

# Dawn To Dusk Club

Inspection report for early years provision

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**Unique reference number** 301898  
**Inspection date** 29/04/2009  
**Inspector** Nora Waugh

**Setting address** c/o Morpeth All Saints C of E Aided First School, Pinewood Drive, Morpeth, Northumberland, NE61 3RD  
**Telephone number** 01670 513636  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Dawn to Dusk Club is privately owned and has been operating since 1995. The group operates from a mobile building situated in a school on the outskirts of Morpeth, Northumberland. The group have access to two rooms, one of which is used mainly for the younger children including those in the Early Years Foundation Stage. The other room is organised for older children attending the after school club. There is access to a small outdoor area. The mobile is accessed by a small set of steps. Children attending the Out of School club are mainly from the first school during term time but children from the surrounding areas also attend during holiday time. Children from the surrounding areas attend the playgroup. A maximum of 40 children aged under eight years may attend the setting at any one time. The club currently takes children from two years of age and also offers care to children aged eight years to 14 years. It is open from 07.30 to 09.00 and 11.30 to 18.00 during term time. During holidays it is open from 07.30 to 18.00. The playgroup operates on Thursday and Friday mornings from 09.00 to 11.30.

There are currently 171 children on roll. Of these 65 are under eight years and of these 26 are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary Childcare Register.

There are eight members of staff to care for the children of whom six hold appropriate early years qualifications. The group is well supported by the school in which it is based and the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Dusk to Dawn is a caring setting where children and staff really enjoy themselves creating a happy atmosphere. A good understanding of individual children means that their needs and interests are well met. Children are kept safe, secure and are encouraged to be healthy. They access a range of interesting activities including imaginative provision in the small outdoor area. Partnerships with parents and the local school are good and everyone works together to improve the provision, although formal self-evaluation is yet to be developed.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the indoor curriculum to promote regular opportunities for children to develop their imagination and creative skills
- extend systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

## **The leadership and management of the early years provision**

The established team of staff work well together, are enthusiastic and enjoy being with children. The expectations of the Early Years Foundation Stage are well understood and have had a significant impact in improving provision as reflected in the assessment systems. Key workers are in place for children in the playgroup and wrap around care.

Policies are in place which meet the welfare requirements, including careful recruitment procedures and safeguarding policies although staffing is so stable only one person has been recruited in the last four years. The site is secure and the procedures for bringing and collecting children to the provision and for moving around the school site are good. Thorough risk assessments are in place and checks of the environment are completed each day. Identifying priorities for improvement takes place through discussion with children, parents and each other. Priorities are identified and a simple but effective action plan is in place. There is an ethos of being prepared to try different ways of working which has led to the highly effective use of one room for the younger children and one for the older children in the after school club. However, more formal methods of quality checks and self-assessment is not yet in place. The recommendations identified at the last inspection have been carried out.

Partnership with parents and the local school are good. Parents are very enthusiastic about the provision and grateful for 'being able to go to work without worry'. The relationship with the host school is supportive and benefits children, for example, by sharing menus so that food is balanced over the whole day.

## **The quality and standards of the early years provision**

Children settle well into both the wrap around care and the after school club. Those accessing the wrap around care are in a very small group and receive considerable individual attention. Children who are at all upset are comforted by attentive staff and settle quickly as a result.

A good range of suitable activities are available for children both indoors and out. Those in the outdoor area are very well thought out to cover all areas of learning in a small space. For example, children are really excited when digging for treasure hidden in a pot of compost. Indoor activities, while play based and well resourced, are more restricted in the opportunities they offer children to imagine and to develop creativity. Planning clearly links activities to the Early Years Foundation Stage. The reception children in the after school club have a more relaxed curriculum designed to be different and complementary to the school day. Language skills including reading and writing are developed effectively while children have fun. The provision for encouraging children to be healthy is good. Water is available throughout the sessions and children are served a choice of healthy fruit for snack. Meals at tea time are healthy and varied. Routines for hand washing and promoting hygiene are good. Lunch and tea times are used

effectively to promote social skills. The outside area is used every day and children regularly use the school field for group games.

Children behave very well and play together in the outside space sharing resources in a friendly, considerate way. Staff use praise well and explain carefully why they are requiring children to do things. All children are included and enjoy the opportunities available. This is underpinned by an effective equal opportunities policy.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met