

Inspection of Dawn Until Dusk Ltd At Cotton End

Cotton End Forest Primary School, High Road, Cotton End, Bedford, Bedfordshire
MK45 3AG

Inspection date: 11 January 2022

**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 are excited to arrive at this lively after-school club. The enthusiastic staff wait at the door to greet the children and chat about their day at school. Children have access to a wide range of interesting activities and resources. They create models and collages with the numerous arts and craft materials which are freely available. Staff provide activities which complement children's learning in school. For example, children investigate what happens to ice sculptures when they add salt, which supports their learning in school about winter.

Children develop an awareness of healthy lifestyles. They enjoy nutritious snacks and meals. Staff sit with children during meals and chat about healthy options on offer. Children enjoy playing in the vast outdoor area. They explore the numerous natural resources available. For example, children manage risks as they navigate the various hills and slopes. They also enjoy structured activities in the purpose-built sports enclosure.

Children demonstrate they feel secure at the after-school club. Staff use circle time to make children aware of the rules and why they are in place. For example, children use egg timers when playing on the game consoles. They explain that it helps them to take turns fairly. Staff recognise when children are upset or have had a bad day at school. They offer comfort and reassurance and engage with them in activities.

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

- Children of all ages have a close bond with one another. They help their friends with tasks, such as putting on high-visibility jackets when going out to play. Older children encourage younger ones to join in their games. For example, they delight in the unusual meals they all make in the café role-play area.
- Staff work hard to establish close links with the school. They gather information about curriculum themes. This enables staff to plan activities to complement children's learning. The after-school club mirrors the behaviour management strategies used in school. This helps to ensure consistency and supports children's behaviour.
- Children enjoy taking on responsibilities. They are keen to help tidy away plates after meals. Older children are in charge of pouring the drinks at snack time. This helps support their developing confidence.
- Children benefit from a well-implemented key-person system. All children have a designated member of staff to support their well-being. Children in the early years also benefit from close interactions with their key staff during activities. This supports their ongoing learning and development.

- Children with special educational needs and/or disabilities are well supported. Key staff demonstrate a deep knowledge of the children in their care. They display an exceptionally nurturing approach and close bond. Management and staff provide additional resources to support children's development and understanding, such as reward charts.
- Managers and staff implement robust procedures to ensure children are safe. Headcounts are regularly conducted in all areas of the club. Staff also use radios to communicate with one another throughout the session.
- Directors and area managers have a well-established recruitment and induction process in place. This ensures all staff are suitable to work with children. The manager conducts regular supervisions and appraisals, which helps to identify any gaps in knowledge. Staff have access to a wide range of online and face-to-face training opportunities. This supports their ongoing development.
- Staff and managers reflect regularly on the care they offer and adapt their practice where necessary. For example, children complete regular feedback forms. Staff then provide resources and activities based on children's interests.
- Parents speak highly of the after-school club. They comment on how much the children enjoy the activities which staff provide. Parents also appreciate the nurturing that support staff give to new children at the club.
- Managers ensure there are robust risk assessments in place, which staff consistently adhere to. All staff are aware of the procedure to follow if a child has an accident. Children are learning how to keep themselves safe. For example, they understand the need to play age-appropriate computer games.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a secure understanding of how to keep children safe. They know the signs and symptoms which could indicate that a child is at risk of harm. Staff and managers are clear about the correct process to follow if they have concerns about a child. Staff have a secure knowledge of safeguarding, and health and safety procedure from the start. They supervise children well and ensure children are always within sight both indoors and in the extensive outdoor area.

Setting details

Unique reference number	2519741
Local authority	Bedford
Inspection number	10194577
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	3 to 11
Total number of places	40
Number of children on roll	140
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 Cotton End registered in 2019. The club operates from Monday to Friday during school term time only. Sessions are from 7.30am until 8.50am, and from 3.30pm until 6pm. The club employs five members of staff. Of these, two hold an appropriate level three childcare qualification.

Information about this inspection

Inspector

Antonia Campbell

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 spoke to several parents and took account of their views.
- The inspector considered the views of children and parents by viewing feedback questionnaires.
- The inspector looked at relevant documents, including evidence of all staff's suitability.
- The inspector observed interactions between staff and children during activities.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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