

# Inspection of Dawn until Dusk Ltd at Haynes Lower School

Haynes Lower School, Foresters Close, Haynes, BEDFORD MK45 3PR

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Inspection date: 21 June 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are eager to attend this club. They come in happily and are excited to explore and start playing. Children have very good relationships with staff. They are keen to tell them their news and discuss what they are going to do. Staff talk with children about their emotions and help them to describe how they are feeling. Children mirror the positivity and high expectations of staff. They demonstrate positive attitudes and build on their skills. For instance, children persevere as they learn to ride bicycles at the setting. Children are confident and enjoy the challenge of new experiences. For example, they develop muscle strength and coordination as they play children's archery. Children's mature understanding of safety means that this activity is possible and is carried out safely.

Children are kind and caring towards staff and one another. Older children readily include younger ones in their play and hug and congratulate them when they succeed at tasks. Children learn about healthy lifestyles. For instance, they clean model teeth and talk about which drinks contain the most sugar. Staff kept in touch with all children during the COVID-19 lockdowns, for example through video calling. This helped children to settle on their return and they were excited to be back.

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

- The provider and managers continuously review the provision at the club. They are honest in their evaluation, looking at strengths and at areas that can be improved. The manager is currently improving the displays so that the room is even more welcoming and inviting.
- Staff report that they feel well supported and enjoy working at the club. They receive regular supervision and access a wide variety of training that supports them in developing their practice.
- Staff involve children in making daily decisions. For example, children help decide which activities and resources to include in the week's planning. This helps to show children that their opinions are valued. It also supports them in working together to make decisions and in understanding how to include the views of others and compromise when needed.
- Parents speak highly of the club and feel that staff communicate very well with them. They report that their children thoroughly enjoy attending and ask to come to the club every day.
- Staff work well with the school. They talk to class teachers and make sure they understand children's needs and can support their development. Staff follow the same approach to helping children to manage their behaviour, ensuring children receive a consistent approach.

- Children enjoy many fun activities that relate to their interests. For example, they work together to experiment with ice. Children use salt, sugar, warm water and flour and predict what will happen when they add these to the ice. They then carry out this experiment, laughing and exchanging ideas as they watch and record the results. Activities such as this help to ensure children enjoy their time at the club and also support the development of their skills in working together, predicting and experimenting.
- Staff talk with children and help to build their vocabulary. Children practising archery talk about being 'archers' and 'mini Robin Hoods'.
- Children develop their creativity and enjoy using their good language skills to describe their play. For example, children draw on the path with chalks. They create rainbow patterns and explain how they pat the chalk with their hands to blend the colours.
- Thoughtful discussions and the provision of appropriate resources support children in building on their knowledge of the wider world. They enjoy referring to maps and a globe, talking about where they live and where they have been on holiday.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of safeguarding. They know how to identify possible signs that may indicate children are at risk of abuse or neglect. Staff understand how to work with other professionals and report any concerns about children's welfare without delay. Staff complete regular training to keep up to date with any changes in safeguarding procedures. They have a sensitive understanding of the dangers posed to children and their families by exposure to extreme views and practices. Staff are aware of the possible risks associated with using the internet, and take appropriate action to protect children.

## Setting details

<b>Unique reference number</b>	EY477038
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10137512
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Dawn Until Dusk Ltd
<b>Registered person unique reference number</b>	RP902292
<b>Telephone number</b>	07554662791
<b>Date of previous inspection</b>	15 March 2016

## Information about this early years setting

Dawn until Dusk Ltd at Haynes Lower School registered in 2014 and is situated in Haynes, Bedford. The club employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday during school term times. Sessions are from 7.30am until 9am and from 3.15pm to 6pm.

## Information about this inspection

**Inspector**  
Kelly Eyre

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed staff interaction with children during activities inside and outside, and reviewed how this supports children in relaxing, having fun and further developing the skills that aid their learning.
- The inspector viewed all areas of the setting used for childcare. She looked at relevant documentation, including staff suitability checks.
- Meetings were held with the nominated individual and with the manager and area manager.
- The inspector talked to staff, children and parents at appropriate times during the inspection and took account of their views.

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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