

Inspection of Shefford Dawn Until Dusk

Shefford Lower School, School Lane, SHEFFORD, Bedfordshire SG17 5XA

Inspection date:

30 June 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy the time they spend at this vibrant before- and after-school club. The energetic team of staff create an exciting environment and plan a wealth of activities that support children's interests around their chosen topics of exploration. For example, children are excited about their festival-themed week. Indoors, they create models of campfires and tents out of colourful clay. In the extensive outdoor space, children and staff create tie-dye sheets that they will use to build tents with.

Children's behaviour is exemplary. They are well mannered and kind to one another. Older children help their younger friends complete tricky tasks and more experienced children help familiarise their new friends in the routines at the club. Children cooperate well in play, organising games together, setting boundaries and expectations. For example, children of various ages create their own pirate ship in the wooded area. They work together as a team and enthusiastically invite others to join in their exploration. Staff encourage these appropriate behaviours and close bonds well. Children join together daily for group sessions, where they discuss as a team what they wish to play with and explore safe and appropriate behaviours. As a result, children thoroughly enjoy the time they spend with their friends and staff at their club.

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

- Children demonstrate a deep sense of pride and ownership in their environment. When new children start, they embrace them as part of the group, explaining routines and making them feel part of a team. Children are eager to take on additional roles of responsibility during sessions. For example, children delight at wearing lanyards that highlight their responsibility as snack time monitors.
- Children play an important role in organising their time at the club. Along with staff, they create scrap books each week documenting their experiences. Children and staff reflect regularly on these books to recall favourite activities that they can revisit. Staff encourage children to join in meetings where they discuss possible future activities. Children complete regular feedback questionnaires that staff use to inform their planning. As a result of this focus on children's interests, children remain deeply engaged throughout their time at the club.
- The youngest children who attend are supported by a named member of staff, who has a deep understanding of their needs and interests. These key staff act as a point of call for parents and school staff, ensuring seamless sharing of information. At key points in the session, such as group meetings, these staff sit with their children providing additional support, reassurance and guidance.

- Relationships with the host school are strong. Staff collect children from their classrooms and use this as an opportunity to share information about children's day. This allows them to provide additional support where appropriate. Club staff embrace children's learning at school, planning exciting activities to support teaching and embed knowledge. For example, children constructed a role-play area based on the 'Great Fire of London', where they recreated the buildings and re-enacted what they learned at school.
- Leaders support staff practice very well from the start. Robust induction processes ensure all staff have the appropriate knowledge and skills to support them in their role. All suitability checks and essential training are completed prior to them starting. Ongoing monitoring of staff performance and well-being are conducted during regular supervisions and daily discussions. As a result, morale is high within the team and staff feel valued by one another and the provider.
- Relationships with parents are strong and respectful. Parents deeply appreciate the many exciting activities staff plan around children's interests. They comment on how the nurturing team of staff pay particularly sharp focus to children's emotional well-being. Parents acknowledge how these strategies mean children look forward to attending and thoroughly enjoy their time at the club.
- Leaders and staff ensure children remain safe while attending the club. Staff communicate with one another using radios. This allows them to monitor children's whereabouts at all times, while allowing them to explore all areas of this interesting environment. Staff consider potential allergies and children's safety well when organising meal and snack times. They sit together with children, engaging them in discussions and observing them closely.

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	EY549880
Local authority	Central Bedfordshire
Inspection number	10399033
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	45
Number of children on roll	283
Name of registered person	Dawn Until Dusk Ltd
Registered person unique reference number	RP902292
Telephone number	01234 930505
Date of previous inspection	18 November 2019

Information about this early years setting

Shefford Dawn Until Dusk registered in 2017. The club is open five days a week from 7.30am until 9am and from 3pm until 6pm, during term time only. There are four members of staff employed at the club. Of these, two hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Antonia Campbell

Inspection activities

- The inspector and leaders took a tour of the club. They discussed how the club is organised and the play opportunities provided for children.
- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.

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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