honest and trustworthy. We are effective listeners and communicators. We co-operate with one another. We are helpful and we show empathy.

H - Healthy

We are healthy. We look after our physical and mental wellbeing. We are happy, we are resilient and we have a growth mindset.

R - Responsible

We are responsible. We work hard, we are determined and we challenge ourselves. We take responsibility for our actions, words and choices. We are reflective learners.

I - Innovative

We are innovative. We are creative, we love learning and we are curious. We are confident, we take risks, make mistakes and we are problem solvers. We are empowered to make changes.

V - Valued

We are valued. We are inclusive. We show respect, tolerance and equality. We are kind and show gratitude.

E - Empathetic

We are empathetic. We are well-rounded individuals, we support and inspire others and strive to be the best version of ourselves.

Attendance

Good attendance links to higher attainment and supports the development of strong relationships at school. Our teachers plan sequences of learning, making regular attendance vital for pupils' success.

Both Hertfordshire County Council (HCC), as the Local Education Authority, and parents, have legal responsibilities to ensure each child's regular attendance at school. We are required by law, to keep a record of your child's attendance at school. We will offer support to families where we feel absence is impacting on children's progress and/or mental wellbeing at school.

Holidays in Term-Time

Parents must avoid arranging routine appointments and family holidays during term time. Family holidays should be taken during the normal school holiday periods, which are available two years in advance on our website. Holidays in term-time will only be authorised in exceptional circumstances due to the disruption to children's academic and social education.

The Governing Board

The role of the Governing Board is to work with the Headteacher to determine the strategic direction of the school, to act as a critical friend and to ensure accountability. The full Governing Board meets once or twice a term, but much of the work is done through committees dealing with, for example, finance, staffing, premises and the curriculum and standards. Each governor is also responsible for monitoring an area of the curriculum, including EYFS.

Guide to the 7 Areas of Learning in the EYFS

Communication and Language covers all areas of speaking and listening and the essential communication skills. We spend a lot of time developing these skills in Nursery. The children are frequently encouraged to share their ideas with others and are supported to extend their vocabulary. They listen to and join in with stories and rhymes. Children talk about their own experiences and answer questions.

Personal, Social and Emotional Development underpins all that is happening in the Foundation Stage, and most learning opportunities will have

a PSED learning objective as well as one from the main focus for learning. Teaching children to play or work together, to form positive relationships based on respect and to be tolerant of each other's feelings are skills which will impact on their ability as lifelong learners as much as being able to read and write. We teach these skills through our whole approach to the curriculum.

Physical Development is very important to these children who are still growing and developing and it is vital they have lots of opportunities to develop their muscles through large gross motor movements such as running and climbing and smaller fine motor skills such as scissor and pen control and building bricks. In the EYFS we ensure the children have plenty of opportunity to be outside so they can move freely and practice all these skills to strengthen their muscles in their play. All children will also take part in PE lessons with our Sports Coach, once a week.

Literacy encourages children to develop the skills for reading and writing by seeing others doing it and by having a go themselves. They are introduced to the skills they will need to develop. For example, they are encouraged to hear the sounds letters make and to say what they are trying to write when they put marks on paper. They have opportunities to write for a range of purposes.

Mathematics is taught through practical experiences as children need to be able to count and know which number name relates to each symbol before they can start recording their learning on paper. They need to develop the concept of what each number actually means. Children also need to be able to use everyday language to talk about size, weight, time and money. They should notice patterns around them and name/describe everyday objects and shapes.

Understanding the World refers to all the enquiring and thinking skills which will later be seen as science, history, geography, RE and technology. Through these the children learn about the world in which they live. Our teaching always has a topic base as young children see life as a whole and not in parts. They will have the chance to explore their world in practical ways which will enable them to follow their own enthusiasm to learn.

Expressive Arts and Design is an essential area of learning for young children to explore the many textures and materials and find ways of expressing their

feelings and emotions. Young children need to spend a lot of time exploring how materials and tools work so they can use this knowledge later to create their own designs and know how things work. They also sing songs, make music and dance.

For more information, please visit our website: www.redbournprimary.co.uk