

Inspection of Sheffield Woodland Kindergarten Ltd

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

Inspection date: 22 August 2023

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

What is it like to attend this early years setting?

The provision is good

Children and babies are warmly welcomed by a friendly and nurturing staff team. They develop trusting relationships with the staff who care for them. Staff support children to understand their emotions exceptionally well. They teach children to consider the feelings of their friends and find respectful solutions. This helps children to feel safe and secure.

Children benefit from a much-improved curriculum that gives children the skills and knowledge for their future learning. Staff provide stimulating activities and experiences in the outdoor environment. This helps to provide children with an understanding and value of nature. For example, children wiggle their fingers as they talk about the birds and squirrels that live in the trees and the worms and insects that live in the earth. Children learn to take care of the planet by recycling and using natural products. Children make good progress in their learning, including children with special educational needs and/or disabilities.

Children freely explore their natural environment, gaining confidence as they climb trees and transport logs and branches. They use planks of wood and pallets to create bridges that they later use in their storytelling. Children work together to make dens. This helps children to develop good physical skills and demonstrate a strong belief in their abilities.

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

- Children use the environment to recall stories that they have learned and enjoyed. For example, they use a bridge that they have made to tell the story of 'The Three Billy Goats Gruff'. Children decide which characters they will play. As the story is narrated, they walk across the bridge and recall what the characters say. This helps to instil within children a love of books and stories.
- Babies develop good physical skills as staff support them to be independent. They navigate the steps on their own, often sitting on them to ponder at the world around them. Babies have a wealth of sensory experiences to explore, such as sand, soil, leaves and dough.
- Children learn to manage their own risks and make calculated decisions. For example, when listening to a story about fire, children confidently recall the rules for sitting around the fire. They demonstrate their understanding of these rules as they walk safely around the seating area.
- Children enjoy mealtimes, which are social events. Staff promote and encourage healthy eating and support children to develop their independence. For instance, staff provide children with small tasks, such as collecting and preparing their lunch and washing their dirty dishes. There are good personal hygiene practices in place. Children independently wash their hands before eating and after

personal care routines.

- There are effective procedures in place for children starting at the kindergarten. This enables parents and children to get to know the staff and understand the ethos of the kindergarten. As a result, when children start, they settle very quickly and have already made positive relationships with their key person.
- The special educational needs coordinator is knowledgeable about the children in attendance who require additional support. She works closely with each child's key person, family and agencies to ensure that children receive timely interventions and targeted support to meet their development needs.
- Partnership with parents is good. Parents know about what and how their children are learning through the online system and daily communication. Discussions between staff and parents help to extend children's learning at home.
- The manager offers opportunities to support staff's professional development through external training or from more experienced staff sharing their knowledge. The manager provides regular supervision meetings for staff. These aim to check on staff's well-being and to identify any concerns or issues they may have.
- The manager has inspired staff to work well as a team. She uses staff's strengths to ensure that they are motivated to provide a wonderful environment where children can thrive.
- Staff carry out regular assessments of children's learning and development. New information sharing procedures have been introduced between staff to quickly identify what support children currently require and when they have achieved this. However, due to the limited time since this has been introduced, this is not yet fully embedded into practice with all staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff have thorough risk assessments in place to ensure that children are safe and secure in the woodland areas. All staff have a good understanding of their roles in keeping children safe. They are able to identify the signs and symptoms that may indicate a child could be at risk of harm, including from radicalisation and extremism. All staff know who to raise any child protection concerns with to make sure that children are safe from harm. Staff use good record keeping to ensure that any risks or patterns in children's welfare are identified and actions taken as quickly as possible.

What does the setting need to do to improve?

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

- continue to implement the new procedures for information sharing between

staff, with regards to children's next step in learning and any interventions that may be required to ensure that children make even better progress.

Setting details

Unique reference number	EY486454
Local authority	Sheffield
Inspection number	10259390
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	34
Number of children on roll	47
Name of registered person	Sheffield Woodland Kindergarten Ltd
Registered person unique reference number	RP534372
Telephone number	07515021243
Date of previous inspection	23 September 2022

Information about this early years setting

Sheffield Woodland Kindergarten Ltd registered in 2015 and is located in Sheffield. The kindergarten employs 13 members of childcare staff. Of these, nine members of staff hold appropriate early years qualifications at level 2 or above. The kindergarten opens all year round, Monday to Friday, except for bank holidays, and two weeks at Christmas, Sessions are from 8am to 5.30pm. The kindergarten provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the kindergarten and the curriculum is organised.
- The inspector observed children's experiences in the kindergarten and assessed the impact these have on the children's learning.
- Children spoke to the inspector about their experiences in the kindergarten.
- Parents shared their views of the setting with the inspector.
- The inspector held a meeting with the management team, including to review relevant documentation, such as staff's suitability and training.

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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