

Dawn Till Dusk Childcare

Inspection report for early years provision

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Inspector Eileen Grimes

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Dawn Till Dusk Childcare is a voluntary organisation registered in 2003. It operates from two rooms within Middleton-in-Teesdale Primary and Nursery School in Middleton-in-Teesdale. The group serves the local community and is accessible to all children. There is a fully enclosed area at the front of the building available for outdoor play. The provision is open Monday to Friday from 7.30am to 6pm during term time

Sessions are available from 7.30am until 6pm each day. Children are able to attend for a variety of sessions. A maximum of thirty children may attend the provision at any one time. The provision also offers care to children aged over eight years. There are currently nine children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They presently employ five members of child care staff, of these, all hold appropriate early years qualifications at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The safeguarding of children is given a high priority in this inclusive, enabling setting. The staff's strong commitment towards continual improvement and the robust training programmes continually improve outcomes for children and their families. Children make exceptional progress towards the early learning goals and the promotion of independent, active learning is a key strength in the setting. Very effective partnerships are maintained with parents and carers and the group have developed first class relationships with the school, children's centre and other professionals.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- updating policies to include the names of designated staff member.

The effectiveness of leadership and management of the early years provision

Children in this setting are extremely well safeguarded through the robust and rigorous policies, procedures and records which are in place. Staff in the setting have an in depth knowledge and understanding of staff on child protection and other associated issues. All risk assessments are in place and are adapted as the

ages of the children change. For example children in the after school club have less need for supervision than nursery children.

The management team demonstrate a very strong commitment and capacity towards continual improvement as they achieve high quality care and education for children. All recommendations from the last inspection have been completed. A number of significant improvements have been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play areas creates inviting, enabling environments, which increase play and learning opportunities for children across the age ranges. Self-evaluation programmes are regularly reviewed and parents' opinions are requested and highly valued. Staff are all highly motivated and supported by management to further raise their skills and qualifications in the comprehensive training programme. This forms a firm basis to drive improvement and continually raise standards throughout the setting. Staff have clear roles and responsibilities and work well together within the immediate and wider team of the school. Staff are extremely keen to embrace new initiatives, such as working with the Forest Schools programme.

Staff have a good knowledge of diversity and different cultures to support individual children and parents. There is a consistent staff group which provides consistency and continuity for children and families. High staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's individual needs and well-being. All areas within the nursery are well organised to provide stimulating play and learning opportunities for children.

The whole nursery team place a strong emphasis of developing relationships with parents and this has resulted in very effective partnerships based on mutual respect and understanding. Staff ensure that parents are kept informed about all aspects of their child's care and education. They encourage them to read and make comments on developmental files. From the entrance hall to the rooms there is a wealth of high quality information for parents on a wide range of issues including planning, and children's work.

Staff and management have worked extremely well to establish very effective partnerships with other early years provisions in the locality, including the school children's centre and other professionals. All professionals involved with the care and education of children is aware of each others aims and objectives and work together to ensure continuity and cohesion for the children in their care. Both the head teacher and parents comment on these links and the ease of transition to school. They feel that a true team partnership enhances the rich learning opportunities for children in all settings.

The quality and standards of the early years provision and outcomes for children

Children make strong progress in all areas of development and learning, supported by staff who are highly motivated and have an exceptional knowledge and

understanding of the Early Years Foundation Stage. They are valued and respected by staff who work hard to provide a welcoming, rich varied and imaginative environment with a strong emphasis on child-initiated activity. Staff's understanding of how children learn and how to respond to spontaneous activities is a strength of the setting. Through the rigorous process for observing and assessing children's progress, staff are able to clearly identify next steps and targets and use this information very successfully to provide a range of stimulating and challenging activities. Staff know each child in their key groups extremely well and can articulate what each child is capable of in the various aspects of their development.

Space within all areas of the setting is exceedingly well organised. Children have the freedom to explore and experiment with a wide range of resources, which are sensitively stored at children's level. Children have freedom to move from inside to outdoors and staff make maximum use of the rich stimulating outdoor play area available. The nursery has good systems in place to support children with special educational needs and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are catered for.

Children have opportunities to develop a wide range of skills. They are well supported as they explore with musical activities and experiment with sand and water and staff extend this to mixing them together. Children listen with enjoyment to stories and singing and enjoy choosing their favourite book and song to sing. Staff encourage the use of language through questioning the children about what they liked best about the story and encourage them to ask their own questions and make comments about the characters in the book. Children express themselves well and speak confidently in small groups. They are able to recognise their own names and are starting to link sounds and letters, supported by children having access to different media for writing and drawing. Children are learning about living things as they investigate the life cycle of different animals.

A healthy lifestyle is exceptionally well promoted. The flow of activities between the indoor and outdoor environments ensure that children benefit from regular exercise and fresh air throughout the year. Children wrap up in coats and show an understanding of why this is necessary. Excellent hygiene practices are actively promoted and children learn why they need to wash their hands and drink fluids regularly. For example, children talk about scrubbing under their finger nails to remove dirt after playing outside. The setting provides a range of healthy snacks which are served to children in a social setting, children relax and enjoy this time together. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. Staff also provide opportunities for children to take measured risks. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as they work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together. Children are extremely well-behaved as they happily share, take turns and play together cooperatively. They understand what is expected of them, as staff provide reasonable boundaries, and as such are developing a sense of right and wrong.

They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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