



# DESMOND ANDERSON NURSERY

Working together to provide quality  
care and early years education  
for children under five.



# PROSPECTUS

Nursery Leader: Ann Agg

Desmond Anderson Primary Academy Ofsted URN: 143973

# Welcome to Desmond Anderson Nursery

Thank you for enquiring about our nursery. The Nursery is part of Desmond Anderson Primary Academy and is therefore also part of the University of Brighton Academies Trust. We aim to make your child's move from home to nursery as easy as possible, working in partnership with you to continue building and developing the skills your child has gained whilst in your care. Your child can access mornings, afternoons and/or full days in a stimulating environment, full of exciting resources, supported by highly qualified staff.

All 3 and 4 year olds are entitled to 15 hours free childcare through the *Universal Free Entitlement* and this will be applied for by the nursery. Working parents of 3 and 4 year olds may also be entitled to an additional 15 hours free childcare through the *Extended Free Entitlement*. Some families may be entitled to the *2 year old Free Entitlement*, which can be used if your child attends the nursery as a 'Rising 3'. However, both will require parents to personally apply for the funding. Go to <https://www.childcarechoices.gov.uk> to check your eligibility.

If your child starts before they are eligible to the Free Entitlement offers, you will be charged at our current hourly rate.

## Nursery Philosophy

Every child is unique, with their own individual needs, strengths and interests developing and learning in different ways, at their own pace. We believe that every child has the ability to develop and learn; with sensitive support from parents, carers and nursery staff, your child can learn to become independent, make meaningful relationships and develop an understanding of others and the world around them.

## Our Aims

We will provide a nursery that is welcoming, safe and exciting where children are given equal opportunity to explore and investigate the environment. We encourage children to question their experiences, enabling them to fulfil their potential, regardless of culture, race, religion, economic status, gender or ability. Your child's contributions will be respected, valued and included in their further learning, building their confidence and self-esteem. We will help your child to develop positive attitudes towards themselves, others, the local community and their environment.

# Staff and Qualifications

To ensure a quality play environment that is safe and welcoming all staff are required to hold a relevant childcare qualification: relevant qualifications are listed on the Department for Education's (DfE) website. At Desmond Anderson Nursery the Nursery Leader holds a degree in Professional Studies in Learning and Development (of young children) and has Early Years Professional Status. All other staff hold either a full and relevant Level 3 or Level 2 qualification. Staff also attend the following statutory training on a regular basis.

- Paediatric First Aid
- Safeguarding, including Child Protection
- Health & Safety
- Food Hygiene
- Manual Handling
- Designated Safeguarding Lead (senior staff).



In addition to the above, the University of Brighton Academies Trust provides staff with ongoing Continued Professional Development (CPD). This can take place on inset days, during staff meetings, externally or online.

## We Offer a Quality Play Environment

The nursery provides children with a free-flow environment where independence is encouraged through access to resources and equipment, both inside and out. With support from nursery staff, children can develop their own play, individually or with others. The nursery is registered for 24 children and employs sufficient staff to ensure ratios of 1:8 or on occasion 1:13, depending on whether the Early Years Professional (EYP) is working directly with the children.



Children are provided with:

- Highly qualified staff, who hold relevant Early Years Childcare qualifications up to degree level.
- An allocated key person.
- A purpose-built area, which includes the main nursery room, a rest room, cloakroom and a safe outside area with a garden.
- Access to the school's facilities
- An extensive range of resources.

# Working Together

Staff at the nursery recognise the important role of parents and carers in the lives of their children. By sharing information about your child's individual needs, strengths, likes and dislikes, on a regular basis, together, we can



support your child in their continued development by providing the appropriate learning environment. Children learn to be strong and independent from a base of a loving and secure relationship with a primary carer, and at nursery their key person.



We work closely with other professionals such as the Nursery Nurse, Health Visitors and Speech & Language Therapists.

## The Key Person Approach

You will often hear the phrase 'key person' in the nursery. Whilst the children are cared for in groups, it is important that we meet the individual needs of your child and ensure that he/she has an opportunity to bond with one 'special person' at the nursery. It is also important that you have a specific person whom you can get to know and share information with about your child.

You will meet your child's key person when you come for your child's taster session, prior to them starting at the nursery. It is their role to share information with you about your child and ensure that your child's individual needs are being met. The key person will observe your child and plan for his/her learning and development and make assessments on progress. If your child starts at the nursery before their third birthday, depending on when they turn three within the term, their key person will also complete a 2-year check (statutory requirement).



# Learning Experiences

**Your children can choose from many activities and experiences, for example:**

- Counting, sorting and making models.
- Mark making, writing and drawing, reading books, jigsaws, puzzles and games.
- Role-play, small world, dressing-up, puppets.
- Musical instruments, dancing and singing.
- Water, sand, dough, cooking, investigating and exploring.
- Bikes, cars, playground games, slides, balls, hoops, beanbags and gardening.
- Painting, printing, cutting and sticking, collage, 3D model making and sculpture.
- Construction using large/small bricks, magnets.
- Making dens and obstacle courses.
- Gym sessions
- Gardening
- 'Cooking' in the Mud Kitchen

**Along with guided learning,  
children are given the opportunities to educate themselves through imitation and  
observation of others and the world around them.**



# Daily Routine

During the day the children have the opportunity to take part in the following:

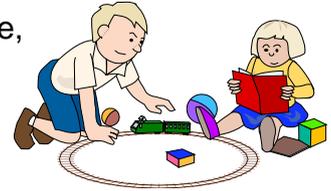
- **Self-registration**, play and exploration.
- **Carpet time** - All the children gather together and take part in singing, games, stories, counting and letter/sound activities. They can also reflect and talk about the day's events.
- **Exploration** - Your children are free to explore the nursery, both inside and out, engage with the resources provided and access adult guided activities that reflect your children's current interests. 
- **Adult guided activities** - Your child will join with an adult to develop and master a skill, such as catching a ball, hopping, turn taking or independence.
- **Adult led activities** - These are specifically planned activities that are linked to the text and theme of the term.
- **Snack time** - There is always fresh milk, water, fruit and vegetables available. The children have the opportunity to practice their skills and independence and exercise their choice by self-selecting their snack from a variety of items on offer. (Water is available throughout the day.) We use this time as a social event where we encourage the children to take part in conversation. 
- **Lunch Time** - The children sit together at lunchtime, supported by nursery staff, who will use the opportunity to support the children's understanding of the importance of a healthy diet and lifestyle. 
- **Throughout the day**, children are supported by staff to be independent by developing their self-care and hygiene needs. This includes putting on their jumper or coat, changing for gym sessions, changing footwear, handwashing before eating and after using the toilet, and learning how and when to use a tissue. 
- **At the end of the day/session**, children are encouraged to help tidy up by sorting the toys into their boxes. This is the first step towards them understanding the need to look after their environment.

# Children's Development and Learning

Learning and development for young children is set out in **Development Matters in the Early Years Foundation Stage (EYFS) 2012** and is the non-statutory guidance material which supports staff in implementing the statutory requirements of the EYFS framework. The EYFS is guided by four key principles:

## A Unique Child

Every child is unique and is constantly learning to be resilient, capable, confident and self-assured. They have a right to be safe and protected, which will ensure continued growth, development and physical and emotional well-being.



## Positive Relationships

Children learn to be strong and independent through positive relationships. Through their relationships they begin to understand their feelings, and respect those of others. They will learn the skills needed to develop into confident people through positive interactions and effective teaching.

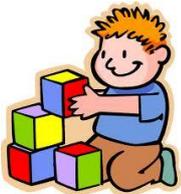
## Enabling Environments

Children learn and develop well in enabling environments that are supported by staff through observations, assessment and planning. Enabling children to respond to their own experiences and needs, where there is a strong partnership between practitioners, parents and carers.



## Learning and Developing

Through play and having time to explore children can build on what they know, experimenting and trying things out, being willing to '*have a go*' without risk of failing. When children are motivated (being an active learner) they become involved, engaged and persevere in their activities, gaining enjoyment from their achievements. Through play children learn to create and think critically, having their own ideas, making links through experiences and events in their daily lives.



Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

**Development Matters in the Early Years Foundation Stage (EYFS)** is available from [www.early-education.org.uk](http://www.early-education.org.uk)

A parent-friendly copy of the above called 'What to expect, when?' can be found at <https://www.foundationyears.org.uk/2015/03/what-to-expect-when-a-parents-guide/>

**Statutory Framework for the Early Years Foundation Stage** setting the standards for learning, development and care for children from birth to five, published by DfE on 03.03.17 is available from:

[https://www.foundationyears.org.uk/files/2017/03/EYFS\\_statutory\\_framework\\_2017.pdf](https://www.foundationyears.org.uk/files/2017/03/EYFS_statutory_framework_2017.pdf)

# Development Matters

## The Early Years Foundation Stage 2012 and Early Years Outcomes 2013

*Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally.*

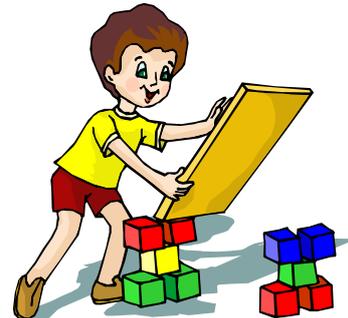
There are seven areas of learning and development that make up the Early Years Foundation Stage; all are interconnected and equally important.

### Prime

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

### Specific

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



The prime areas are important in fostering children's curiosity and enthusiasm for learning and for extending a child's capacity to learn, form meaningful relationships and thrive. The specific areas enable a child to strengthen and apply the prime areas. Together the prime and specific areas make up the skills, knowledge and experiences appropriate for babies and young children as they grow, learn and develop. For example when a child walks upstairs, they are developing a prime skill, which is physical. They can also develop a specific skill, mathematics, by counting each step as they go up the stairs.

For each of the above areas there are likely stages of progress that children will follow to meet the Early Learning Goals at the end of their reception year in school. Nursery staff have a regard to these when assessing and planning for children's learning and development. By providing a wide range of resources and experiences, both inside and out, children can begin to investigate, explore and understand their world.

*Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There is an ongoing judgement to be made by practitioners about the balance between activities led by children, and activities led or guided by adults. Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning.*

(Statutory framework for the early years foundation stage – Published March 2017)

# Supporting Your Child's Learning and Development

## Prime Areas

### Personal, Social and Emotional Development

Children will be supported in developing 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 different situations; and to have confidence in their own abilities.



### Communication and Language

Children will be given the opportunity to experience an environment, which is rich in language, to support and develop their confidence and skills in expressing themselves; and are able to speak and listen in a range of situations.

### Physical Development



Staff will provide opportunities for young children to interact with others and to be active in order to develop their co-ordination, control, and movement. Children will also be helped and supported in their understanding of the importance of physical activity and making healthy choices in relation to food.

## Specific Areas

### Literacy Development

Staff will support and encourage children to begin their journey towards being readers and writers. They will be given access to a wide range of reading materials e.g. books, poems, and other written material to ignite their interest. Staff will support early sound discrimination through various activities and follow phase one of DfES Letters and Sounds, extending to phase two, where children show an interest and are developmentally ready. For further information and activities go to: [www.gov.uk/government/publications/letters-and-sounds](http://www.gov.uk/government/publications/letters-and-sounds) (Click on the picture of the document to download).



### Mathematics

Children will have access to activities and resources that help to develop and improve their skills in counting, understanding and using numbers. They will be encouraged to use simple addition and subtraction in problems; and use mathematical language to describe shapes, space, and measurements.

### Understanding the World

Staff will help 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, using all their senses.



### Expressive Arts and Design

Children will be given time and space to explore, investigate and play with a wide range of media and materials. Staff will provide children with opportunities and encourage them to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

### For More Information

What to expect, when? – A guide to your child's learning and development in the early years foundation stage. : <http://www.foundationyears.org.uk>

**All areas of learning are interconnected and are of equal importance.**

# When and How to Register Your Child

You can register your child on or after their first birthday. There is no fee to register. A Waiting List / Registration Form can be downloaded from the nursery pages of Desmond Anderson Primary Academy's website at [www.desmondandersonprimaryacademy.org.uk](http://www.desmondandersonprimaryacademy.org.uk) or found in our printed prospectus; it should be completed and returned to the nursery. You will also need to bring your child's original birth certificate or passport into the nursery. A member of staff will check your child's details on the registration form against the document provided. (As most of our contact will be via email, it is important that you include your correct email address on the form.) Your child's details will then be added to our waiting list / register.

## Starting at the Nursery

Children can start at Desmond Anderson Nursery from the term in which they have their third birthday, as a 'Rising 3'.



## Sessions Offered

The nursery is open term time only in line with the University of Brighton Academies Trust's term dates, although inset days may not be the same. We are open Monday to Friday, 8:30am to 3:30pm.

Early Years Free Entitlement Sessions (Funded)		
Morning:	8:30am – 11:30am	Funded session - No payment required
Afternoon:	12:30pm – 3:30pm	Funded session - No payment required
<ul style="list-style-type: none"><li>• A lunch session can be added to a funded morning or afternoon session.</li><li>• To attend all-day, parents have the option of paying for the lunch session or taking their child home for lunch and returning for the start of the afternoon session.</li><li>• The lunch session is 11:30am – 12:30pm and will be charged at £6.00.</li></ul>		

Non-Funded Sessions		Payment	
Morning:	8:30am – 11:30am	£18.00	per 3-hour session
Lunch:	11:30am – 12:30pm	£6.00	per 1-hour session
Afternoon:	12:30pm – 3:30pm	£18.00	per 3-hour session
Full day:	8:30am – 3:30pm	£42.00	all-day session (7 hours)

Please note: These sessions cannot be split.

- You will be asked to choose a minimum of two 3-hour sessions per week, over a minimum of 2 days.
- Parents can choose a combination of mornings, afternoons and whole days. These can also be a combination of funded and non-funded sessions.
- Once parents have completed the Free Entitlement Parent Declaration Form at their child's taster session, prior to their start date, (when the child is eligible the nursery will claim FE funding on behalf of families for up to 38 weeks (term time only, inset days and bank holidays are not included).
- Paid sessions can be accessed before a child is eligible for the 3 and 4 year old FE (as a Rising 3).
- If your child is only eligible for the Universal FE, you can pay for additional sessions.
- Although we hope to accommodate all parents with the sessions they require, they are offered on a first come, first served basis.

## Allocation of Sessions

We aim to be as fair as possible when offering places in our nursery. We will also try to fulfil your request for the sessions selected. However, these will be subject to demand and availability. When allocating sessions, we must ensure that the adult to child ratio is maintained. The staffing ratio will usually be 1:8. The nursery employs an Early Years Professional (EYP) and may on occasion (when working directly with the children) reduce the staffing ratio from 1:8 to 1:13. (Statutory Guidance for Early Years – staff ratios where practice is led by a QTS, EYP or other suitable level 6 qualification.)

Generally, the majority of our sessions will be allocated in September (Term 1). Children starting in January (Term 3) and April (Term 5) will be offered the sessions that remain. If there are no sessions remaining for your child to start in January or April, they will be given priority, along with the children staying at the nursery for a second year, when we allocate sessions for the following September. When we have not been able to offer sessions, your child will remain on our waiting list. Once your child has been allocated their sessions, and you have accepted them, the sessions can only be changed if an alternative is available.

Allocation of sessions will be dealt with by the Nursery Leader or Nursery Office Manager for September, January and April admissions and will take into account the following criteria:

- Older sibling already attending the nursery or Desmond Anderson Primary Academy.
- Date of registration
- Date of birth.

If the above criteria are identical for two or more children on the waiting list the following will also be taken into consideration when allocating sessions:

- Fee paying
- Fee paying and accessing Free Entitlement sessions
- Accessing Free Entitlement sessions only.

**The Nursery Leader will override the previous criteria, when a child's social, emotional and/or physical development needs to be taken into consideration. For example, looked after children or children from disadvantaged backgrounds.**

For Entry in:	Session request letter will arrive by the end of:	Confirmation of sessions letter will arrive by the end of:
September	May	June
January	October	November
April	February	March

## Confirmation of Sessions

Once availability has been checked, sessions will be allocated and a confirmation email will be sent (dates shown above). This will include confirmation of the sessions offered, a start date and a taster session date for you and your child to attend. We will also email a Nursery Handbook for you to read through prior to your child's taster session.

# Enrolment

At the taster session you will be required to complete your child's enrolment documents, which will include a Free Entitlement Declaration Form and a West Sussex County Council Free Entitlement Leaflet. You will also have the opportunity to talk to members of staff and ask any questions you may have, while your child has the chance to play, get to know the staff and explore the nursery environment.



**Please note** - friends or childminders cannot attend the taster session in your place, as there will be several enrolment forms for you to sign.

Your child will start at 9:00am or 1:00pm on his/her first day at the nursery. Nursery fees will be adjusted accordingly, if applicable.

## Government Funding

### FREE ENTITLEMENT

Your child will be eligible for the Free Entitlement the term <u>after</u> their second or third birthday.		
Your child turns three between:	The term in which your child may be eligible for the 2 year old Free Entitlement (if starting as a 'Rising 3') <i>If not eligible, fees will be payable.</i>	The term in which your child <u>will</u> be eligible for the 3 and 4 year old Universal Free Entitlement and, if eligible, the Extended Free Entitlement.
1 April – 31 August	Autumn Term (September) following their 2 <sup>nd</sup> birthday	Autumn Term (September) following their 3 <sup>rd</sup> birthday
1 September – 31 December	Spring Term (January) following their 2 <sup>nd</sup> birthday	Spring Term (January) following their 3 <sup>rd</sup> birthday
1 January – 31 March	Summer Term (April) following their 2 <sup>nd</sup> birthday	Summer Term (April) following their 3 <sup>rd</sup> birthday

Some 'Rising 3s' may be able to access the 2 year old Free Entitlement. To find out if you are eligible and to apply go to: <https://www.westsussex.gov.uk/education-children-and-families/childcare-and-early-education/free-childcare-for-2-year-olds/>

If eligible, you will receive a letter from the Family Information Service. The unique reference number will need to be given to the nursery in order for us to access your child's funding to cover the term in which they have their birthday. If you cannot access the funding, fees will be payable until they become eligible for the 3 and 4 year old *Universal Free Entitlement*, the term after their third birthday.

Working parents of 3 and 4 year olds could also be entitled to an additional 15 hours free childcare through the *Extended Free Entitlement*. To find out if you are eligible go to <https://www.childcarechoices.gov.uk>.

If you are eligible, you will need to provide the nursery with your 30 hours eligibility code the term before your child is due to start at the nursery. This will give us time to validate the code with the Family Information Service before confirming your child’s extended nursery place. Once in receipt of the *Extended Free Entitlement*, you will be required to reconfirm your eligibility with HMRC every three months (approx. 12 weeks)

You can apply for your 30 hour code after your child turns 2 years and 36 weeks (16 weeks before their third birthday).



To keep your 30 hours place **you** need to check your details are up to date every 3 months. Go to [gov.uk/childcareaccount](https://gov.uk/childcareaccount)

Childcare Choices

HM Government

**The best time to apply for your 30 hour code:**

<b>If your child turns three between:</b>	<b>They are eligible from:</b>	<b>When best to apply for your code:</b>
1 April – 31 August	1 September (autumn term)	15 June to 31 July
1 September – 31 December	1 January (spring term)	15 October to 30 November
1 January – 31 March	1 April (summer term)	15 January to 24 February

**Free Entitlement information can also be obtained from the local authority  
West Sussex Family Information Service 01243 77780**



# Nursery Fees and Other Costs

## NURSERY FEES

If your child starts at the nursery as a 'Rising 3' and they are not eligible for the 2 year old Free Entitlement, or you are not entitled to the Extended Free Entitlement (30 hours) and you choose to pay for the additional sessions, then our hourly rate of £6.00 will apply.

## Cost of Non-Funded Sessions

Number of sessions per week	1	2	3	4	5
<b>3-hour session</b> 8.30 - 11.30 or 12.30 - 3.30	£18.00	£36.00	£54.00	£72.00	£90.00
<b>1-hour lunch session</b> 11.30 - 12.30	£6.00	£12.00	£18.00	£24.00	£30.00
<b>Full day</b> 8.30 - 3.30	£42.00	£84.00	£126.00	£168.00	£210.00

## TAX-FREE CHILDCARE

Working families, including the self-employed, earning under £100k and at least £139 per week each (equal to 16 hours at the National Minimum of Living Wage), who are not receiving Tax Credits, Universal Credit or Childcare Vouchers, will be able to claim *Tax-Free Childcare*. For every £8 you pay into an online account, the government will add an extra £2, up to £2,000 per child, per year. For further information and to apply go to: <https://www.childcarechoices.gov.uk>.

## OTHER COSTS

Parents will be informed, in writing or by email of any other costs that may be incurred throughout the year. They may include any of the following: reminder letters for overdue payments, trips, photos, parties or deliberate damage to resources that can be attributed to your child.

## How and When to Pay

If your child is not eligible for all or any of the Free Entitlement, fees will be payable. You will be sent a termly invoice, in advance, for payment at the beginning of the following term. A slip with payment details will accompany each invoice.

Nursery fees should be paid by bank transfer. Alternatively, we accept payment by Tax-Free Childcare or Childcare Vouchers.



If nursery fees are not paid on time, there will be a **£20.00** administration charge each time a reminder letter has to be sent. Your child's sessions may then be reduced to the Free Entitlement sessions only; or, if your child is not entitled to the Free Entitlement, risk losing their place at the nursery. Sessions that are unpaid may then be offered and reallocated to children on our waiting list.

Outstanding debt will be passed onto the University of Brighton Academies Trust for recovery.

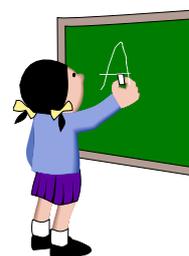
If you become ineligible for the Extended Free Entitlement (30 hours) during your child's time at the nursery you may incur backdated fees for sessions no longer covered by the funding.

Charges are reviewed annually. We will send you written notice, one term in advance, of any changes, however, this may not always be possible due to events outside our control.

We are unable to give refunds or reductions for any planned/unplanned absences due to illness, appointments, holidays or similar events.

## School Places

Children who have attended the nursery are not automatically allocated a place at Desmond Anderson Primary Academy. The local education authority's admissions criteria will apply. For details go to [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions).



**We are very proud of our nursery.**  
**If you would like to arrange a visit, please contact us.**  
**We hope to see you soon!**

**Nursery Leader – Ann Agg**  
**01293 530638**

**Early Years Lead – Sam Bates**  
**01293 525596**

Anderson Road  
Tilgate  
Crawley  
West Sussex  
RH10 5EA



**DESMOND  
ANDERSON  
NURSERY**

01293 530638  
[nursery@desmondandersonprimaryacademy.org.uk](mailto:nursery@desmondandersonprimaryacademy.org.uk)  
[www.desmondandersonprimaryacademy.org.uk](http://www.desmondandersonprimaryacademy.org.uk)



**University of Brighton**  

---

**Academies Trust**

University of Brighton Academies Trust  
University of Brighton  
Room WHSR1  
Watts House  
Moulsecoomb Campus  
Lewes Road  
Brighton  
West Sussex  
BN2 4GJ

01273 082005  
[enquiries@brightonacademiestrust.org.uk](mailto:enquiries@brightonacademiestrust.org.uk)  
[www.brightonacademiestrust.org.uk](http://www.brightonacademiestrust.org.uk)

Anderson Road  
Tilgate  
Crawley  
West Sussex  
RH10 5EA



**DESMOND  
ANDERSON  
PRIMARY ACADEMY**

01293 525596  
[office@desmondandersonprimaryacademy.org.uk](mailto:office@desmondandersonprimaryacademy.org.uk)  
[www.desmondandersonprimaryacademy.org.uk](http://www.desmondandersonprimaryacademy.org.uk)

Ofsted Registered  
Desmond Anderson Primary Academy URN 143973

Reviewed and updated May 2021

