

Inspection of Daisy Chain at Old Hall

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

Inspection date: 12 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff create a warm and friendly environment for children, in which they feel safe and secure. Children develop strong bonds with the staff, which helps them to gain the confidence to explore the stimulating environment. The well-sequenced curriculum enables children of all ages and abilities to develop their skills across all areas. For example, babies investigate sensory boxes. They develop their hand-eye coordination and small-motor skills as they pull a range of materials from the varying containers and explore the different textures in them. Toddlers develop their communication and language skills as they join in action songs, copy gestures and join in with familiar words. Older children develop their concentration and creativity as they manipulate dough into varying shapes and designs.

Staff support children of all ages to develop their independence. They encourage children to make choices and complete tasks for themselves. For example, babies hold spoons at mealtimes to start to feed themselves. Older children vote for the story of the week and what theme they want for the outdoor role-play area. Children behave well. They show kindness and consideration to their friends, use their manners, share and take turns. Staff skilfully distract children from any unwanted behaviours and children learn to negotiate in their play.

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

- The managers and staff have a strong ethos for the setting. They strive to have happy and confident children who benefit from high-quality teaching through the power of play. Staff have regular supervision and managers set targets to improve teaching to higher levels. Staff undertake professional development to improve outcomes for all children.
- Staff use the book of the week to plan an exciting curriculum that, overall, excites children's curiosity and intrigue. For example, babies enjoy 'Dear Zoo'. Staff plan activities using the animals in the story. Babies start to imitate sounds and actions as they excitedly lift the flaps in the book to reveal the animals. Toddlers explore the outdoors for a 'Gruffalo walk'. They squeal with anticipation as they seek out and find the different animals in the garden. Teaching is mainly of a high quality. However, on occasion, staff do not always fully understand the skills and knowledge that they want children to gain from activities and the impact of these on children's development.
- Children benefit from experiences outside the setting. They visit the local care home and enjoy listening to resident's stories of their life. They invite the residents to the setting and make them an afternoon tea. Other visitors, such as a nurse and a builder, have come into the setting to talk to the children about their jobs. This heightens children's awareness of different people in society.
- Throughout the setting, staff actively support children to develop their

communication and language skills. Staff narrate children's play and model words for them to repeat. For example, babies hear the animal sounds 'roar' and 'rivet', which children try to copy. This develops their early language skills. All children have the support to communicate their wants and needs.

- Staff seamlessly explain and explore number with the children through play. Babies and toddlers enjoy hearing well-known number songs. Older children match numbers to numerals and discuss differing sizes and colours as the children access resources. This introduces mathematical language and concepts into children's everyday learning.
- Staff support children's emotional development well. Younger children seek out adults for cuddles and reassurance, giving children a sense of safety and security. Pre-school children benefit from many opportunities to explore their feelings and emotions. Staff introduce them to vocabulary that describes how they are feeling. Children confidently give examples of how they feel, and why. For example, they are happy when the sun shines or scared in a dark wood. This helps children to develop ways to communicate their needs and express their feelings effectively.
- Staff promote children's health and well-being. Children go outdoors every day and benefit from fresh air and the outdoor learning environment. They jump, run and use equipment to build on their physical skills. The setting provides well-balanced, home-cooked food and snacks, and children have access to drinking water throughout the day. Staff talk to children about keeping safe, such as road safety when they go out into the community. When using equipment, staff encourage children to take age-appropriate risks. This helps build children's confidence and self-esteem.
- Partnerships with parents are a key strength of the setting. Parents receive daily feedback about their child's day. Staff support children's home learning with a lending library and ideas. Staff act promptly if they identify any concerns about children's development. They work with parents and other professionals to ensure the best outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen activity planning by focusing precisely on the skills and knowledge children will gain from activities and how this will build on prior learning and support their good progress.

Setting details

Unique reference number	EY340401
Local authority	Telford & Wrekin
Inspection number	10368488
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 5
Total number of places	91
Number of children on roll	90
Name of registered person	Daisy Chain Day Care Limited
Registered person unique reference number	RP521949
Telephone number	01952 250 035
Date of previous inspection	22 March 2019

Information about this early years setting

Daisy Chain at Old Hall registered in 2016. It is run by Daisy Chain Day Care Limited and operates from the premises of Old Hall school in Telford. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 19 members of childcare staff. Of these, five hold an appropriate early years qualification at level 6, and 10 hold a qualification at level 3. The setting provides early education funding for all eligible children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents 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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