

# Inspection of Childcare@dawn to dusk

School House, Pinewood Drive, MORPETH NE61 3RD

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Inspection date: 26 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Staff work with parents to help children to settle well in this welcoming nursery. They arrange visits around individual children's needs. This helps children to form close attachments with the staff and their key person. Staff have high expectations for every child. They know the children well and what they need to learn next. Children make good progress from their starting points. Children are keen to learn about the natural world. Pre-school children dig up the vegetables that they have grown, such as potatoes. Staff guide them to discover what they are like. For example, they ask children to smell them, cut them up and taste them when they have been cooked. Staff talk to children about why it is important to eat healthy foods. They explain that children need energy from the food after they have been running round. They explain to children under the age of three years that yogurt helps to grow their bones and teeth.

Staff have a nice calm manner around children. They manage children's behaviour well. Staff give lots of reminders for children to be gentle with each other. Babies are prompted to share and to be aware of others in their space. Older children are asked to use 'kind hands'. Children have high levels of self-confidence and self-esteem.

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

- The manager has a curriculum that is well thought out and planned effectively. She is very hands on, as she works closely with staff and the children. She evaluates the development of each child. She discusses children's development with staff and develops individual learning targets.
- Children with special educational needs and/or disabilities are very well supported by the manager and staff. They know these children well and understand how to meet their individual needs. They help parents to gain the support they need from other professionals, such as speech and language. This helps children to make the best possible progress.
- Children develop good language and communication skills. Staff model language well and repeat words, so children hear the correct way to say them. All children enjoy listening to stories and singing familiar rhymes. Very young children attempt to do the actions while older children do them with enthusiasm.
- Staff help children to develop their skills in mathematics. They use numbers in everyday play. Staff count spontaneously with young children during their play. Older children learn to sort items into categories. For example, they use tweezers to sort items by colour or size.
- The manager and staff work in close partnership with the on-site school and nursery. They meet every half term to discuss the progress of children that they share. Teachers visit children in the setting prior to them starting school nursery

and children have visits to school. This helps teachers to get to know the children and helps children to make a smooth transition from one setting to another.

- Overall, staff ensure that children have good access to the outdoor area. Pre-school children spend most of their time in the garden, developing their movement skills. Younger children access the indoor and outdoor space. However, staff have not fully considered how children, who are less mobile, can use the garden or their own indoor space, so that it is exclusively for them and they can move around safely.
- Parents are full of praise for the nursery and its staff. They comment on the effective communication between the nursery and themselves. Also, that they are constantly being impressed by the experiences that their children receive. Parents talk about the things that children have learned since attending, including new skills, and that it is an environment that children can play and thrive in.
- The manager regularly reviews the staff's practice and guides them to improve their work with children. She tests their knowledge of how children learn and how to support them. The manager observes their practice and gives guidance on what can be done better. She uses supervisions to help identify further training needs for staff. However, some staff are less confident in utilising what they have learned effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of safeguarding. In discussion, staff can explain what would give them cause for concern about a child's welfare. This includes what they need to do should they have a concern about a colleague they work with. They know how to report concerns appropriately. Staff conduct daily risk assessments to ensure that the areas children access are safe and suitable for purpose. Effective recruitment and induction procedures are in place. The manager carries out ongoing checks of staff's suitability to ensure that all those working with children are safe and suitable.

## **What does the setting need to do to improve?**

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

- support staff to consider the learning environment indoors and outdoors, particularly for the youngest less-mobile children, to support children's development to the highest levels
- enhance the professional development of staff, so that it is highly focused on helping staff to put what they learn into practice.

## Setting details

<b>Unique reference number</b>	2703446
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10310978
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	39
<b>Number of children on roll</b>	132
<b>Name of registered person</b>	Childcare @ Dawn to Dusk LTD
<b>Registered person unique reference number</b>	2703444
<b>Telephone number</b>	01670 513636
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Childcare@dawn to dusk re-registered in 2022. The nursery employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Lynne Pope

## Inspection activities

- This was the first routine inspection the nursery 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 manager joined the inspector on a learning walk and talked to them about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during the inspection.
- The inspector looked at a sample of key documentation, including evidence of staff's suitability.
- The inspector took account of parent's views that they shared with the inspector.

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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