

Inspection of Daisy Chain at Mytton Oak

Mytton Oak Road, Shrewsbury SY3 8XD

Inspection date: 1 November 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children get the best possible start in this exceptional setting. The outstanding range of experiences that are on offer to children ensure that children thrive and flourish, and they are ready for their educational journey. Pre-school children show great excitement and engage fully in their learning as they make their own paper. This is part of their ongoing topic on recycling. The highly engaging curriculum gives children further opportunities to develop their curiosity about the world around them. They visit the local castle on the bus and go to a nearby care home to visit the elderly residents. Football coaches and the animal zoo come into the setting. The outstanding curriculum is wide and varied. It further broadens children's knowledge and understanding. It helps them to understand the world around them and communities beyond their own.

The environment is calm and well resourced. The setting has a high emphasis on using natural resources. Children are eager to enjoy a range of activities that enable them to explore through their senses. Outside, babies enjoy playing in water that has citrus fruits floating in it to excite their sense of smell and taste. They show delight as they splash and squeal happily in the water. Staff model new words, such as 'splash' and 'splosh', and the babies eagerly try to copy them. The toddlers enthusiastically dig in the soil for real carrots and radishes. They carefully fill pots with compost and plant seeds. The vast range of experiences and textures enable children to learn in a variety of ways as they explore the valuable range of sensory activities.

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

- Managers and staff are passionate about their provision and the outcomes for all the children. Managers ensure that the exceptional curriculum is securely and consistently implemented. They continually monitor and evaluate the staff and the setting. Managers give staff focused and effective support to ensure that they are providing outstanding learning and care for children.
- Staff and children develop strong bonds. Staff know the children exceptionally well and support their individual needs. Children with special educational needs and/or disabilities and who speak English as an additional language receive targeted support to ensure that they make rapid progress in their learning and development.
- The children behave extremely well. Good behaviour is superbly promoted. Staff use visual aids to remind children about the rules of 'good sitting, good looking, and good listening'. This is reinforced throughout the day. The children follow instructions. For example, they help to tidy up the resources or change into their slippers after being outside. Staff praise the children constantly. This raises their self-esteem and supports them to manage their own emotions.

- Staff provide highly engaging activities, promoting children's skills across the seven areas of learning. Children are inspired and listen attentively as staff create excitement and intrigue. In a story about aliens wearing underpants, the children imagine what space is like. They use language such as 'dark', 'stars', 'Neptune', and 'the milky way'. Staff use visual aids to represent these things. Children and staff work together to create a wonderful scene for the aliens. Staff skilfully build on children's past learning about planets. The children listen intently and interact fully in the activity. They use new and challenging vocabulary and show enthusiasm as they listen to the story. This demonstrates how staff's outstanding teaching increases the children's love of books and stories and impacts on further developing children's learning.
- Partnerships with parents are excellent. Parents are eager to explain how the dedicated staff support their children's learning. Parents receive regular feedback daily, both verbally and through an online system. Older children have 'homework'. For example, the children decorated pictures of hands with henna patterns as they were learning about Diwali. This practice helps to further embed learning and involves parents in learning at home.
- Staff support physical play exceptionally well. Children of all ages have an inspiring and dedicated outside area. It is well resourced and enables the children to use their motor skills in a range of ways. Inside, the babies enjoy soft play, where they learn to climb and tumble in a safe way. Toddlers dance to music, walk on their tiptoes, and bounce to the music. Alongside their physical development, they use listening skills and 'freeze' when the music stops. The well-thought-out curriculum has a positive impact on children's physical health.
- The delicious home-cooked food helps to develop a healthy eating ethos. Children's well-being is superbly promoted. For example, staff tell the chef daily about the children's individual allergy and dietary needs. Mealtimes are social events. Children eagerly tell staff about their day, which gives them the opportunity to recall and reflect on their day. Staff sit with children to support them and help them to use cutlery and pour their own drinks, which further increases children's skills and promotes their independence.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have an excellent understanding of safeguarding children. They know the signs and symptoms that would indicate a child is at risk of harm. They know the procedures they would need to take to report them. They understand the procedures they would need to follow if there was an allegation against a staff member. Staff undertake regular safeguarding training to ensure that their knowledge is current. All staff have paediatric first-aid qualifications. The rigorous recruitment procedure ensures that all staff are vetted, and Disclosure and Barring Service checks are undertaken and kept up to date. The environment is clean and well maintained. Managers deploy staff appropriately. This all ensures the safety of children and keeps them protected.

Setting details

Unique reference number	EY360792
Local authority	Shropshire
Inspection number	10235134
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	72
Number of children on roll	93
Name of registered person	Daisy Chain Day Care Limited
Registered person unique reference number	RP521949
Telephone number	01743 243257
Date of previous inspection	22 December 2016

Information about this early years setting

Daisy Chain at Mytton Oak registered in 2007. The nursery employs 22 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, including one with early years professional status. There are 13 staff who are qualified at level 3. 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.

Information about this inspection

Inspector

Sue Smith

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 the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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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