

Inspection of Sheffield Woodland Kindergarten Ltd

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

Inspection date: 10 February 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children are happy in the outdoor nursery. They arrive confident and ready to play and explore. However, staff do not consistently use what they know about children to challenge them effectively while they play. Children do not benefit from well-planned learning experiences. This does not ensure that children are well prepared for the next stage in their learning.

Despite weaknesses in the leadership of the nursery, children show good physical skills and are developing independence. They enjoy running games and playing hide and seek. Children play mining games and look for pretend rubies. They use their imaginations to make up stories about fairies. However, they get bored quickly as the activities provided do not build on what they know or need to learn next.

Children learn to manage and take risks appropriate to their age and ability. They make good friendship groups and are kind to each other. Children's behaviour is good. However, key persons do not support children with special educational needs and/or disabilities (SEND) to join in with the activities provided. This does not help to fully meet their needs.

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

- Staff do not deliver the curriculum consistently. They do not always tailor activities and experiences to help children build on the skills that they need to learn next. Staff do not provide high-quality interactions and targeted intervention to help meet children's needs. Children struggle to remain interested in planned activities. This means children do not make good progress in their learning and development.
- Regular staffing changes cause poor staff deployment. The key-person system is not effective to ensure that children, especially those with SEND, are encouraged to join in with activities. For example, during a reading activity SEND children play with a padlock on a cupboard and are ignored by their key person, who is trying to settle another child. Consequently, staff do not ensure the identified development needs of children are supported in order to provide challenge in all areas of learning.
- The manager undertakes a workload that is unachievable. The provider has not put in place a deputy manager to cover the manager in order for her to be able to carry out management tasks. Furthermore, the manager does not have access to the information she needs to run the nursery appropriately.
- The provider ensures that children are cared for in a welcoming environment. However, arrangements for the supervision of staff are not effective. The provider does not provide staff with the coaching and guidance they need to

ensure that teaching is consistently good and curriculum planning is consistently implemented. Furthermore, staff's mental health and well-being are not supported by the provider. Staff morale is low and they lack enthusiasm due to their ever demanding workloads.

- Risk assessments for all activities are in place and children are supervised. However, the procedure for record-keeping relating to accidents is not good enough. There are discrepancies in completed records. For example, information sent to Ofsted by the provider confirms the dates of accidents are not recorded accurately. In addition, parents state they are told if their child has an accident but they do not receive the written records until weeks later. As a result, children's health and safety is compromised.
- Hygiene practices are effective. Staff encourage children to independently use the outdoor toilet and gently remind them to wash their hands. However, staff have not recognised that the lunchtime routine and constant toileting can disrupt planned activities and learning experiences for children.

Safeguarding

The arrangements for safeguarding are not effective.

There is a safeguarding policy in place and the manager has an appropriate understanding of how to safeguard children. However, staff are not aware of the signs and symptoms of abuse to help them to recognise when a child may be at risk. They are not secure about the process that they would follow when reporting a concern. In addition, staff do not understand the procedure to follow in the event of an allegation being made against a member of staff. Furthermore, they do not have a secure knowledge and understanding of current child protection legislation. These weaknesses compromise children's safety and welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take effective action to improve the staff's understanding of the signs and symptoms of abuse and the procedures to be followed should a concern arise about a child	10/05/2022

ensure that all staff fully understand the procedure to follow if allegations are made against a staff member and understand wider child protection legislation to keep children safe from harm	10/05/2022
ensure all staff understand how to deliver a well-sequenced curriculum and planning is constantly put into practice to challenge and extend each child's learning	10/05/2022
implement an effective key-person system to ensure key persons offer all children, including those with SEND, continually high-quality interactions and targeted intervention to help meet their needs	10/05/2022
ensure that staff are deployed effectively at all times to keep children safe and ensure their needs are met	10/05/2022
ensure there is a deputy manager who is capable and supported to manage the nursery in the manager's absence, and the manager has access to the necessary records needed to run the nursery efficiently	10/05/2022
make sure that supervision of staff is put in place to provide guidance, coaching and training to support staff's well-being and improve their practice	10/05/2022
ensure accident records are accurate and contain sufficient detail to promote children's good health.	10/05/2022

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

- review the organisation of daily routines to minimise disruptions and make the most of all learning opportunities.

Setting details

Unique reference number	EY486454
Local authority	Sheffield
Inspection number	10221389
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	1 to 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
Telephone number	07515021243
Date of previous inspection	26 February 2019

Information about this early years setting

Sheffield Woodland Kindergarten Ltd registered in 2015. The kindergarten employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. 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.

Information about this inspection

Inspector

Ruth Moore

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 inspection was carried out unannounced following the risk assessment process.
- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of 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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