

# Dawn To Dusk Club

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



## Inspection date

18 May 2015

Previous inspection date

20 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The qualified staff engage children effectively during their play, and use good questions to support and challenge them. Consequently, children start to think for themselves and develop their communication and language skills.
- Key persons are effective in supporting children's physical and emotional well-being. In particular, younger children benefit from close interactions and one-to-one attention. This helps them feel safe and secure.
- Children enjoy their time at the nursery because staff provide a relaxed, fun and nurturing environment, where each child is respected and valued. Staff observe and assess children's learning and effectively track their development. As a result, they make good progress in relation to their individual starting points.
- Children are protected from harm because the management and staff understand and effectively meet all the safeguarding and welfare requirements.
- The management team are passionate about the nursery, and demonstrate a positive and continuous drive to improve outcomes for children. They provide strong leadership for an enthusiastic staff team.

### It is not yet outstanding because:

- Information is not always effectively obtained from parents to fully inform the progress check required between the ages of two and three years, to ensure that children's all-round development is maintained.
- The outdoor play area does not enable children to fully maximise their learning, exploration, discovery and investigation.

## What the setting needs to do to improve further

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

- consider additional ways to encourage all parents to provide additional information about what their child does at home, to provide an understanding of their child's development and learning, especially when contributing to the progress check required between the ages of two and three years
- review the outdoor facilities, in order to increase opportunities for children to explore and investigate the natural world, develop further their physical skills and engage in more sensory play.

### Inspection activities

- The inspector completed a tour of the premises.
- The inspector observed children playing in the nursery room and outside.
- The inspector held discussions with the manager, staff and children throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents who were spoken to on the day of the inspection.
- The inspector looked at children's assessment records, planning documentation, and the systems for monitoring children's progress.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the policies and procedures of the setting.

### Inspector

Carys Millican

## Inspection findings

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

Staff use their knowledge of the Early Years Foundation Stage to plan a variety of exciting learning opportunities for children. Planned activities meet children's interests and abilities, therefore, they are motivated and enthusiastic to learn. Children's communication skills are well supported. Staff effectively introduce words during children's play, and build on their inquisitive nature. During water play, staff introduce ice and glitter into warm water. Children listen to the ice crackle and discuss hot and cold temperatures. Staff plan effectively using children's interests and the next steps in their learning, therefore, children remain engaged. Children enjoy group activities where they learn to sit and listen and cooperate with others. This is good preparation for their future learning in school. Children receive lots of praise and encouragement. As a result, they become more confident to explore and discover new things.

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

Children play in an environment where their independence is consistently promoted. Mealtimes provide opportunities for children to do things independently and socialise with each other. Children manage their personal hygiene well, and nappy changing is done according to the nursery's policies and procedures. The indoor areas are well resourced, and toys are accessible to children. However, the outdoor play area is less welcoming and stimulating for children, inhibiting the amount of learning and physical play they engage in. Diversity is celebrated, and the displays in the nursery support children's understanding of similarities and differences. Children are taught to share, take turns and be kind to each other. Therefore, they are well behaved and cooperate with staff. Younger children are supported well. A cosy corner is available for the youngest members of the group and resourced appropriately to meet their needs. During the day a sleep area is provided in a separate room, and children are kept safe through the use of a baby monitor and visual checks.

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

Management and staff demonstrate a good understanding of their responsibilities to safeguard children. All documents, policies and procedures are maintained to support the smooth running of the nursery. These are shared with parents and carers. Supervision supports staff practice and identifies further training needs. Since their last inspection the nursery has continued to make improvements. This has had a positive impact on children. The observation, assessment and tracking of children's progress shows how well all children are progressing in relation to their starting points. There are good partnerships in place with parents. However, some records are missing information from parents so children's all-round development is sometimes not available. Staff work closely with the host school other settings children attend. Information is shared and children are well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	301898
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	999827
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	118
<b>Name of provider</b>	Dawn to Dusk Club Ltd
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	01670 513636

Dawn To Dusk Club was registered in 1995. The club operates from a modular building situated in the grounds of Morpeth All Saints First School. Six staff work at the club, and hold relevant qualifications. 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 to 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 closes for bank holidays and the week between Christmas and New Year. The club receives funding for the provision of free early education for two-year-old children.

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