

# Woodland Kindergarten

Behind Frances Newton Lynwood Gardens, 7 Clarkehouse Road, Sheffield, South Yorkshire, S10 2LA



## Inspection date

Previous inspection date

10 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider and manager are highly ambitious and constantly aim towards achieving the highest standards in care and education.
- Staff create a culture that truly values children's independence and play. Children are curious, motivated to learn and demonstrate sustained periods of engagement and concentration. These skills help support children to be ready for school.
- Staff place a strong emphasis on working closely with parents, other settings and specialist services. This supports children's continuity of care and enables a fully inclusive practice. Parents are overwhelmingly positive and full of praise for all the staff, recognising the progress children make because of the well-qualified workforce.
- Teaching is consistently strong and some is outstanding. Staff eagerly join in children's play and support their learning. Skilful interactions, clear explanations and excellent questioning support children to make very good progress in their language development.
- Children's safety and happiness is paramount. Staff are vigilant and help children extremely well to understand about how to stay safe and manage risks outdoors.
- Children behave very well at the kindergarten. They are encouraged to share, respect one another and look after their environment. This is because staff are wonderful role models and help children to understand what is expected of them.

### It is not yet outstanding because:

- Assessment information is not used precisely to analyse the progress made by different groups of children.
- Staff do not always have enough opportunities to reflect on the quality of their teaching.

## What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children, and checking that all groups receive the support they need that increases the potential for them to achieve at the highest possible levels
- refine systems to help staff share good practice regularly that help raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with staff members and children throughout the inspection at appropriate times.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with both the provider and manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a small selection of parents during the inspection and viewed written testimonials, and took account of their views.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

The provider and manager demonstrate a clear passion to drive practice in the kindergarten forward. High expectations are communicated to all staff to ensure it is consistently improving. The manager works closely with staff, parents and the local authority to gain their views and evaluate the provision. The kindergarten has made significant progress since opening a year ago. The manager has systems in place for effective supervisions through regular job chats and monitoring. These include professional development and training targets. This has an extremely positive impact on children's outcomes. All staff ensure the statutory welfare requirements are consistently applied. Arrangements for safeguarding are effective. Staff fully understand the procedures to follow should they have concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Child-led play is at the heart of this provision. Children are given the time, freedom and flexibility to initiate their own play. They have wonderful imaginations which are nurtured by creative staff. Staff instinctively engage and expertly challenge children as they play. Staff are superb at encouraging and supporting children to problem solve and use their critical-thinking skills. Consequently, children are excellent communicators and have a real thirst for learning. Staff deliver consistent practice, observing, assessing and planning effectively for each child. They have a clear knowledge of each child's individual learning style. Children are truly active learners and thrive in an environment which provides endless opportunities for learning. As a result, children make good progress and are developing the skills needed for future learning.

### Personal development, behaviour and welfare are good

Children flourish as time spent getting to know them initially enable staff to form warm and caring relationships. Children settle quickly and soon feel safe and secure. They develop an excellent understanding of how to stay safe and are given plenty of opportunities to manage risks. For example, children carefully manoeuvre an adult wheelbarrow around the uneven terrain, full of bricks and boxes as they pretend to be delivery men. This significantly develops their physical skills and boosts their self-confidence. Rich opportunities are provided to promote healthy lifestyles, such as growing fruit and vegetables. Children discuss how they made apple juice and apple pies from collecting apples from the trees. Furthermore, the standard for hygiene is first rate and children have a good understanding of the importance of handwashing.

### Outcomes for children are good

All children, including those whose starting points and capabilities are below expected levels, make good progress in their learning and development. The environment offers diverse and rich learning opportunities that are extended by well-qualified staff. This ensures that all children are prepared and ready for the move on to school.

## Setting details

<b>Unique reference number</b>	EY486454
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1005785
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Sheffield Woodland Kindergarten Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07515021243

Woodland Kindergarten was registered in 2015. The kindergarten employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or 6; two staff also hold a qualification at level 3 in Forest Schools and one holds Qualified Teacher Status. The nursery opens from Monday to Friday, all year round apart from bank holidays, two weeks at Christmas, two weeks in the summer and one week at Easter. Sessions are from 8am until 5.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

