



# **INDEPENDENT SCHOOLS INSPECTORATE**

**THE PETERBOROUGH SCHOOL**

**EARLY YEARS FOUNDATION STAGE**

**INTERMEDIATE INSPECTION**

# INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	<b>The Peterborough School</b>
DfE Number	<b>874/6000</b>
EYFS Number	<b>EY285914</b>
Registered Charity Number	<b>269667</b>
Address	<b>The Peterborough School Thorpe Road Peterborough Cambridgeshire PE3 6AP</b>
Telephone Number	<b>01733 343357</b>
Fax Number	<b>01733 355710</b>
Email Address	<b>admin@thepeterboroughschool.co.uk</b>
Head	<b>Mr Adrian Meadows</b>
Chair of Governors	<b>Ms Lynne Ayres</b>
Age Range	<b>6 weeks to 18 years</b>
Total Number of Pupils	<b>431</b>
Gender of Pupils	<b>Mixed</b>
Numbers by Age	<b>0-2 (EYFS): 36    5-18: 322 3-5 (EYFS): 73</b>
Head of EYFS Setting	<b>Mrs Ann-Marie Elding</b>
EYFS Gender	<b>Mixed</b>
Inspection dates	<b>24 Jan 2012 to 25 Jan 2012</b>

## PREFACE

This inspection report follows the ISI schedule for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the school.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

## **INSPECTION EVIDENCE**

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mrs Ann Stranack

Early Years Lead Inspector

Mrs Irene Collins

Team Inspector for Early Years (Head of Early Years, IAPS school)

# CONTENTS

	Page
<b>1 THE CHARACTERISTICS OF THE SCHOOL</b>	<b>1</b>
<b>2 SUMMARY</b>	<b>2</b>
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
<b>3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE</b>	<b>3</b>
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	3
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	3
(c) The quality of the provision in the Early Years Foundation Stage	3
(d) Outcomes for children in the Early Years Foundation Stage	4

## 1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 The Peterborough School was founded in 1895 as a school for girls. It moved to the present ten-acre site in Thorpe Road in 1936 and later became a charitable trust. The school was incorporated into the Woodard Corporation in 1974. It is managed by its own governing body, some of whose members are Woodard Fellows. In 2002, a co-educational nursery was opened in the grounds of the school. The two storey house has been adapted to cater for the Early Years Foundation Stage (EYFS) children between the ages of six weeks and four years. It also includes various outdoor areas. The nursery is open all year, excluding bank holidays, from 7.30am until 6.30pm. In 2010 the school became fully co-educational and changed from Peterborough High School to its current name.
- 1.2 The nursery aims to nurture babies, toddlers and pre-school children in a happy, lively and caring environment. It welcomes children of all faiths and no faith at all, and offers an experience of Anglican worship. All children, whatever their race, gender, nationality or creed are offered an equal opportunity to develop their individual strengths and interests.
- 1.3 The nursery currently educates 92 children. Of these 33 in the baby and toddler rooms, and three in the pre-school room are under 3 years old. Five boys and six girls attend full-time and 14 boys and 11 girls, part-time. The children come from a broad range of backgrounds, including professional and business families in Peterborough and surrounding areas. Two children speak English as an additional language (EAL) and receive support.
- 1.4 Since the previous inspection, the outdoor play areas have been extended and self-service at meal times introduced. Communication with parents now includes, for example, involving them in a new language initiative, offering home visits and providing parents' meetings.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following tables.

### ***Early Years Foundation Stage Setting***

School	NC name
Baby Room	Nursery
Toddler Room	Nursery
Pre-School	Nursery
Reception	Reception

## **2. SUMMARY**

### **(i) Compliance with regulatory requirements**

- 2.1 The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

### **(ii) Recommendation for further improvement**

- 2.2 The school is advised to make the following improvement.
1. Develop more activities to give children greater opportunities to develop skills relating to problem solving, reasoning and number.

### **3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

#### **3.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

3.1 The effectiveness of the EYFS is outstanding. The children's needs are met exceedingly well. Outstanding staff teamwork ensures that rapid progress is made in all areas of learning and development. Each child is highly valued and positively encouraged within a stimulating learning environment. Since the previous Ofsted inspection, systems to monitor and evaluate the provision have been successfully implemented. Staff constantly strive to make further improvements to sustain the excellent standards. Parents are fully involved in their children's learning.

#### **3.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

3.2 Leadership and management are outstanding. Highly effective policies and risk assessments to safeguard children and eliminate discrimination are fully implemented by staff. Excellent links are developed with parents who contribute usefully to their children's detailed records of achievement. Parents are very appreciative of the excellent care given by staff, and the daily reports compiled by their key person. Links with outside agencies, including additional settings, provide high quality support for the children. Staff undergoing further training share their experiences with the highly professional team. New initiatives are implemented with skill. The governors' Early Years sub-committee works with the staff to develop an ambitious vision for the future. Careful planning, including the use of generous, appropriate resources, ensures that each child has an equal opportunity to develop in all curriculum areas.

#### **3.(c) The quality of the provision in the Early Years Foundation Stage**

3.3 The quality of the provision is outstanding. Well qualified, enthusiastic staff use the stimulating areas, both inside and out, to encourage the children to settle happily and confidently. Careful planning and excellent team work ensure that each child can learn and develop at an appropriate speed. The staff are aware that there are insufficient opportunities for children to develop their skills in problem solving, reasoning and numeracy. Concise children's records are used to plan their next steps in learning, frequently including the child's special interests. Highly effective systems identify children's specific learning needs and provide support. Imaginative schemes help children to progress to the next class. There is a very good balance between child-initiated and adult-led activities. Outdoor learning occurs daily with frequent free-flow access for the older children. Children are cared for extremely well. Staff are excellent role models for safe and healthy behaviour, regularly checking equipment. The happy, social mealtimes provide very nutritious food.



### **3.(d) Outcomes for children in the Early Years Foundation Stage**

- 3.4 Outcomes for the children are outstanding. From many different starting points children make excellent progress. By the age of three they handle books carefully and turn pages. They show an interest in number problems and use computers competently. Children are enthusiastic learners who enjoy participating in activities. The youngest are very eager to feed themselves although accepting help when needed. All are delighted to share their achievements with visitors and appreciate the praise received from staff. All age groups show concern for each other and work with considerable concentration both individually and co-operatively. They take great pride in clearing up after an activity and preparing for snack time. They respond excellently to the staff's high expectations for good behaviour which create a calm and purposeful nursery. Children are aware of danger when pedalling cars. They understand about personal hygiene as they wash their hands before meals and clean their teeth afterwards.