

Inspection of Dawn Until Dusk Ltd @ Wixams Tree Primary

Green Lane, Wixams, Bedfordshire, Bedfordshire MK42 6DA

Inspection date: 9 January 2020

**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 their time spent in the breakfast and after school club. They enthusiastically select activities and games from a wide range of toys, games and equipment, which they willingly share with staff and other children. For example, children work out different ways to remove figures and objects frozen into ice blocks. They talk about the differences they can see from the previous day, when they placed the items into bags of water in preparation for the activity. Children ask staff highly relevant questions to help them determine the most effective way to melt or remove the ice.

Children feel valued. They create ground rules for club members to follow. They display these on the walls, helping to remind themselves about the good behaviour and caring attitudes they follow in the sessions. Children vote to choose exciting themes for dedicated 'theme night' sessions, such as pyjama parties and space missions. They enjoy looking at and sticking photographs of the activities they enjoy into a book for parents and visitors to see.

New children are welcomed into the club. They choose a familiar child to be their 'buddy' for their first session. Children enjoy supporting others. They show new children where to find things and tell them about the routine for the session. This helps children gain confidence when they take on responsibilities and helps new children to feel safe and secure quickly.

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

- Staff and volunteers interact well with children. They quickly get to know the children and show an interest in what they have been doing at school and home. For example, children chat about recent school holidays and family celebrations.
- Directors and regional managers monitor staff's performance, including the quality of care and activities provided. New staff and those promoted to the position of manager receive robust induction to help them understand their roles and responsibilities. Staff and managers access high-quality training to help support their professional development. This contributes to the excellent care and attention staff provide.
- There is an effective key person system. Staff gather information from class teachers and parents to help identify children's needs and interests. Strong communication between all parties contributes to making sure children receive the best support to keep safe, happy and healthy.
- Parents are pleased with the club. They comment that their children are reluctant to leave at the end of the day. Parents have been kept informed of recent staff changes and feel that this has not disrupted the children in any way.

- Children are given a choice about the food they eat for their tea. Staff carefully supervise children who have allergies or intolerances to help ensure they do not come into contact with ingredients that could make them ill.
- Staff have high expectations of children's behaviour. They encourage children to help others and to clear away their plates and cups after meals and snacks. Children are respectful and polite. They ask staff to look after items they have constructed or created. Staff carefully store these so that children can complete them or play with them another day. This helps children feel they are respected and have a voice in the club.
- Children enjoy riding on scooters and bicycles in the playground. When it begins to get dark, children take torches outside to help them continue to see. This assists children to learn how they can keep themselves safe.
- The head teacher of the host school values the strong working relationship she and her staff have with the directors and staff. Issues, such as minor disruption through behaviour, are addressed in a consistent approach by club and school staff. This helps to maintain the strong positive ethos that both settings have adopted.
- Children from the school reception classes enthusiastically greet club staff when they are collected from their classrooms. Teachers sign a checklist confirming named children have been collected. Reception children settle in the club's own room before older children join them. This gives the youngest children time to discover the activities on offer in a calm and quiet environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how they can help to keep children safe from abuse or extreme views that could lead to radical behaviour. Staff and volunteers regularly update their knowledge through training courses and discussions. They work closely with staff from the host school to help ensure that all concerns about children's safety are dealt with. Directors and regional managers follow the robust recruitment procedures they have put in place. This assists leaders to ensure that the most appropriate people care for children.

Setting details

Unique reference number	EY551115
Local authority	Bedford
Inspection number	10130766
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	4 to 9
Total number of places	36
Number of children on roll	82
Name of registered person	Dawn Until Dusk Ltd
Registered person unique reference number	RP902292
Telephone number	01234 930 505
Date of previous inspection	Not applicable

Information about this early years setting

Dawn Until Dusk Ltd @ Wixhams Tree Primary registered in 2017. The club operates Monday to Friday, term time only. Sessions are from 7.30am until 8.45pm and from 3.15pm until 6pm. The club employs two members of staff.

Information about this inspection

Inspector

Katrina Rodden

Inspection activities

- The inspector observed activities in the classroom and playground. She spoke to leaders, staff and children at appropriate times throughout the inspection.
- The manager explained to the inspector how and why different activities and equipment are arranged and used.
- The inspector met with the owner and senior staff. She also met the head teacher of the host school.
- The inspector observed the interactions between staff, volunteers and children. She looked at a range of documents, including first aid certificates and minutes from team meetings.
- The inspector spoke to a small number of parents and took their views into consideration.

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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