

The Dawn To Dusk Club LTD

Thomlinsons C of E Middle School, Silverton Lane, Rothbury, MORPETH, Northumberland, NE65 7RJ

Inspection date	11/03/2014
Previous inspection date	22/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children clearly enjoy their time in the out of school club. Relationships between the staff and children are positive, friendly and relaxed. This helps children to feel confident and settled at the club and promotes their emotional well-being.
- Children behave well and are kind and considerate to their peers. This is because staff remind children of the rules and boundaries in the club.
- Staff warmly welcome parents into the club and keep them informed about what their child has enjoyed during the session. As a result, parent's involvement in the club is promoted and partnerships are positive.

It is not yet good because

- The safeguarding policy is not in-line with local Safeguarding Children Board guidance and procedures and does not include an explanation of the action to be taken in the event of an allegation being made against a member of staff.
- Children's awareness and understanding of people, their cultures, beliefs and their communities is not fully promoted.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom and outdoor play area.
- The inspector looked at planning documentation and a range of policies and procedures.
- The inspector met with the deputy manager and spoke to staff and parents at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Helen Easby

Full report

Information about the setting

The Dawn To Dusk Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Coquet House, at Thomlinsons Church of England Middle School, in the Rothbury area of Northumberland. The out of school club serves the local area and drops off and collects children from Thropton First School, Rothbury First School and the school in which the club is based. The club employs four staff, including the manager who works between two sites that the clubs operate on. One member of staff holds a qualification at level 6, one at level 3 and two members of staff hold qualifications at level 2. The out of school club is open term time only, Monday to Friday, from 7.30am to 9am and from 3pm to 6pm. There are currently 37 children on roll, of whom five are in the early years range. The setting is able to support children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- update the safeguarding policy and procedure so that it is in-line with the guidance and procedures of the Local Safeguarding Children Board and include the action to be taken in the event of an allegation being made against a member of staff.

To further improve the quality of the early years provision the provider should:

- develop resources to ensure that children have good opportunities to explore people's differing needs, cultures and beliefs.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff understand the Early Years Foundation Stage and the ways in which children learn through play. They provide a range of activities in both the indoor and outdoor environments, which meet the individual needs of the children and support their learning. Staff are aware of the individual children's particular interests through discussion with the children and their parents. Resources in the environment do not reflect diversity and differing cultures. This means that children do not have access to resources which would develop their understanding of different cultures. Planning is flexible and responds to the needs of the children. For example, activities are planned for the session but children were eager to play outside in the sunshine so staff organised games outdoors for the children. This means that the children are supported to have the best possible experience. This

flexible planning is observed as the children arrive and are given the choice of activities. Children are able to follow their shared interests in small groups, both indoors and outdoors. This means that they are well-supported in their play and are consequently very happy and engaged. Children are able to complete their homework, play or relax according to their individual needs. This means that the children are comfortable and happy in the environment. A routine is in place for all of the children but this is flexible to their needs and their interests at the time. This means that the children have the opportunity to become involved in activities and follow their own learning interests.

The warm welcoming environment encourages children to make independent choices. Children enter the club happily and parents report that they children 'love to come to the club' the children quickly get involved in their chosen activities. A group of children go to the attached outdoor play area while others choose a painting activity. The children are given time to choose and play freely, with appropriate and timely support from staff. For example, the paints, pens, paper and card are given to the children for the craft activity, children are able to choose what to make and encouraged to think about what equipment to use. Interactions are sensitive and supportive and the questions asked lead children into thinking and responding. Staff are able to assess the amount of intervention required. For example children are asked what they want to make and how they might complete the task, what colours they are using and extending language by using the word 'fluorescent' when talking about the different colours. This means that the children are supported to develop their thinking and language skills.

Parents and carers are involved in sharing and contributing to their children's learning and development. Parents speak highly of the club and the staff and mention the learning that takes place. Staff keep parents up-to-date verbally about their child's time in the club and pass on messages and information from school.

The contribution of the early years provision to the well-being of children

Children are provided with a warm and welcoming environment which supports their development and well-being. Children know the staff well and they greet each other warmly, this helps children to form positive relationships and secure emotional attachments. Staff know the children well, this is because of the well-established relationships with parents and carers and means that information regarding the children's needs are effectively shared.

Behaviour is managed sensitively by staff, a positive approach supports children to deal with their feelings. For example, children were reminded not to run indoors, and to be kind to their friends. Notices on the doors remind children that they are not allowed in the kitchen area. Children of all ages play well together and chat together at snack time. They greet parents as they arrive and say goodbye to their friends as they are leaving. This helps children to have a sense of belonging at the club. Children respond well to the boundaries in place and as a result children's behaviour is very good. Children are

encouraged to be independent and to make choices, they are able to choose their own resources, wash their own hands and at snack time choose their own food. Children are provided with healthy snacks as well as drinking water this helps to develop their understanding of a healthy diet.

The effectiveness of the leadership and management of the early years provision

Staff and managers of the club have an awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage and most of the required policies are in place. Staff demonstrate a knowledge of who to contact if they have any concerns. However, the safeguarding policy does not meet the guidelines of the Local Safeguarding Children Board and does not include the procedure to follow if an allegation is made against a member of staff. This means that staff are not aware of the full requirements of the policy. Effective recruitment and vetting procedures are followed and Disclosure and Barring service checks are undertaken for all staff prior to starting work at the club. The premises are secure and a record of visitors is maintained. As a result, children are kept safe from adults who may be unsuitable. The manager and staff team understand their responsibilities and this is reflected in their practice.

The staff team develop the learning opportunities for the children. As a result, there is a high morale and staff clearly enjoy working in the setting. Staff are aware of the progress that children make and have an understanding of children's skills, abilities and progress. This means that children's individual needs are met very well. Annual appraisals are carried out for all staff; this ensures that staff are well-supported.

Training needs are identified and staff are able to access the training provided through the local authority training programme. Training is disseminated to all staff. This enhances the provision and extends the learning opportunities for children. Staff recruitment procedures are in place; staff all hold relevant qualifications and understand their roles and responsibilities. Transitions between other settings are smooth. The club communicates with the schools that the children attend to pass on information regarding the children's learning and development and pass information from home about the children's care needs. The club works well with parents and staff from local schools. Parents express their appreciation of the out of school club and are happy with the care and activities provided by the staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY414795
Local authority	Northumberland
Inspection number	875537
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	37
Name of provider	The Dawn To Dusk Club Ltd
Date of previous inspection	22/06/2011
Telephone number	01669621918

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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