



# Dingle Partnership Foundation Stage Unit

## Dingle Ducks Prospectus

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## **1. DINGLE PARTNERSHIP FOUNDATION STAGE UNIT**

Dingle Partnership Foundation Stage Unit (DPFSU), created in September 2008, exists to provide high quality education and care for Early Years Foundation Stage children (age 3 to 5 years) and incorporates the former Dingle Pre School. The DPFSU is a partnership between the Local Authority maintained Dingle Community Primary School and Dingle Ducks, which is managed by the governors of the school. The younger children are in the care of the preschool Dingle Ducks and the older children are full time on the school roll.

The DPFSU is staffed jointly, being managed and co-ordinated by school staff, with Dingle Ducks employing its own qualified staff. In practice, staff work together on a daily basis to share the education and care of all the children.

The Early Years Foundation Stage is fully integrated, with the children being taught and treated as part of the whole DPFSU rather than separately as a 'preschool'. Distinction between the two elements is only made in cases where it is necessary, e.g. in matters of funding, fees and admissions.

## **2. MANAGEMENT OF DINGLE DUCKS**

Dingle Ducks' funding comes directly from the Government in the form of Early Education Funding (E.E.F.). It is managed by the Governing Board of Dingle Community Primary School. There is a formal constitution and the managers are responsible for staffing, the smooth running of the Unit and fundraising.

## **3. JOINING DINGLE PARTNERSHIP FOUNDATION STAGE UNIT**

Children can be accepted into Dingle Ducks in the term after their third birthday. Younger children may be accepted when places are available.

Children remain in the DPFSU until the September after their 5<sup>th</sup> birthday.

Children applying to join the DPFSU in their preschool years should apply to enrol with Dingle Ducks. Reception age children need to apply to the Local Authority and school for a place on the school roll. If you have not registered your child for school you can make an appointment with the Headteacher for an introductory tour.

A place on the Dingle Ducks roll in the DPFSU is not a guarantee of a place on the school roll. Parents/carers should contact the school for an application form if they wish their child to be considered for a place on the school roll.

If you have any queries about the DPFSU or wish to arrange a visit, please contact the school office on (01384) 818305.

## **4. INTAKE**

Intake to Dingle Ducks is termly and subject to availability of places. Intake to Reception Class is once per year, in September.

## **5. ABOUT THE SESSIONS**

The emphasis in the Early Years Foundation Stage is on learning through play and children will have the opportunity to engage in a wide range of activities both indoors and in a variety of

outdoor play areas. DPFSU is designed so children can access materials independently and initiate their own activities and this is encouraged when appropriate.

The Early Years Foundation Stage curriculum is designed for children from birth to 5 years old. The curriculum and activities are planned jointly with all the DPFSU staff to ensure all aspects are covered. The seven areas of Learning and Development are outlined at the end of this Prospectus. Staff planning ensures that all children have opportunities to experience a wide variety of challenging learning experiences and activities appropriate to their developmental needs. Staff plan carefully thought out activities, designed using the children's unique and individual interests. Staff have also developed their skills to successfully 'plan in the moment', building on children's current inquisitiveness and gaps in knowledge. Children's progress is carefully monitored and also used to inform future planning.

## **6. SESSION TIMES**

Dingle Ducks sessions run Monday – Friday during term time, as follows:

Morning Session: 8.40 a.m. – 11.45 a.m.

Afternoon Session: 12.30 p.m. – 3.30 p.m.

Lunchtime supervision is provided (at an additional cost) from 11.45 a.m. until 12.30 p.m.

Outside of these times, your child is the responsibility of the person collecting them whilst on Dingle Community Primary School premises. It is essential that children are collected promptly at the end of their sessions.

Parents/carers should use the DPFSU entrance and wait outside the room when collecting children, for obvious security reasons. For security reasons the gate will be locked at the commencement of each session and unlocked immediately prior to the end of the sessions in order that parents/carers may collect their children from the setting. Should any parent/carer need to visit the setting whilst DPFSU is in session they should use the main entrance at the front of the building and report to the school office in the first instance.

Staff should be told if children are to be collected by anyone other than their parents/carers. A password system will be used and will be necessary should you need to telephone instructions.

## **7. STAFFING STRUCTURE**

Overall responsibility for Dingle Ducks lies with the Governing Board of Dingle Community Primary School. The Ofsted registration of the school encompasses Dingle Ducks.

The Headteacher has responsibility for the day to day management of the school. The Governing Board has delegated all strategic management functions of Dingle Ducks to the Headteacher. This includes the allocation of roles and tasks to staff in order to support the operation of the DPFSU.

The Foundation Stage Leader is responsible for leading, co-ordinating and monitoring the DPFSU in all aspects of its work.

The school SENCO is responsible for overseeing all aspects of inclusion within the school, including DPFSU.

The day to day activities of Dingle Ducks are overseen by an established, enthusiastic, experienced team of teaching assistants in liaison with the Reception Class teacher and Foundation Stage Leader.

## **8. KEY PERSON**

The concept of the 'key person' is aimed at the development of a trusting relationship between the key person, the parents/carers and their child, which can be seen as a triangle which aims to establish genuine communication between all three. Each child has a key person.

Duties of a Key Person:

- To assist the child settling into the setting by keeping a special watchful eye on the child and assisting parents/carers to get to know the routines.
- To provide for the emotional needs of the child, e.g. reassure the child at any time of distress and celebrating the success of milestones from both home and school.
- To plan in conjunction with the parents/carers a curriculum plan for each child, ensuring that account is taken of each child's race, culture, religion and family values by:
  - observing, keeping records and monitoring the child's progress;
  - liaising with parents/carers, encouraging them to contribute expertise.
- To develop a day-to-day rapport with parents/carers, informing parents/carers of their child's activities and being available at the beginning and end of each session to answer queries.
- To contribute information about individual children's needs to the planning.
- To lead key group sessions.

A key person does not:

- shadow their children;
- liaise only with their key group;
- prevent other adults from developing a relationship with children outside their group.

## **9. FUNDING AND FEES**

### **Grant Funded Sessions**

Children can receive funded education as follows:

- From the term after the child's 2nd birthday (1<sup>st</sup> January, 1<sup>st</sup> April, 1<sup>st</sup> September): 5 half day sessions per week on the Dingle Ducks roll. Specific eligibility criteria apply (see website info below)
- From the term after the child's 3rd birthday (1<sup>st</sup> January, 1<sup>st</sup> April, 1<sup>st</sup> September): 5 half day sessions per week on the Dingle Ducks roll.
- From the September after the child's 4th birthday: full time on school roll.

The funding for pre school age children is paid directly to the education provider (Dingle Ducks). Dingle Ducks receives funding only for the number of sessions a child is registered for per week, up to a maximum of 5 sessions (15 hours), or 30 hours entitlement where applicable.

Please visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) for further information regarding childcare funding and eligibility criteria.

### **Paid Sessions**

In addition to the funded sessions, Dingle Ducks can offer paid sessions, subject to availability, at a cost of £13.00 per session. Parents/carers are advised of fees due on a weekly basis via School Money and payment is due upon receipt of this.

Fees must still be paid if children are absent without notice for a short period of time. If your child is to be absent over a long period of time, the absence should be discussed with the Headteacher, who is the Strategic Manager. Non/late payments may result in the loss of the child's place at Dingle Ducks.

### **Lunchtime Supervision**

Children may stay over the lunchtime period at a cost of £3.50. They may bring their own packed lunch or order a school lunch, provided through our catering company, Shire Services, at an additional cost.

## **10. ADMISSIONS**

### **Allocation of places**

Dingle Ducks has a maximum of 28 places available for each session. The Reception class has an intake limit of 30 children. Places in Reception Class are administered by the school and the L.A, and parents/carers need to apply directly to school and the L.A. for their child to be considered for a place in the Reception class of the Unit. Information relating to information is available on the council website at <http://www.dudley.gov.uk/residents/learning-and-school>

Places for pre school age children are administered by the managers of Dingle Ducks and will be allocated strictly in accordance with the Dingle Ducks Admissions Policy. Admissions for places will be considered termly for all children wanting to start Dingle Ducks.

In the first instance allocation of available places at Dingle Ducks is based upon eligibility for free nursery education, i.e. the term after the child's third birthday. Should places still be available they will be allocated to children in chronological order i.e. date of birth order.

In the event of there being a greater demand for admissions than there are places available, then children will be considered in the following order of priority:

1. a child with a sibling already in attendance at Dingle Community Primary School;
2. a child registered on the school roll but not yet of school age;
3. a child with a sibling already in attendance in Dingle Ducks;
4. proximity of the child's home to school as measured by the shortest appropriate walking route, with those living nearer being accorded the higher priority.

### **Which sessions children can attend**

Children on the Dingle Ducks roll who are entitled to funded education may attend up to 5 sessions per week. Parents/carers who want their children to attend more than five sessions may apply for paid sessions or check their entitlement to 30 hours funded sessions on [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

### **Applying for paid sessions**

Parents/carers of all children applying for a place in Dingle Ducks will be asked to complete a form stating how many sessions they would like their child to attend. The availability of paid sessions is limited by the capacity of the Unit and the need to maintain staffing ratios.

### **Admissions to Dingle Ducks**

The Dingle Ducks' Admissions Policy concerns the admission to DPFSU of children who are not yet old enough to be on the school roll.

### **Children not offered a place at Dingle Ducks**

The managers will consider applications on receipt. Parents/carers will be informed as soon as possible whether or not their child has a place. Parents/carers will then be able to decide whether they wish to be placed on the waiting list.

### **The Waiting List**

A waiting list is maintained when Dingle Ducks is over-subscribed. When a place does become available, each child on the list will be considered against the admissions criteria and places offered accordingly. No account is taken of the length of time a child is on the waiting list.

### **Children moving to the area and wishing to apply for a place**

Parents/carers should contact Dingle Ducks via the school office to find out whether there are places for the current or coming academic years. Should a place not be available, the child's name can be entered on a waiting list.

## **11. PARENTS/CARERS AS PARTNERS**

Sharing of information, knowledge and expertise benefits all involved in the children's education. We aim to build a strong partnership with parents/carers in various ways including keeping parents/carers informed about the curriculum and day-to-day activities through regular newsletters, displays, posters and informal discussions.

## **12. GENERAL INFORMATION**

### **STARTING AND SETTLING IN**

Before a child starts at Dingle Ducks, parents/carers will be invited to bring them to an introductory session. This is an opportunity to discuss your child's particular circumstances, interests and needs.

The settling in process varies from child to child and the staff will discuss with you when the best moment is to leave in order to enable your child to become independent and enjoy the session to the full. We believe that the emotional well-being of each child is of paramount importance.

### **SNACKS AND DRINKS**

Children will be provided with healthy snack, milk and water each day in their café area. We ask that you also send your child with a drink (water/ flavoured water) in a named drink container.

### **CLOTHING AND FOOTWEAR**

Please send children with a named bag containing a change of clothes (including underwear). Dingle Ducks children are not required to wear a uniform in the Unit, but can wear Dingle Community Primary school uniform if they wish. Children should come dressed appropriately for the weather and bring a pair of wellingtons to enable them to access the outdoor area. Please make sure that all items of clothing and footwear are clearly named.

## **13. PROCEDURAL MATTERS**

### **ABSENCE/ILLNESS/HOLIDAYS**

Parents/carers should notify the school office without delay if their child is ill or unable to attend for any reason.

If a child is taken ill or suffers an injury whilst at Dingle Ducks, parents/carers will be contacted as soon as possible. Medicines should not be brought into Dingle Ducks without parents/carers first completing a 'Consent and Instruction for Medication' form. If the method of administering is

difficult, parents/carers may come into school to give medication. Pupils with long term health problems, e.g. asthma or diabetes, will have individual health care plans after discussion with parents/carers. Parents/carers should advise staff if their child has a serious or recurring medical problem.

In the event of a child being absent from grant funded sessions at Dingle Ducks for more than one half term without prior agreement between parents/carers and the Strategic Manager, we reserve the right to withdraw the child's place.

## **ATTENDANCE**

Dingle Ducks is open during term time only. INSET training days are the same as for Dingle Community Primary School.

Although we understand that a child may be unable to attend all Dingle Ducks sessions, persistent absence will cause concern as a child will not be benefiting from their place.

Please do not bring your child if they are ill. If your child becomes unwell during the session, staff will contact parents/carers.

## **LATE/NON-COLLECTION OF CHILDREN FROM DINGLE DUCKS**

The managers and staff are aware that there will be occasions when parents/carers are late collecting their child. Staff will adhere to the following procedures:

- Staff will allow a period of 10 minutes before taking action. They will then try to make telephone contact with parents/carers at home, work or on mobile numbers.
- If parents/carers are not contactable, the child's additional contact numbers will be called.
- If no contact can be made, the Strategic Manager will be informed and after a maximum period of one hour Social Services will be contacted to inform them of the situation.
- Staff will record any late or non-collection of children. If the problem is persistent, staff will work in partnership with parents/carers to address the issue.
- If parents/carers are unwilling to work with staff on this issue, the Strategic Manager will be informed and a decision made as to the appropriate course of action to be taken.
- The ultimate cost of persistent late/non-collection of children will be the forfeit of the childcare place at the setting.

## **EQUALITY PLAN**

Dingle Ducks operates the Dingle Community Primary School policy relating to equality, ensuring the staff treat all children with equal care and respect, regardless of gender, race, culture, religion or disability. The children are encouraged to think likewise.

## **INCLUSION/SPECIAL NEEDS**

Dingle Ducks does not discriminate against children with special educational needs. The advice of qualified professionals may be sought and individual help arranged. The child's progress will be continuously recorded and carefully monitored and the information passed on to subsequent learning providers.

## **BEHAVIOUR MANAGEMENT POLICY AND PROCEDURES**

Dingle Ducks has an integrated approach with Dingle Community Primary School to Behaviour Management and works within the framework of the Primary School's 'Behaviour Policy' and 'Anti-Bullying Policy'.

At DPFSU we firmly believe in positive reinforcement using reward systems and praise. We believe that children learn how to control their behaviour best when they are rewarded for appropriate behaviour, rather than punished for inappropriate behaviour. It is only in exceptional circumstances that sanctions will be used.

The named member of Dingle Ducks teaching staff with responsibility for behavior management issues is Miss G Jones (EYFS Lead).

### **Rewards**

Appropriate behaviour is rewarded through a variety of means, which may include the award of stickers, certificates and/or dojo points, as well as being acknowledged by verbal praise.

### **Sanction Procedures**

If a child is involved in off-task behaviour that is not disrupting other pupils then they will be re-directed to the task set. Should this fail to remedy the situation then a sanction hierarchy will be utilised. The sanction hierarchy for Dingle Ducks is as follows:

1. Verbal warning.
2. Removal from the activity for quiet time and recap on behaviour expectations.
3. If inappropriate behaviour repeatedly continues then they will remain in the company of their key person.
4. In extreme circumstances, should a child be endangering themselves or others their parents/carers will be telephoned.

Sanctions will be applied in a calm and caring manner as soon as possible after the inappropriate behaviour. When a sanction is applied it is important that the child understands why. It is also worthwhile stating the next sanction if this inappropriate behaviour is to occur again.

Following the use of sanctions, it is important to acknowledge appropriate behaviour with praise or a reward. By providing sanctions and rewards in a calm and consistent manner it will help pupils to choose to behave appropriately.

A record will be kept of any sanctions other than a verbal warning. Should any significant behaviour incidents occur these will be recorded on the school's electronic system which will be referred to the Foundation Stage Leader and Strategic Manager.

## **COMPLAINTS PROCEDURE**

We believe that most complaints are made constructively and can be resolved at an early stage. We also believe that it is in the best interests of Dingle Ducks and parents/carers that complaints should be taken seriously and dealt with fairly and in a way which respects confidentiality. In the first instance a complaint should be discussed with the Foundation Leader or Headteacher of the school. The Local Authority complaints procedure provides for referral to the Chair of the Governing Board where any matter remains unresolved and a copy of the complaints procedure is available from the school office on request. The Complaints Policy is also published on the school website.









#### **14. Children's development and learning**

All staff in the DPFSU aim to ensure that each child:

- is in a safe and stimulating environment;
- is given generous care and attention, because of our ratio of qualified staff to children, as well as student placements;
- has the chance to join in with other children and adults to live, play, work and learn together;
- is helped to take forward their learning and development by being helped to build on what they already know and can do;
- has a personal key person who makes sure each child makes satisfying progress;
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

#### **The Early Years Foundation Stage**

The provision for children's development and learning is guided by the Early Years Foundation Stage (DfE 2023). Our provision reflects the four overarching principles of the Statutory Framework for the Early Years Foundation Stage.

#### **A Unique Child**

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

#### **Positive Relationships**

- Children learn to be strong and independent through positive relationships.

#### **Enabling Environments**

- 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, parents and carers.

#### **Learning and Development**

- 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.

#### **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

#### **The Areas of Development and Learning comprise:**

##### Prime Areas

- Personal, social and emotional development.
- Physical development.
- Communication and language.

##### Specific Areas

- Literacy.
- Mathematics.
- Understanding the world.
- Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The Development Matters guidance sets out the likely stages of progress a child makes along their learning journey towards the Early Learning Goals. Our setting has regard to these matters when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

##### Personal, social and emotional development

- Self-regulation
- Managing self
- Building relationships

#### Physical development

- Gross motor skills
- Fine motor skills

#### Communication and language

- Listening, attention and understanding
- Speaking.

#### Literacy

- Comprehension
- Word reading
- Writing

#### Mathematics

- Number
- Numerical Patterns

#### Understanding the world

- Past and present
- People, culture and communities
- The natural world

#### Expressive arts and design

- Creating with materials
- Being imaginative and expressive

#### Characteristics of effective learning

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Development Matters the Early Years Foundation Stage guidance as:

- playing and exploring - engagement;
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### **15. CHILDREN'S PROGRESS AND ACHIEVEMENT**

Throughout the Early Years Foundation Stage, as part of the learning and teaching process, practitioners assess each child's development through observations of the children during both child-initiated and adult-led activities. The knowledge gained through these observations is used to inform future planning, so that teaching meets the needs of each individual.

You will be kept informed of your child's learning and progress throughout the year and a concise report for the seven areas of learning will be provided as your child moves to Reception class.

Throughout your child's time in Dingle Ducks and Reception Class a detailed picture of their progress will be recorded as their statutory Foundation Stage Profile.

