

Dawn Till Dusk Childcare

Middleton-in-Teesdale Primary & Nursery School, Middleton-in-Teesdale, Barnard Castle, County Durham, DL12 0TG



Inspection date	6 February 2015
Previous inspection date	4 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide a wide range of purposeful and well-planned activities, which support children to make good progress in their learning.
- Staff have established effective working partnerships with parents, supporting children's continuity of care and learning.
- Staff foster warm, caring and nurturing relationships with the children. This means that children are happy, behave well and are confident learners.
- Staff promote good hygiene routines. Children understand about the need to keep clean and enjoy healthy food and drink.
- The play areas, both inside and outside, are well organised, clean and secure. As a result, children can explore their surroundings freely and in safety.
- Staff and managers are committed to providing a high-quality service. They value personal development and use the knowledge gained in training to help develop the children's learning experiences even further.

It is not yet outstanding because:

- Staff do not always reflect fully on the purpose and potential learning outcomes of everyday routines, such as snack times.
- On occasions, some staff are not always using a range of teaching strategies, such as open-ended questions to extend children's communication skills and enhance their emerging vocabulary.

What the setting needs to do to improve further

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

- enhance the organisation of routines, such as snack times, to focus more precisely on promoting children's social skills and developing their independence even further
- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to use even more open-ended questions, to enrich children's use of language and develop their emerging vocabulary.

Inspection activities

- The inspector observed activities in the playroom, during snack time and during outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke to staff and children throughout the inspection, when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children, and discussed the nursery's self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lois Wiseman

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff offer a broad range of activities and experiences, promoting children's learning and development across the seven areas of learning. They fully understand how children learn and all children make good progress relative to their starting points. The environment is bright, welcoming and appealing, where children can access resources easily and independently. Staff interact with children in a calm and reassuring way. Children listen attentively when stories are shared, responding well to different questions. However, some staff do not always use different teaching strategies, such as open-ended questions to enrich children's use of language and extend their emerging vocabulary. Assessments are detailed and accurate; children's daily diaries and learning journals provide a documented account of the activities and experiences offered. Strong and effective partnerships with parents are in place. This means that children's care needs and achievements are shared, enabling parents to be more engaged in their children's learning. Links with the school are very strong and children benefit from sharing school space and mixing with older children, when appropriate.

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

Staff understand the children's care needs and interests, offering an effective learning experience. This means that children feel secure and form strong attachments with their peers and other adults. The settling-in process is highly flexible, meeting the needs of children and families. Detailed health and safety checks are carried out daily. Care routines are consistent, enabling children to learn about healthy living. Children engage in physical play outside and manage their own risks. Staff offer healthy snacks and drinks, promoting children's good physical well-being. However, staff do not always encourage children's independence or social skills at snacktimes. Staff are effective role models, promoting good manners consistently as they play with the children. Behaviour is managed well, helping children to feel confident and learn about acceptable boundaries. As a result, children develop positive attitudes and key skills ready for their next stage in learning.

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

Staff have a detailed understanding of the learning and development requirements and review risks regularly. This helps to keep children safe and secure. Staff understand their safeguarding duties and have robust procedures in place. Written policies and procedures reflect staff's dedicated approach to their service. Effective supervisions mean that staff are monitored well. Key persons track children's progress fully, identifying any gaps in learning. Staff discuss and reflect on their practice, using parents' comments and feedback to enhance the provision. The management team values training and support staff to gain further qualifications. Staff use any knowledge gained to extend children's learning experiences even further. Children benefit from strong community links, enhancing their learning. As a result, children become self-assured and ready for the move on to nursery or school.

Setting details

Unique reference number	EY274336
Local authority	Durham
Inspection number	848589
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	75
Name of provider	Dawn Till Dusk Childcare
Date of previous inspection	4 October 2011
Telephone number	01833 640382

Dawn Till Dusk Childcare was registered in 2003 and operates from two rooms within Middleton-in-Teesdale Primary School. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, three at level 3 and two at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm, including breakfast provision, wrap-around care and after-school care. The nursery provides funded early education for two-, three- and four-year-old children.

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