

# Dawn Until Dusk Ltd

Maulden Lower School, Church Road, Maulden, Bedford MK45 2AU



<b>Inspection date</b>	17 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Outstanding</b>	<b>1</b>
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is outstanding

- The highly positive, caring attitudes of all staff and company directors are apparent in every area of their work. Children mirror these attitudes. They flourish in the positive, nurturing environment, where their needs are consistently met through staff's dedication to providing high-quality care and support.
- Staff receive excellent support and fully understand the ethos of the out-of-school care. They nurture children's enthusiasm and offer them a wealth of exciting play opportunities that supports their formal learning. These are very well balanced with opportunities to relax and interact with their peers.
- Staff and directors willingly share their knowledge, for example, through leading groups to exchange ideas about good practice. Staff use any new knowledge from training to inform their practice even further. Their increased understanding of behaviour enables them to comprehensively consider children's needs and offer highly appropriate support.
- Staff communicate very well with parents and build exceptionally professional partnerships. Parents report that they think highly of the club. They appreciate the excellent communication, flexibility of arrangements and the extensive variety of activities offered to children.
- Excellent staff interaction supports children in appreciating feelings and understanding how to express themselves. Daily discussions and specific activities aid children in developing a highly practical awareness of the wider world. For example, they discuss endangered animals and refer to books to gain a greater knowledge.

## What the setting needs to do to improve further

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

- enrich even further the already very good opportunities that support children in understanding how exercise affects their bodies.

### Inspection activities

- The inspector observed activities indoors and outside. She talked with staff and children at appropriate times throughout the inspection.
- The inspector reviewed an activity with the club manager. She looked at relevant documentation, discussed the club's self-evaluation and saw evidence of the suitability of staff.
- The inspector held meetings with the nominated person, a director, the club manager, an area manager, the company's early years advisory teacher and the headteacher of the school in which the club is sited.
- The inspector spoke to some parents during the inspection and took account of their views. She also viewed written feedback from parents.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of leadership and management is outstanding

Staff demonstrate a passion for their work and share the directors' commitment to continuously developing the club. Their extensive self-evaluation supports this and they recognise the potential to improve even further the opportunities for children to gain a greater appreciation of the effects of exercise. Staff continuously implement improvements. A new system to assess children's developmental needs when they start attending the club, enables staff to precisely focus the support offered. Senior staff make excellent use of their qualifications. They offer staff highly effective supervision and training that is tailored to their needs. Arrangements for safeguarding are effective. Staff have a comprehensive knowledge of this area and are alert to anything that could threaten children's welfare. They fully understand how to report any concerns. Partnership working with the school is exemplary. Staff meet frequently with school staff and maintain a precise knowledge of children's interests and learning needs.

### Quality of teaching, learning and assessment is outstanding

Excellent staff training and planning means children enjoy exciting activities that support their formal learning. For example, they use tools competently and safely as they make bug hotels and decorative wooden discs, using saws and hand drills. They develop their knowledge of science as they make a camp fire and talk about the elements of combustion and discover that the flames and smoke change colour, according to the heat of the fire and the fuel used. Children have many opportunities to relax, read and talk with their friends. Staff interact exceptionally well with them. They skilfully use open questions as one of the ways in which they encourage children to solve problems, think creatively and share their ideas. For example, children use beakers to build a structure. A staff member wonders what shape this is and children eagerly describe a pyramid. They then divide this and explain how to make smaller pyramids. Staff pay close attention to children and respond to their interests. For instance, children's creativity is extended as they invent imaginative scenarios for the action figures they have requested.

### Personal development, behaviour and welfare are outstanding

Staff pay meticulous attention to getting to know each child. Their excellent use of the key-person system means that children settle quickly and build very secure bonds with their key person and others. Staff are excellent role models and children follow their example and demonstrate a mature awareness of how to manage their behaviour. Staff promote children's physical development and children gain an excellent understanding of the importance of good hygiene practices. For example, they conduct an experiment using a glitter mixture on their hands, enabling them to understand how germs are passed from one person to another. Exceptionally well-planned daily procedures support children in developing a comprehensive appreciation of safety. For example, children help to carry out risk assessments. Their mature understanding of this area, alongside staff's consistent attention to detail, means that staff can offer children exciting activities, such as archery. The highly positive environment supports children's emotional well-being. They develop exceptionally confident attitudes that support them in school.

## Setting details

<b>Unique reference number</b>	EY536507
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10076747
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Dawn Until Dusk Ltd
<b>Registered person unique reference number</b>	RP902292
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01234 930505

Dawn Until Dusk Ltd registered in 2016. The club employs four members of childcare staff, two of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during school term times. Sessions are from 7.30am until 9am and from 3.20pm until 6pm.

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