

Inspection of Dawn Til Dusk OOSC

St. Marys Catholic Primary School, Broadgate Lane, Horsforth, LEEDS LS18 5AB

Inspection date:

4 February 2025

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club happily chatting to their friends and staff. They know the routine and line up before going outside to play. Children engage in a wide range of physical exercise. For example, they throw a tyre and make a mark on the floor with chalk to show the spot where it lands. Children explain how their tyre throwing game has been risk assessed to be safe. They walk and run across the wooden bridge, carefully observed by staff. Football games are organised collaboratively. Children have great fun playing with their peers.

Children are very confident to speak to visitors. They share the values that are important to them, their school and the club. For instance, friendship, helping each other, being kind and ensuring that no-one is alone. They talk about the respect that adults in the club show them. For example, children say, 'if we are being loud, staff don't say shut up, they say, can you be a little quieter please'. Children behave extremely well and conduct themselves in a positive manner. They are highly motivated and very eager to join in, share and cooperate with each other.

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

- Staff create a supportive learning environment. They actively listen to children's needs and feelings so that they can ensure that children enjoy the activities available to them. Warm and caring relationships, built on mutual respect, exist between children and adults. Older children take care of young children and involve them in play indoors and outdoors. The buddy system works very well to ensure friendships are created across all age ranges.
- Staff support children on the pathway to diagnosis and those with special educational needs and/or disabilities well. They work together with teachers at the school to understand how they can meet children's individual needs. For example, visual clues are used to help re-enforce language and to support children to express their feelings. This helps to provide a consistent approach to times when children may struggle with regulating their own behaviour. Staff also implement techniques, such as the 'butterfly hug'. Children learn about self-soothing strategies they can use to help them feel calmer, stronger and more empowered.
- Children know mealtime routines and wash their hands after outdoor play. They take turns to line up and get their meal from the serving counter. Children sit at the table with staff and their peers, engaging in interesting conversation. They like to share their views about the food they enjoy at the club. Children explain how they enjoyed noodles when celebrating Chinese New Year. They enjoy freshly made pasta and watermelon for dessert. Children put any waste food in the bin and return their plate to the serving area. Staff mirror the mealtime

routine that children follow in school, which helps to continue to support their self-care skills.

- Children use chalk to make marks outdoors. They listen to staff's instructions that support them to write letters. Children create words such as 'sat' and repeat the word spoken by staff. They have access to a range of books and sit with their friends on beanbags to enjoy stories. Children enjoy creative play. They dip vegetables into paint and create art work of their choice. Children invite staff and visitors to the 'leaf café, where they serve 'leaf baguettes and leaf salad'. Staff continue to enhance children's communication, literacy, imagination and expressive art and design skills well.
- Parents speak very highly of the club. They receive regular newsletters and photographs to show the activities their children take part in. Parents receive questionnaires so that their views and opinions can be considered. They report how 'their child is not happy when they sometimes arrive early to collect them as they enjoy their time at the club so much'.
- Leaders have arrangements in place for regular supervisions, appraisals and staff meetings. Staff complete mandatory training, such as paediatric first aid, food hygiene and safeguarding. They also attend other courses, such as mental health and young people and diversity. Staff report that they are very happy in their role and feel that their well-being is considered by leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY545209
Local authority	Leeds
Inspection number	10371635
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 11
Total number of places	60
Number of children on roll	117
Name of registered person	Dawn Til Dusk OOSC Ltd
Registered person unique reference number	RP545208
Telephone number	07392741246
Date of previous inspection	4 April 2019

Information about this early years setting

Dawn Till Dusk OOSC registered in 2017 and is a privately owned company. The club employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status; two are unqualified. The club opens Monday to Friday during term time only. Sessions are from 7.30am until 8.50am and from 3.20pm until 6pm.

Information about this inspection

Inspector

Jane Tucker

Inspection activities

- Children spoke with the inspector during the inspection.
- Children told the inspector about their friends and what they like to do when they are at the club.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the club.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the club 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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