

# Dawn Till Dusk Childcare

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



<b>Inspection date</b>	22 May 2018
Previous inspection date	6 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Qualified and experienced staff establish strong relationships with children. They know children well and plan a wide range of activities based on their interests and what they need to learn next. For example, children enjoy regular baking activities. They learn to use mathematical vocabulary in practical contexts and develop their physical skills as they use a range of equipment.
- Children thrive in the outdoor area. They spend long periods of time exploring the natural world around them and are challenged to develop their problem-solving skills as they play. Children respond well to support from staff to work cooperatively as they pretend to build a train. Staff encourage children to listen to one another's ideas and work together to lift boxes and crates.
- Leaders have good systems in place to evaluate the quality of the provision and identify precise areas for improvement. They actively seek the views of parents and use all feedback to inform their evaluations. They create detailed action plans and work closely with staff to ensure improvements impact positively on the progress that children make.

### It is not yet outstanding because:

- Occasionally, adult-led activities are not organised well enough to support children, particularly those who are older, to be highly engaged and make rapid progress.
- Newly introduced professional development opportunities are not fully embedded to support staff to improve the overall quality of their practice to the highest standards.

## What the setting needs to do to improve further

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

- review the organisation of adult-led activities to promote the highest levels of engagement and offer sufficient challenge for older children
- embed revised and newly introduced supervision processes to enhance professional development arrangements and raise the overall quality of practice.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Amy Keith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well trained and have a thorough understanding of their role in safeguarding. They know what to do if they are concerned about a child's welfare. The manager keeps herself and her staff up to date with the local authority's procedures to help to keep children safe. The manager and staff closely monitor children's progress. They identify gaps in learning and support all children to make good progress. Effective interventions, particularly those to support children's speaking skills, are well embedded. Staff work closely with a range of professionals to ensure they are successfully meeting the needs of children.

### Quality of teaching, learning and assessment is good

Staff observe and assess children's learning and, overall, plan experiences matched to their interests and needs. The learning environment is safe and secure. Staff provide a wide range of stimulating and interesting resources that support children's independence and choice during play. For instance, children select their favourite book and listen carefully as their key person reads it to them. They show high levels of interest in the pictures and help to turn the pages. Children's conversation is valued. Staff spend time listening to children and engaging in meaningful discussions. For instance, children are extremely excited to hold the chicks that have hatched in the nursery. They are all given time to hold and talk about the chicks as part of the daily welcome time.

### Personal development, behaviour and welfare are good

Staff are sensitive and nurturing with children. Close communication with parents helps to identify children's individual needs to support them to settle quickly. Staff monitor children's emotional well-being and are quick to recognise and act on their needs. Children are supported to become independent learners. For example, older children find their own coats when they go outside and persevere to put them on independently. Strong links with the host school are extremely beneficial for children. There are robust arrangements in place to support their eventual move on to school. Children behave well. Staff sensitively engage in children's play and teach them how to share, take turns and use good manners. Children are extremely involved in the local community. They regularly visit local farms and have excellent opportunities to learn to care for the animals.

### Outcomes for children are good

All children make good progress from their starting points. They quickly become confident and inquisitive learners. They learn the skills needed for the next stage in their learning and their eventual move on to school. For instance, older children are motivated to take food orders in the outdoor area. They record orders using clipboards and pretend to make food in the mud kitchen cafe area.

## Setting details

<b>Unique reference number</b>	EY274336
<b>Local authority</b>	Durham
<b>Inspection number</b>	1091838
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	8
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Dawn Till Dusk Childcare
<b>Registered person unique reference number</b>	RP521854
<b>Date of previous inspection</b>	6 February 2015
<b>Telephone number</b>	01833 640382

Dawn Till Dusk Childcare registered in 2003 and operates from two rooms within Middleton-in-Teesdale Primary School. The nursery employs ten members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including two members of staff with qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm, including breakfast provision, wrap-around care and after-school care. The nursery provides funded early education for two-, three- and four-year-old children.

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