



# Redhill

## NURSERY

# PROSPECTUS

A warm welcome  
is offered to you and your  
child at Redhill Nursery.

'Children need the freedom to appreciate the infinite resources of their hands, their eyes and their ears, the resources of forms, materials and colour... they need to climb their own mountain as high as possible.'

*Loris Malaguzzi*

At Redhill Nursery we have trained and skilled adults working in an enabling environment, engaging and challenging children's thinking with quality interactions.

We consider the individual needs, interests and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.

# OUR MISSION

At Redhill Primary Academy and Nursery we aim to develop the whole child and involve families and the community in our learning journey. During this time each child will acquire the skills, knowledge and values, which will enable them to handle the complexity and diversity of the world today and in the future.

## AIMS

- To provide a happy, secure and safe environment where everyone feels valued and respected.
- To create an atmosphere where children are comfortable in sharing their ideas and in respecting the ideas of others to become confident and competent learners.
- To encourage all of our children to achieve their potential and follow their aspirations, by providing them with the necessary skills for the future.
- To provide opportunities to become confident and competent: academically, socially and spiritually.
- To make learning inspiring, challenging, fun and meaningful.

## VALUES

- We value diversity and individuality and encourage acceptance of all within our inclusive community.
- We respect positive relationships, which foster both independence and teamwork by encouraging full participation where everyone's voice is heard.
- We take pride in our work, our Academy and Nursery and our community.
- We celebrate our successes and learn from our mistakes.



# ABOUT OUR NURSERY

We are situated within the grounds of Redhill Primary Academy and are very fortunate to have a wealth of different spaces on hand, to enrich learning.

Although we are part of the Academy, we need to remind parents/carers that having a place at Redhill Nursery does not guarantee you a place in Reception. (See Telford and Wrekin website for Admissions Information.)

Inside we have three rooms; each room with designated areas for resources and provision.

**Sunshine Room** – the art studio, construction, small world, performing arts area and role-play;

**Rainbow Room** – the lab/investigation area, design and make, Maths and writing areas and snack provision;

**Cloud Room** – a quiet space for reading and relaxation.

**Outside Area** – for gross motor, large-scale role-play, physical development, sand and water play.

**Mini Forest** - for exploration, physical development and imagination;  
**Birdland** - for quiet reflection, relaxation and observation of the environment;

**Sensory Garden** – for investigation and sensory experiences and storytelling;

**Trim Trail** – for active play and **Forest School** – for adventure!



“The staff are super, really friendly and you can see how happy and settled the children are.”



# THE EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is a framework which supports the learning, development and care for children from birth until they reach the age of five. It describes how children should be kept safe, cared for and engaged in purposeful play, with specialised adults who work in partnership with all concerned, so that the children achieve their best in those crucial early years of their life.

At Redhill Nursery we endeavour to do just that! We have high aspirations for children's achievement, irrespective of their circumstances or starting points.

'It is not the clay the potter throws that forms the essence of the vessel, but the space within it.' *Lao-tzu*

As a setting we acknowledge that parents are the primary teacher and so we work alongside you to gain knowledge about your child so we can plan and provide the best quality provision. Your Key Worker will talk to you everyday about your child's interests and progress in Nursery and gather information from you about their interests and progress at home too. Together we can then fill those gaps in learning and development and work on the next steps with a shared vision for your child, providing guidance on how to continue with activities at home to support learning. Children with additional

needs are provided with intervention, using support programmes from outside agencies and systems to give the best possible help for your child. (Visit the Academy website for further information on SEND offer.)

Children achieve when parents and professionals work together as it is important to remember that you know more about your child than anyone else. Understanding what your child is doing when they are with others at Nursery will help you be aware of how well they are developing and learning in a different setting from home. Nursery staff will observe your child in focus tasks and when working in child-initiated play so that they can build a profile of your child as a learner and make informed decisions as to whether they are beginning, developing or secure against set criteria bands of learning. The part you play in their learning is valued by all our Nursery staff, so regular discussions about your child's development and learning will ensure that together we can make a difference to their future.





### We encourage this partnership in a variety of ways:

- informal daily discussions with your Key Worker
- feedback on 'wow' moments in Nursery
- sharing of the observations and examples of work in your child's learning journey
- regular formal parent consultations to discuss your child's progress
- open sessions when you can 'Stay and Play'
- special events (ie Nativity, end of year celebration)
- regular newsletters
- parent information/workshop meetings with different foci
- links with home via 'All about me' Book
- shared documentation between split settings



## Early Years Curriculum Overarching Principles

These themes are threaded throughout every part of The Early Years Foundation Stage:

- Every child is a **Unique child** who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Children **develop and learn** in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities.

**For further information visit:**

[www.gov.uk/.../early-years-foundation-stage-framework-2](http://www.gov.uk/.../early-years-foundation-stage-framework-2)



# LEARNING AND DEVELOPMENT

There are seven areas of learning and development that shape the provision in Early Years. All areas are important and are inter-connected:

## PRIME AREAS

**Communication and Language** development involves giving children opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical development** involves providing opportunities for young children to be active and interactive, and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

**Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others, to form positive relationships and develop respect for others, to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

## SPECIFIC AREAS

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, space and measures.

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts in a variety of activities in art, music, movement, dance, role-play and design and technology.



# TRANSITION FROM HOME TO NURSERY AND THEN FROM NURSERY TO SCHOOL

We are very sensitive to the emotional needs of children so understand that a smooth induction into Nursery will help your child settle quickly. Our induction programme enables both you and your child to feel happy and safe in our Nursery before you leave them to stay on their own. A Key Worker will provide this security and consistency, enabling you to have peace of mind that your child is being cared for by a friendly and dedicated Early Years trained practitioner. A planned programme of events with the Academy throughout the year, enable children to realise that other situations and places can be friendly too, so whichever Primary School your child transfers to after Nursery, they will have had a positive experience of 'big' school.

## Uniform

Uniform is required in Nursery. Please see link for online ordering on the Academy website.

In addition to the uniform you may like to purchase an art smock, as Nursery is where a lot of messy exploration of materials takes place!

## Funding

All children are entitled to 15 hours funding (or 30 hours if eligible) after the term in which they turn three. We also have a limited number of 2-year-old funded places available.

### GIRLS



- A grey sweatshirt or cardigan and a jade polo shirt each with the Academy logo
- Plain grey skirt, pinafore or trousers
- Grey tights or knee high socks
- Black shoes (not slip ons or boots)

A green checked dress may be worn in Summer with white ankle or knee high socks. School shoes must still be worn in Summer.

Hair accessories must be minimal in design and also in the Academy colours of green, grey, or black.

### BOYS



- A grey sweatshirt and a jade polo shirt each with the Academy logo
- Plain grey trousers, or shorts in Summer
- Grey socks
- Black shoes

"The staff give us wonderful feedback and are never too busy to keep us updated on our child's progress."



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Multi-Academy Trust.

## A DAY AT NURSERY...

A typical session in our Nursery includes whole group activities e.g. story, singing, dancing; small groups for Phonics and focus task work (based around areas of the curriculum in which gaps or next steps in learning are addressed); child-initiated play, with an ongoing healthy snack, outside and inside free flow and opportunities for children to Plan, Do and Review their learning, songs, stories and rhymes. Additional activities are planned weekly e.g. Welly Walk, PE, Music and Movement, Show and Tell (talking about items from home of interest to your child or on a theme). The Nursery staff will continually assess through observations of your child following their interests and then plan and intervene with enriched provision so they can apply their learning during play.

There are many opportunities for your child to make friends by working with others collaboratively or to work on their own independently during which promotes Personal, Social and Emotional well-being.

Every day in our Nursery you will see little children exploring and playing, creating and thinking critically, through active learning, whilst building relationships with peers and adults thus promoting independent and confident learners.

Early Learning is the key to your child's future. The first five years of your child's life are the most critical and caring families and good quality Early Years provision make the difference at this stage.

So let's aspire for the best for your child together!