

# Inspection of SWK Whiteley Woods

Whiteley Wood Outdoor Activity Centre, Common Lane, Sheffield S11 7TG

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Inspection date:

18 July 2025

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive and make excellent progress in this outdoor setting. There is a strong focus on building children's characters. Staff help children to think critically and to develop a wide range of vocabulary. They consider what children need to be able to do by the time they start school. As a result, children start school with a wide range of skills and knowledge that ensures their success.

Staff are excellent role models who children build deep bonds with. They feel safe and secure with staff. Relationships are key to the ongoing social and emotional development of all children. They make genuine friendships and work together, to solve problems and take on challenges. Children learn about the impact they have on others and how they make a positive contribution.

Staff help children to develop their individual characters. They model for children how they can ask questions or how they can effectively communicate with their peers. For example, staff make suggestions of how children could ask a friend for help. Staff consistently praise children. They use specific praise so that children know where they are excelling. For example, staff praise them for their patience. Children develop positive self-esteem and become confident individuals. Children's behaviour is exemplary, as staff help them to understand what is expected of them.

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

- Staff support children to develop a wide range of vocabulary. They repeat back words to them and help them to extend single words into sentences. The impact of this can be seen across the provision. For example, children stretch and say, 'I am touching the tip of the lion's mane'. They learn to use descriptive language and regularly engage in detailed conversations.
- Staff are skilled at introducing mathematics into the environment. They provide opportunities for children to transport items in containers. They help children to learn about capacity, shapes, number and colour. They learn about patterns, height and distance. They use tape measures with confidence and compare different sizes. Children learn a wide range of mathematical concepts.
- Children learn about how to keep themselves safe and healthy. Staff teach them about staying safe in the sun and the effects of not wearing a hat or sun protection. They allow children to take risks in the environment, whilst being nearby enough to keep them safe. Children develop resilience and knowledge of the world that they live in.
- Staff promote children's independence in many ways. Staff show children how to use equipment safely and children listen and learn. For example, they skilfully chop tomatoes and avocados. They peel off lids and dispose of their rubbish without being asked. Children become confident and independent individuals.

- Staff help children to learn about the recycling of plastics and food waste. For example, children are encouraged to get as much out of the avocado as they can, so that, they do not waste any. They are highly valued individuals who contribute in many ways right across the provision.
- Staff ask children provoking questions to help them to think independently. Children tie string from one tree to another and when the string is too short, staff ask, 'what can we do?'. Children say, 'maybe if I unroll it like this'. When they cut the string too short, they say, 'I know, we can tie two pieces together'. Children are confident problem solvers.
- Key persons know the children well. They are sensitive to their needs. They ensure that intensive support plans are put in place for those children who need extra support. This ensures that all children, including those with special educational needs and/or disabilities (SEND) make rapid progress from their starting points.
- Highly effective monitoring of staff practice and children's progress, ensures that children receive consistently engaging learning that helps them to make excellent progress from their starting points.
- Parents benefit from workshops, where they receive information that helps them to support their children's communication and language or personal development. There is strong engagement from parents and an effective flow of information.
- Managers ensure that any individual funding that they receive for children, is used to further support their needs and development. For example, they use the funding to offer individual support or to offer additional opportunities that children might not otherwise have. This contributes to children's ongoing progress.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2742774                                                                           |
| <b>Local authority</b>                             | Sheffield                                                                         |
| <b>Inspection number</b>                           | 10405861                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care                                                                     |
| <b>Age range of children at time of inspection</b> | 2 to 5                                                                            |
| <b>Total number of places</b>                      | 64                                                                                |
| <b>Number of children on roll</b>                  | 88                                                                                |
| <b>Name of registered person</b>                   | Sheffield Woodland Kindergarten Ltd                                               |
| <b>Registered person unique reference number</b>   | RP534372                                                                          |
| <b>Telephone number</b>                            | 07515021243                                                                       |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

SWK Whiteley Woods registered in 2023. The nursery employs eight members of childcare staff. Of these, seven hold an appropriate early years qualification at level three or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

**Inspector**  
Aimee Hill

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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