

# Dawn To Dusk Day Nursery

Swanley School, St. Marys Road, Swanley, Kent, BR8 7TE



<b>Inspection date</b>	22 June 2015
Previous inspection date	2 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Insufficient action is taken to keep children safe in the outside area. Hazards have not been identified and this poses a risk to children's safety.
- The procedures for checking that staff are suitable to work with children are not robust enough. Some staff files lack evidence that suitable checks have been completed. This compromises children's safety and welfare.
- The quality of teaching and support for children's learning is variable. Some staff are more confident in extending children's learning than others. Opportunities within the daily routine, especially at snack time, are not used to help develop children's independence.

### It has the following strengths

- There is a very happy atmosphere within the nursery. Children form close relationships with each other and the staff.
- Staff care about the children and give them plenty of cuddles. They know the children's individual needs well.

## What the setting needs to do to improve further

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

- improve the procedures for checking the suitability of staff by ensuring there is a full written record on file for every individual who works with children to demonstrate that full checks have taken place, including regular updates to ensure no staff member is disqualified, or disqualified by association
- improve the use of risk assessments and make staff more vigilant about checking for dangers within the nursery environment to more quickly identify and make safe any known hazards, especially in the outside area
- improve the quality of teaching by ensuring all staff have the relevant skills, knowledge and expertise to support children's learning and understand how children learn through play and exploration
- make better use of opportunities within the daily routine to extend children's learning and independence, especially at snack time.

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

- have effective systems in place to ensure that the registered person, the manager and any person caring for, or in regular contact with, children is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check; is of integrity and good character; and has the skills and experience suitable for the work (compulsory part of the Childcare Register)
- undertake rigorous risk assessments of the premises and equipment: at least once in each calendar year, and immediately, where the need for a risk assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- have effective systems in place to ensure that the registered person, the manager and any person caring for, or in regular contact with, children is suitable to work with children. This must include obtaining an enhanced Disclosure and Barring Service check; is of integrity and good character; and has the skills and experience suitable for the work (voluntary part of the Childcare Register)
- undertake rigorous risk assessments of the premises and equipment: at least once in each calendar year, and immediately, where the need for a risk assessment arises. Ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that the premises and equipment used by children are safe and suitable (compulsory part of the Childcare Register)
- ensure that the premises and equipment used by children are safe and suitable (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for each child's care and learning needs.
- The inspector carried out two joint observations with the nursery manager to assess the promotion of children's learning.
- The inspector talked to children throughout the inspection and asked them what they enjoyed doing at nursery.
- The inspector observed the breakfast arrangements and the provision for school-aged children before school.
- The inspector sampled a range of documents, including records of staff training, children's learning portfolios, safeguarding policies, confirmation of first aid training and staff suitability checks.
- The inspector held discussions with the nursery manager, area manager and a representative from the senior leader team to assess how well leaders and managers monitor the quality of staff practice.

### Inspector

Jo Caswell HMI

## Inspection findings

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

Some staff lack expertise and experience in supporting children's learning. As a result, some activities lack challenge and are not based on children's interests. Staff do not always help support children's learning through their play. For example, children in the '2s' room' enjoyed bathing dolls in the water tray. However, when a child took a doll from the role play area to the water tray, she was told to take the doll back. This is not effective support for children's learning and creativity. However, other staff support children's learning well. For example, in the 'Early Years' room, staff responded to a child's interest in volcanoes and completed a range of creative activities to extend this. Therefore, children make variable rates of progress depending on the staff who care for them. Generally, children develop the necessary skills they need to help them become ready to start school. The snack time routine is not used well to extend children's learning. For example, children cannot pour their own drinks as the containers are too large and heavy for them to do so. However, they do serve themselves at lunchtime and younger children manage feeding themselves well. Planning covers all areas of learning and there is an adequate range of activities led by adults and those chosen by children. Staff take every opportunity to involve parents in their child's learning and make regular provision to discuss children's progress. Positive links have been formed with the local schools. School-aged children in the 'Dusgies' club enjoy their time at the nursery before and after school and form close friendships with the younger children.

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

Not enough action has been taken to keep children safe in the nursery, especially while building work is taking place. A large scaffold pole has been placed in the garden where children play, yet it has not been protected. This has been in place for four weeks and staff have not taken effective action to make it safe. Damage to the rigging net on the children's climbing frame was also not identified. Despite a risk assessment taking place prior to children playing outside on the day of inspection, the inspector had to highlight this hazard to the nursery manager. This means risk assessments are not used robustly and rigorously by staff to identify any potential hazards and dangers for children. Generally, children behave well. Although at times when they are not challenged sufficiently well, some children lose interest in the activities available. The key person system works well and children are quickly comforted by staff who understand their needs. This means children feel emotionally secure within the nursery.

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

The leadership team has not taken appropriate action to ensure that all the safeguarding and welfare requirements of the Early Years Foundation Stage are met. Risk assessments are not used effectively to support children's safety and there are weaknesses in the way in which staff are checked to ensure they are safe, and remain suitable, to work with children. These are breaches in legal requirements of both the Early Years Foundation

Stage and the Childcare Register. Despite this, the leadership team does demonstrate a commitment towards making improvement. Staff have accessed relevant training in managing children's behaviour and this has resulted in a more consistent approach across the nursery. Staff have a secure understanding of their responsibilities with child protection. They know what to do if they have any concerns about a child's welfare. Although systems have been put in place to monitor staff practice and support staff development, these are too new to see the impact. Senior leaders recognise where some staff need more support than others. The varied range of experience and expertise of the staff team has led to the inconsistencies in the quality of teaching. Staff benefit from some training opportunities and regular supervision meetings. The leadership team is also supported well by the local authority who have contributed towards the improvements that have been seen.

## Setting details

<b>Unique reference number</b>	EY332938
<b>Local authority</b>	Kent
<b>Inspection number</b>	1006072
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Dawn To Dusk Nursery Swanley Ltd
<b>Date of previous inspection</b>	2 July 2014
<b>Telephone number</b>	01322 660330

Dawn to Dusk Day Nursery opened in 1997. It is one of two settings in Kent owned by the same provider. The nursery operates from a purpose-built single storey building in the grounds of Orchards Academy, which is part of the Kemnal Trust. The provision also offers an out of school club ('Duskies'), which operates before and after school hours for primary school-aged children. The nursery opens five days a week for 50 weeks of the year. Nursery sessions are from 7am until 7pm. The provision also offers flexible care within these hours. The breakfast club opens from 7am to 9am and the after school club opens from 3.20pm to 7pm. There are currently 51 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children age three and four years. Staff support children who are learning English as an additional language. There are 17 members of staff. The area manager has a degree in Early Years Childcare and has achieved Early Years Professional Status. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

