

Dawn To Dusk Club

Morpeth All Saints First School, Pinewood Drive, Morpeth, Northumberland, NE61 3RD

Inspection date	20/11/2014
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not regularly observe and use assessment, to effectively plan for children's individual needs and next steps in learning or obtain enough information from parents about what each child already knows and can do and involve them in their children's ongoing learning.
- The provider has not made arrangements to ensure that there is a suitably qualified person in place to take charge in her own and her deputy's absence.
- Staff supervision is not effective. This impacts on the opportunities for identifying staff training and developing clear targeted support to improve practice and outcomes for children.
- Children's health and well-being are compromised as staff fail to dispose of soiled nappies appropriately.

It has the following strengths

- Staff use positive praise and encouragement, which encourages children's self-esteem and confidence. As a result, children's behaviour is good.

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 within the playgroup and after school club.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and the qualification of staff working with children and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Dawn to Dusk Club was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two provisions run by a private provider. The club operates from a mobile building situated in the grounds of Morpeth All Saints First School on the outskirts of Morpeth, Northumberland. Children have access to two rooms, one of which is used mainly for them in the early years age group. The other room is organised for older children attending the after school club. Children have access to an enclosed outdoor area. The club provides a playgroup which operates Monday to Friday, from 9am to 3.30pm, term time only. Before and after school care operates Monday to Friday, from 7.30am till 9am and from 3.15pm to 6pm during term time. The club also offers care during the school holidays and is open Monday to Friday, from 7.30am to 6pm. The club as a whole closes for bank holidays and the week between Christmas and New Year. There are currently 120 children on roll, of whom 25 are in the early years age group. The club employs eight members of childcare staff. Of whom, three hold appropriate early years qualifications at level 3, three at level 2 and two are unqualified. The club receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that each child receives challenging experiences that reflect their individual needs, interests and stage of development; this specifically refers to effectively analysing observations to accurately assess children's progress and plan for the next steps in their learning
- involve parents in children's learning by; ensuring that information is shared on entry and during the placement; ensuring that parents are kept consistently informed of their child's progress and are given support to engage in their child's learning at home
- improve staff supervision and monitoring arrangements to accurately assess and identify the training and development needs of all staff and ensure effective support and guidance are provided where necessary
- ensure that there is a named deputy, who is capable and qualified to take charge in the manager's absence
- ensure that staff adhere to the setting's health and hygiene policy, with particular regard to the disposal of soiled nappies.

Inspection judgements

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

All children are happy and have fun. However, young children's learning potential is limited. This is because staff are not effectively using what they see and hear to plan children's experiences and assess their progress. Staff do show that they know children's individual personalities, needs and preferences. They observe children as they play and plan activities for them to take part in. However, they do not use the observations effectively in planning and children's next steps in learning are not clearly identified. This weakness makes it difficult for staff to target individual children's learning effectively or to demonstrate any progress they may have made since they started at the club. Furthermore, parents are not encouraged to share what they know about what their children can already do when they enrol, so there are no clear starting points in place. Consequently, children are not being effectively supported to make the best possible progress from the start.

There is a suitable balance of adult-led and child-initiated activities as a result of an accessible environment. This enables children to make choices as they explore, make discoveries, solve problems through self-initiated play. Consequently, they are appropriately acquiring some of the basic skills, which they need in readiness for school. For example, children use an appropriate range of materials to create Christmas themed pictures and access construction and role-play activities on a frequent basis. As a result, children's creativity, imagination and physical skills are developed as they manipulate the building blocks and create pictures and colourful collages using a variety of resources. Nonetheless, children's learning potential is not always promoted well. This is because of the poor use of observation, planning and assessment, which results in staff not consistently providing challenging experiences that reflect children's next steps in their learning. Despite this, children do show appropriate language and communication skills. Young children talk to staff and each other about their experiences at the club and at home. Staff suitably encourage children's communication skills by showing interest and listening to what they have to say. They generally ask children open-ended questions that encourage them to think and ensure they have sufficient time to respond. For example, as children paint their hands, staff ask them, 'Tell me what it feels like'. One child considers this carefully and then announces that 'It tickles'. Children attending the out of school club are very vocal and enjoy the conversations, which they have with staff and their peers.

Children's early number skills are promoted through singing number rhymes, number games and matching activities. For example, staff help children to count how many ducks they have managed to hook onto the rod. They are encouraged to use some mathematical language, such as 'big' or 'small', when they describe the various sizes of ducks, which they have hooked. Children choose from the range of jigsaw puzzles or small world toys around the room and make marks with chalks or crayons. They enjoy looking at a good selection of books or listening to stories in the comfortable book area. Also, they are encouraged to develop their listening skills. Children develop some physical skills through the use of some climbing equipment, wheeled toys and balls. Children attending the out of school club have their own playroom and make good use of the resources and equipment

on offer to them. The emphasis is on them having fun and relaxing at the end of a school day. Staff set out activities that they know will appeal to the children attending and ensure the environment allows them to develop their independence and own interests. Children play well in small groups, confidently accessing board games or drawing activities, while other children decide to 'chill out' and watch television on the cosy sofas. As a result, children are engaged and keen to attend.

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

Children's well-being is, at times, hindered by weaknesses in the management of the provision, which impacts on their good health and safety. The lack of clear roles means that in the absence of both the manager and deputy, there is no suitably qualified person present, who takes on the role of leader in the event of a problem or an emergency. Additionally, staff fail to follow the club's policies and procedures for health and hygiene. For example, children's soiled nappies, although, sealed in nappy sacks, are not disposed of appropriately as they are left on the bathroom floor. This does not promote children's good health and well-being.

Children demonstrate that they are happy and settled and have developed suitable bonds with staff. The key-person system enables children to form meaningful relationships with their carers. As a result, children's emotional well-being is generally promoted. Staff are warm and caring towards children. They speak to them and offer lots of praise and encouragement. Staff encourage good behaviour to support children's personal, social and emotional development. For example, by providing gentle reminders about being kind to others, sharing toys and resources and not to run inside. As a result, children are learning about the club's boundaries and they are developing an understanding of right and wrong.

Children's independence is fostered suitably, as they are supported to carry out simple tasks throughout the day, such as putting on their own coats and painting aprons. As a result, their independence is growing and children are developing their self-help skills. The club is generally well resourced and all children have independent access to the resources that are available. Children have a suitable understanding of the importance of healthy lifestyles. For example, they have access to an outdoor area and a range of equipment to support their physical development. Children know and use good day-to-day hygiene routines, such as hand washing, as staff effectively remind them to wash their hands before eating. Staff support children's emerging understanding of the importance of eating healthily. They provide nutritious, healthy snacks, which cater for children's dietary needs. All children participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

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

This inspection took place following concerns raised to Ofsted. This related to insufficient staffing to meet the needs of the children and the staff to child ratios. At this inspection, it was found that, although, overall staffing ratios are met, this is not the case for the

holiday club. This is because some of the older children receive local authority funding for specific one-to-one care and during the last holiday period, insufficient staff were available, in order to provide this level of care. Therefore, this is a breach of the legal requirements of the compulsory and voluntary parts of the Childcare Register.

Furthermore, on the day of the inspection, the provider, who is also the manager, was not on duty. The named deputy manager is on maternity leave and the provider has not made arrangements to ensure that a suitably qualified person is in place to take charge in her absence. This is a breach of the legal requirements of the Early Years Foundation Stage.

Staff demonstrate a suitable understanding of current child protection procedures and their duty to report any concerns they may have about children in their care. The club has a suitable safeguarding policy and staff, including the provider, have attended child protection training. As a result, staff have a suitable understanding of child protection procedures and their responsibilities. Appropriate recruitment and vetting procedures are in place to ensure staff are safe and suitable to work with children. Risk assessments are carried out and supported with daily visual checks to ensure the environment is safe for children to use. A mobile telephone and camera policy is appropriately implemented. Staff understand the procedures for the safe use of mobile telephones and cameras. Visitor identification is obtained and recorded in the visitors' book. This helps to ensure children's safety.

The provider does not manage staff performance effectively. Furthermore, there is insufficient monitoring of the quality of children's progress records and the experiences planned and provided for them. Consequently, there are weaknesses in a number of areas that have not been addressed. This has a negative affect on children's care and learning. The provider and staff undertake self-evaluation. However, it is not yet accurate enough to identify the most urgent aspects of practice that need to be addressed to bring about improvements in the quality of teaching and children's welfare. However, the provider is keen to deliver a good service. She is very receptive to advice and guidance and is currently working with the local authority adviser to bring about change.

Friendly relationships exist between staff, parents and carers. Parents spoken to on the day of inspection, say their children are happy and settled at the club. They are aware who their child's key person is, but have not seen their learning and development files. Therefore, staff are not helping parents support their children's learning at home. Good relationships with the host school are well established and information sharing is effective. This means that staff are able to complement children's learning and the move into school is seamless for them.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with**

actions)

To meet the requirements of the Childcare Register the provider must:

- ensure that a sufficient number of persons is present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided (compulsory part of the Childcare Register)
- ensure that a sufficient number of persons is present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	301898
Local authority	Northumberland
Inspection number	996096
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	120
Name of provider	Dawn to Dusk Club Ltd
Date of previous inspection	29/04/2009
Telephone number	01670 513636

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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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