

Inspection of Dawn To Dusk Breakfast And After School Club

St. James Lanehead C of E Primary School, Briercliffe Road, BURNLEY, Lancashire
BB10 2NH

Inspection date: 11 July 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 explore a variety of resources and activities at the setting. They make their own choices about what they would like to do. Children spend their time in the large school hall and a variety of outdoor spaces. Outdoors, children play ball games on the yard, care for plants in the garden and have access to a large field. This supports children's health and well-being. Inside, children choose from age-appropriate toys and games.

Children have good relationships with staff and enjoy their time before and after school. They freely communicate about their school day and home life. Children are settled and content. They behave well. Staff have high expectations of children's behaviour. Children respond well to the familiar behaviour management strategies that are also used throughout school. Children help to get out toys and games, working in collaboration to set up their environment. They enjoy a healthy snack each day after school. Children are encouraged to make healthy choices for themselves.

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

- Staff offer a wealth of opportunities for children as they play and enjoy their leisure time. For example, children plant seeds in the garden. Staff talk children through the process, sharing the names of flowers. They encourage children to use tools and have a go themselves. Staff explain how plants grow and encourage children to remember what they have learned in school.
- Children are familiar with the daily routine. For example, when children arrive, they sit on mats while the register is taken. Children understand how important this is. They respond promptly when asked to sit down for snack. Children treat adults and each other with a high level of respect.
- Staff encourage children to be independent, which helps them to develop a growing sense of responsibility. For example, children help to get things ready at snack time. They set the table, pour drinks and help to serve food. Older children provide positive role modelling for younger children.
- Children are eager to discover what is on offer. They are happy and enthusiastic. Staff become involved in children's play, for example, as children create ball games and colour their own artwork on large sheets of paper. Positive relationships with familiar adults help children to feel settled and secure.
- The manager has robust systems in place to track which children she is expecting. She does not hesitate to contact parents when she needs to check this. The manager has excellent knowledge of the adult-to-child ratio she must adhere to.
- The manager carries out checks to help ensure all staff are appropriate to work

with children. She conducts supervisions which help her to identify any emerging training needs. The manager provides support for staff well-being. She monitors staff practice regularly to help her to ensure staff provide the highest quality of care.

- Parents are very happy with the provision. They praise the 'family feel' and 'lovely staff team'. They value the communication they receive, particularly daily conversations with staff. This helps parents to feel confident about the care being provided.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of signs of abuse and how to report any concerns they have. Robust processes are in place to help ensure children are collected safely at the end of the school day. The premises are secure. Parents ring a bell before they are brought in by a member of staff. Staff know how to keep children safe in hot weather. They encourage children to stay hydrated and children are encouraged to apply their own sun cream. Staff manage allergies and dietary preferences well. The excellent knowledge of staff and robust processes help to ensure meals are safe for all children.

Setting details

Unique reference number	2500384
Local authority	Lancashire
Inspection number	10191527
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	40
Number of children on roll	65
Name of registered person	Dawn To Dusk Burnley Ltd
Registered person unique reference number	2500383
Telephone number	01282 426833
Date of previous inspection	Not applicable

Information about this early years setting

Dawn To Dusk Breakfast And After School Club registered in 2018 and operates from St. James Lanehead C of E Primary School, Burnley, Lancashire. The club provides care for children from the host school, Monday to Friday from 7am to 8.45am and 3.30pm to 5.30pm, term time only. The manager holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting 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 setting.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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