

Daisy Chain at Old Hall

Old Hall, Stanley Road, Wellington, Telford, Shropshire, TF1 3LB



Inspection date

17 May 2016

Previous inspection date

19 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The leadership team is fully committed to maintaining and improving the quality of the service it offers. The staff reflect carefully on their practice and identify areas for improvement accurately. The views of staff, parents and children are valued and acted upon as part of this process.
- A highly effective key-person system is in place. Staff are positive role models and children have formed strong attachments to their key person. Children often invite staff to join them in their play and share their accomplishments with them.
- Staff provide an interesting range of activities, both indoors and outdoors, which reflects children's interests. Children are motivated and eager learners and make good progress in their development.
- The partnerships with parents are strong. Staff regularly share information about the children's day and the progress their children are making. This helps to effectively engage parents in their children's learning.
- Good links with other schools have been established, particularly the adjoining school. Staff provide opportunities to exchange information and for teachers to visit children in the setting. This helps to prepare children for their future learning and enables them to make a smooth transition to school.

It is not yet outstanding because:

- Some routines, such as story time and small group activities, are disrupted by other children playing nearby, which causes children to become distracted and lose concentration.
- There are limited opportunities for older children to practise their writing skills for a variety of different purposes.

What the setting needs to do to improve further

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

- reflect on ways to further improve activities, such as story time and small group activities, to enable children to focus and concentrate more on the teaching and learning that is taking place
- enhance opportunities for children to practise writing for a purpose.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents and grandparents during the inspection and took account of their views.

Inspector

Julie Preston

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures staff complete training and fully understand their responsibility to protect children. There is a robust system for the safe recruitment of staff. The manager is rigorous in monitoring teaching, learning and childcare. Staff are well qualified and the manager often works alongside them, encouraging them to reflect on their practice and identify future training needs. Staff work closely with other professionals to ensure good outcomes for all children. They meet regularly with parents to share information about children's progress. This is especially beneficial in helping parents to become more involved in their children's development. Any funding the nursery receives is directly targeted to address the individual needs of children.

Quality of teaching, learning and assessment is good

The staff are highly motivated, caring and enthusiastic. They use effective systems to observe, assess and monitor children's progress. They quickly identify and address any gaps in children's learning to help these close, if needed. Staff support all children to develop good communication and language skills. For example, staff use visual signing techniques to support speech to help all children express their needs. They use children's interests well to motivate them to learn. Staff provide young children with a wide range of sensory experiences. For example, they explore their facial features in mirrors and are encouraged to make marks in shaving foam. Children have easy access to resources in all areas of the setting. They are able to make their own choices and develop their independence skills.

Personal development, behaviour and welfare are good

Staff have created an inviting environment, in which children and parents are warmly welcomed. Children form strong attachments to their key person and other staff. Staff encourage children to be independent and manage their own personal care routines. They encourage children to adopt healthy lifestyles and learn how to keep themselves safe. For example, children enjoy nutritious meals, implement good hygiene practices and have access to plenty of fresh air and exercise. Staff manage children's behaviour effectively. They offer praise and encouragement throughout activities and help children to develop their self-esteem and confidence. Staff support children's social skills effectively and they learn to share and take turns.

Outcomes for children are good

All children, including those who have special educational needs, make good progress from their starting points. Activities provide appropriate challenges for children of all ages and abilities. Children develop a good understanding of similarities and differences between themselves and others. For example, young children enjoy looking at and discussing photographs of their own families and those of their friends. Staff prepare older children for their move on to school, teaching them the skills they need to ensure that they are ready and prepared.

Setting details

Unique reference number	EY340401
Local authority	Telford & Wrekin
Inspection number	1042066
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	91
Number of children on roll	154
Name of registered person	Daisy Chain Day Care Ltd
Registered person unique reference number	RP521949
Date of previous inspection	19 July 2012
Telephone number	01952 250 035

Daisy Chain at Old Hall is run by Daisy Chain Day Care Limited and opened in 2006. It is one of three nurseries owned by the company. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications; one at level 2, 12 at level 3, one at level 4, four at level 5 and two at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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