

# Inspection of Dawn Till Dusk Childcare

Middleton-in-Teesdale Primary & Nursery School, Middleton-in-Teesdale, Barnard Castle, County Durham DL12 0TG

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Inspection date: 7 March 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children thoroughly enjoy their time at the nursery. They arrive happy and eager to start their day. Staff are very nurturing and show lots of care towards all children. This helps children to build lasting bonds with all staff. Children regularly seek out staff when they are in need of help or reassurance. This demonstrates how safe and secure children feel at the setting.

Staff know their key children extremely well. When younger children are just starting to walk and climb, staff are vigilant to allow them the experience to move in different ways, while also keeping themselves safe. Children seek out staff to play with. For example, children in the home area show staff how to make tea, and they laugh happily together. Children enjoy mark making. Staff specifically select resources, such as large rolls of paper, crayons and pencils, to support younger children at this stage of their development.

Children are beginning to understand boundaries and to learn the importance of sharing and cooperating with one another. Staff use praise in recognition of the children's efforts. They talk to them about their feelings, emotions and actions. This helps children to learn what is expected of them.

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

- The manager is passionate about her role and ambitious. She strives to provide the very best start for children. She has a strong overview of the curriculum, and this is embedded in practice. Staff speak highly about the support and coaching they receive from the manager. They have regular meetings to reflect on their strengths and how they could improve their practice. In addition, the manager provides staff with additional training that helps to develop their knowledge and confidence.
- Staff skilfully use observations and assessments to swiftly identify any gaps in children's learning and development. Staff implement plans closely linked to identified targets and provide one-to-one support when necessary. They work closely with parents and other professionals to access additional support so that children make the best progress from their individual starting points.
- Children's language and communication skills are supported well. Staff respond to babies' babble and encourage them to repeat simple words and sounds. Older children benefit from conversations with staff. Staff ask questions and introduce new words to increase children's vocabulary. Children throughout the nursery enjoy looking at books and listening to stories. Staff enhance children's experiences and love of books. For example, children visit the mobile library and share their favourite book from home as part of World Book Day.
- Children learn to count in everyday situations. Staff skilfully introduce simple

mathematical language. For example, as children build towers, staff talk about how high they are and whether they could be made taller.

- Although staff encourage children to choose and lead their play, they occasionally step in too quickly with solutions to problems children encounter. This does not allow children sufficient time to persevere at tasks and work things out for themselves.
- All children benefit from regular fresh air and exercise and have access to a variety of activities that help to develop their physical skills. For example, some children focus on practising their coordination to scoop sand with digger trucks, while others use spoons to fill containers with soil. Younger children reach up high with their brushes to make marks on the easel. They manoeuvre the bikes around the garden path.
- Children's health and well-being are supported well. Dietary needs are known and catered for. Children successfully chop fruit for their snack and pour their own drinks. They access their own water bottles and wash their hands before lunch. This helps them to gain independence in their self-care. Children rest and sleep according to their needs and individual routines. Staff regularly check children while they sleep to ensure that they remain safe.
- Partnership working with parents is strong. Parents are overwhelmingly positive about the staff and the support they receive. They value the information that staff share with them about the progress their children are making and how they can continue their children's learning at home. Parents feel that the manager and staff do a 'fantastic job'.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

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

- support children more effectively as they develop their perseverance and learn to work things out for themselves.

## Setting details

<b>Unique reference number</b>	EY274336
<b>Local authority</b>	Durham
<b>Inspection number</b>	10317068
<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 2
<b>Total number of places</b>	21
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Dawn Till Dusk Childcare
<b>Registered person unique reference number</b>	RP521854
<b>Telephone number</b>	01833 640382
<b>Date of previous inspection</b>	22 May 2018

## Information about this early years setting

Dawn Till Dusk Childcare registered in 2003 and operates from two rooms in Middleton-in-Teesdale Primary School. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 5.30pm, including breakfast provision, wraparound care and after-school care. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents 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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