

Inspection of Dawn until Dusk Clifton

Clifton All Saints Academy, Church Street, Clifton, Shefford SG17 5ES

Inspection date:

4 June 2024

**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 attending this vibrant, welcoming setting. They are settled and secure and have warm relationships with staff. Children of all ages play exceptionally well together and show a mature understanding of the needs of others. For example, older children readily invite younger ones to join their play, explaining this to them so that they are meaningfully included. Staff pay attention to what children are playing with and to their requests. They use this information to offer resources and activities that children enjoy and that support them in building on their skills and knowledge while having fun and relaxing.

Good daily practice and sensitive staff support aids children in gaining a practical understanding of how to keep themselves safe. For example, children use scissors effectively, remembering the correct position in which to hold them and how to carry them safely. Children respond to staff's high expectations regarding behaviour. They readily share resources, often pre-empting what other children need and passing them equipment. Children show a mature approach as they competently settle minor disputes and organise fair turn taking. They gain a good understanding of healthy practices. For example, they work with staff to make a display showing the sugar content of different types of foods and the effect this can have on the body.

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

- Managers and staff demonstrate a genuine enthusiasm and enjoyment of their work. They conscientiously review their practice, working together to make ongoing improvements. For example, they use their knowledge of the children to check continuously that the resources and activities closely reflect their current needs and interests.
- Staff successfully provide opportunities for children to rest and relax after a busy day at school, while offering them options to participate in interesting activities. Staff get to know children well and pay attention to treating them as individuals and helping them to feel welcome and comfortable at the setting. This approach is mirrored by managers in their supervision of staff. They value staff, offering them well-tailored, individual support that aids them in developing their practice further.
- Staff ensure that activities are enjoyable and make good use of spontaneous opportunities to build on children's skills. For example, children making model skeletons count the number of fingers and thumbs. They learn new vocabulary, such as 'hips' and 'pelvis', later remembering these new words as they talk with other children and staff.
- Children enjoy reading and staff support them in using books for several

purposes. For example, children wonder what function the liver has and staff show them how to look this up in a book. Children are captivated and go on to use the book to discover facts about how food travels through the body and about the functions of the heart and lungs. This thoughtful practice also supports children in developing positive approaches to learning and in having the confidence to find things out for themselves.

- Children participate in activities and discussions that successfully aid them in building a knowledge of diversity. For example, children and staff work together to make a 'family tree' for the setting. This has specific details for each person, such as their interests and family traditions. Children enjoy sharing these details, helping them to appreciate differences and their own unique qualities.
- Staff work well with parents. They obtain detailed information about children before they start so that they fully understand children's needs. The ongoing good communication means staff are aware of important events in children's lives and can talk with them about these, helping to build their communication skills. Parents praise staff and highlight the care they take in getting to know children and making sure that they feel settled.
- Staff work well with other settings caring for the children. For example, they exchange daily information with pre-school staff and school teachers. They use this to make sure children's care is consistent and to offer them activities and resources that help build on their skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2680620
Local authority	Central Bedfordshire
Inspection number	10344425
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	30
Number of children on roll	138
Name of registered person	Dawn Until Dusk Ltd
Registered person unique reference number	RP902292
Telephone number	07841713571
Date of previous inspection	Not applicable

Information about this early years setting

Dawn until Dusk Clifton registered in 2022. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during term time only. Sessions are from 7.30am to 9am and 3pm to 6pm. There is also a holiday club which runs during some school holidays. These sessions are from 8am to 4pm.

Information about this inspection

Inspector
Kelly Eyre

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 this setting.
- An area manager showed the inspector the areas used for childcare and discussed how they ensure these are safe and suitable.
- The inspector observed interactions between staff and children inside and outside and reviewed an activity with an area manager.
- Meetings were held between the inspector, two area managers and the setting manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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