

Sheffield Woodland Kindergarten Ltd

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



Inspection date	26 February 2019
Previous inspection date	10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager and provider have a very clear vision for the future development of the setting. They are ambitious in their pursuit of high-quality provision to support children's development. They are supported by a reflective and well-qualified staff team.
- Children benefit from the calm, but exciting environment staff create for them. Staff build very strong relationships and interact well with children during play. They are skilled at allowing children time to play independently and knowing when to intervene to extend their learning. Children are very well behaved and respond promptly to staff's instructions and guidance.
- Staff have a good knowledge of how children learn and develop. They accurately assess their achievements and plan activities which build well on their interests and enthusiasm. Children develop particularly good levels of independence and confidence, and the ability to solve problems in the stimulating natural environment. They are prepared well for the next stage in their learning, including starting school.
- The manager and her team work closely with other professionals to ensure children with special educational needs and/or disabilities (SEND) progress well towards the targets set for their achievement.
- Partnerships with parents are strong. Staff collect detailed information about children when they first start at the setting. They continue to work closely with parents to ensure children's individual needs are considered well in their daily experiences and activities.
- Children do not have consistent access to a range of drawing and painting media to further extend their creativity.
- Staff do not make full use of all opportunities to reinforce children's early recognition of letters and words in the environment.

What the setting needs to do to improve further

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

- build on the drawing and painting resources children have regular access to in order to further extend their creative skills
- strengthen strategies to more consistently reinforce children's early letter and word recognition skills within the learning environment.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. He looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. There are robust procedures to check new staff are suitable to work with children. The manager and provider ensure staff are well trained in child protection and their knowledge is kept up to date. Staff take diligent care to routinely check that the children play in a clean, safe and attractive woodland environment. The manager gathers the views of staff, parents and children to evaluate the quality of the provision and plan future developments. There are rigorous procedures to evaluate and improve the quality of teaching and support staff through regular training opportunities. They make good use of research projects to strengthen the curriculum they provide. They systematically analyse the progress made by all groups of children to ensure they are all well supported in their learning. The setting makes strong links with other settings, which helps to support children's smooth transition on to school.

Quality of teaching, learning and assessment is good

Staff consistently promote children's listening and communication development well, including supporting those children who speak English as an additional language. They share many different stories, songs and rhymes throughout the day and help children to become familiar with the characters and plot through, for example, role play in their willow den and muddy play areas. Staff's interaction with children is positive and supportive. They ask thoughtful questions, for example, and make well-considered suggestions to help children develop their thinking and problem-solving skills. For example, children search the ground to find the most suitable twigs and plants to weave into their bird's nests to keep the eggs safe.

Personal development, behaviour and welfare are good

Children are happy, busy and inquisitive as they explore the constantly changing natural environment. Staff successfully help them to understand the importance of sharing, taking turns and working with others. They make good use of praise and encouragement to help children recognise their strengths and support them to overcome difficulties, such as a lack of self-confidence. Staff help children understand the needs of others, for example, by helping them to express their thoughts and ideas when they listen to stories or look at pictures. Staff promote children's awareness of healthy lifestyles and good hygiene procedures. For example, children wash their hands with care and make sure they are dry before eating their lunch. Staff help children to achieve high levels of independence and sense of responsibility. For example, children learn to climb trees and use a range of cutting and shaping tools with strong consideration for their own and others' safety.

Outcomes for children are good

All groups of children make good progress from their individual starting points. Staff accurately identify gaps in children's learning and take effective steps to address them. Children make good progress in their mathematical skills. For example, they recognise triangles, squares and circles in the shapes formed by twigs and branches around them. They identify and order numbers hidden in their sand play and learn to count accurately

beyond 20.

Setting details

Unique reference number	EY486454
Local authority	Sheffield
Inspection number	10076418
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	2 - 4
Total number of places	20
Number of children on roll	53
Name of registered person	Sheffield Woodland Kindergarten Ltd
Registered person unique reference number	RP534372
Date of previous inspection	10 February 2016
Telephone number	07515021243

Sheffield Woodland Kindergarten Ltd registered in 2015. The kindergarten employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one at level 5 and four at level 6, including two who have qualified teacher status. The kindergarten opens from Monday to Friday all year round, except for 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.

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