

Inspection of Dawn Until Dusk At Fairfield Park Lower School

Fairfield Park Lower School, Ruskin Drive, Fairfield, Hitchin, Hertfordshire SG5 4SG

Inspection date:

30 June 2021

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy the time they spend at this after-school club. They arrive cheerfully, and happily chat to their friends. Staff are at the door to greet children with a smile and join in their conversations. Children are kind and friendly to each other. For example, they support one another with tasks, such as hanging up coats and bags.

Children enjoy a wide variety of activities and resources, both indoors and in the large outdoor area. They concentrate and listen to staff intently as they explain the agenda for the afternoon. Children are particularly excited this week as they chose the 'superhero' theme and are looking forward to dressing up in their costumes.

Children take pride in having various responsibilities in the setting. Staff choose different children each day to wear lanyards and carry out specific tasks, for example caring for the caterpillars, which they hope will turn into butterflies.

Snacks and meals are very sociable events. Children and staff all sit around the table sharing stories from their day. Staff use this routine to get children's ideas for future activities. For example, they establish what unusual fruit children would like to try at snack time.

What does the early years setting do well and what does it need to do better?

- Children behave well at the club. They are kind and helpful to others, assisting younger children when they change into their costumes. Staff are good role models. They always demonstrate good manners towards children and other adults.
- Children enjoy a wide range of exciting activities. Staff supervise play well and encourage children's curiosity. They ask children meaningful questions and allow them plenty of time to respond. For example, children work as a group to build as tall a structure as possible. Staff ask children appropriate questions to support them to make it even higher.
- The newly established team has a clear vision for the setting. The manager talks enthusiastically about the changes she has already made. For example, she has changed the layout of the setting to a more open environment. The manager explains how it allows children to play and socialise within larger groups.
- The director has rigorous recruitment and induction procedures in place. This ensures all staff are suitable to work with children. Staff complete necessary training and have secure safeguarding and health and safety knowledge before starting in the setting.
- Staff work hard to establish a good relationship with the school. They share

information about events of the day to provide additional support to children where necessary. Staff also have effective procedures in place when passing vital medication between settings.

- Parents and carers speak highly of the club. They comment on the friendly, flexible approach of the staff. Parents and carers value the way the club mirrors routines from home, for example the children eating meals as a group.
- Managers continually look to improve the setting. Parents and children regularly complete questionnaires. Managers use the feedback to highlight possible areas of development. The children's ideas are considered each term when planning themes and activities.
- All staff are knowledgeable about their responsibility in keeping children safe. They clearly explain the procedures to follow if a child has an accident at the setting. Staff encourage children to keep themselves and others safe. They explain the risks and possible consequences of their actions in an age-appropriate manner. For example, when children become boisterous while playing superheroes, staff gently remind them of the rules and ask them why they are in place.
- Directors and area managers monitor staff performance through regular supervisions. They quickly establish any areas for development and deliver face-to-face training and coaching. Staff can also access an online training bank with a variety of courses that are regularly updated. This supports staff to offer high-quality care within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to keep children safe. They know the signs and symptoms that could mean a child is at risk of harm. Staff know how to report any concerns to the appropriate authority in a timely manner. Directors and area managers have a rigorous recruitment and induction process in place. This ensures safeguarding procedures and information are securely embedded in staff's knowledge from the start. Staff supervise children well. They make sure children are always within sight, both inside and outside.

Setting details

Unique reference number	2518500
Local authority	Central Bedfordshire
Inspection number	10194574
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 9
Total number of places	29
Number of children on roll	100
Name of registered person	Dawn Until Dusk Ltd
Registered person unique reference number	RP902292
Telephone number	01234930505
Date of previous inspection	Not applicable

Information about this early years setting

Dawn Until Dusk At Fairfield Park Lower School registered in 2019. The club operates from Monday to Friday during Central Bedfordshire school term time only. Sessions are from 7.30am until 8.45am and from 3.20pm until 6pm. The club employs two members of staff.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke to children, staff, and the owner at appropriate times during the inspection.
- The inspector spoke to several parents and took account of their views.
- The inspector considered the views of parents and children by viewing feedback questionnaires.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed interactions between staff and children during activities.

We carried out this inspection 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.

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