



# **INDEPENDENT SCHOOLS INSPECTORATE**

**REGULATORY COMPLIANCE INSPECTION**

**NORFOLK HOUSE SCHOOL**

# INDEPENDENT SCHOOLS INSPECTORATE

## Norfolk House School

Full Name of School	<b>Norfolk House School</b>
DfE Number	<b>330/6027</b>
EYFS Number	<b>EY393691/478000</b>
Address	<b>Norfolk House School 4 Norfolk Road Edgbaston Birmingham West Midlands B15 3PS</b>
Telephone Number	<b>0121 4547021</b>
Email Address	<b>info@norfolkhouseschool.co.uk</b>
Head	<b>Mrs Sarah Morris</b>
Proprietors	<b>Norfolk House Limited</b>
Age Range	<b>Norfolk House School – 3 to 11 years Norfolk House Nursery – 3 months to 4 years</b>
Total Number of Pupils	<b>Norfolk House School – 153 Norfolk House Nursery – 66</b>
Gender of Pupils	<b>Mixed (132 boys; 87 girls)</b>
Number of EYFS Children	<b>Norfolk House School – 40 Norfolk House Nursery – 66</b>
Ownership and Governance	The school is a limited company with two directors who are responsible for governance.
School Structure	The school operates as 2 separate departments. The preparatory school is for pupils from the ages of 3 to 11 who attend in term time only. The Nursery is separately managed and caters for children from 3 months to 4 years old, who can attend for 52 weeks of the year excluding public and bank holidays.
Inspection Dates	<b>24 Nov 2015 to 25 Nov 2015</b>

## ABOUT THE INSPECTION

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) Regulations 2014. Accordingly, this inspection records whether the school complies with each of these Regulations, which are arranged in eight Parts, each of which is divided into separate paragraphs. Compliance is judged both by written formulation and by implementation. The Regulations represent minimum requirements and are given as either 'met' or not 'met'.

Additionally, inspections consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the Education (Abolition of Corporal Punishment) (Independent Schools) Regulations 1989.

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 August following their fifth birthday. For children aged from two to five, this report evaluates the extent to which the setting fulfils the requirements of the Independent School Standards Regulations and related aspects of the EYFS Statutory Framework.

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) the school's aims, detailed coverage of the quality of educational provision or pupils' achievement;
- (ii) an exhaustive health and safety audit;
- (iii) an in-depth examination of the structural condition of the school, its services or other physical features;
- (iv) an investigation of the financial viability of the school or its accounting procedures;
- (v) an investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be mentioned specifically in the published report but will have been considered by the team in reaching its judgements.

The report reflects the evidence used in deciding whether the school's provision meets or does not meet the various requirements. Grades are not provided for the quality of the school as a whole or for each aspect inspected.

If the school has EYFS registered provision (for children under the age of two), reports use the same evaluative terminology ('outstanding', 'good', 'requires improvement' and 'inadequate') as Ofsted reports.

National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of the directors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

## **INSPECTORS**

Lady Fiona Mynors	Reporting Inspector
Mr Martin Sims	Compliance Team Inspector (Bursar, IAPS school)
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years
Ms Anne McConway	Early Years Team Inspector (Former head, non-association school)

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Norfolk House School, founded in 1967, is a co-educational preparatory school situated in a residential area of Birmingham. It educates pupils from the ages of 3 months to 11 years. The Nursery department operates from a building adjacent to the main school.
- 1.2 Since the previous inspection the management team has increased in size, some of the school's facilities have been refurbished, and in 2014 a new head was appointed. The school has opened an additional Nursery on a separate site, but this was not included as part of the inspection.
- 1.3 Pupils and children come from professional and business families based in the local area, and their ethnic backgrounds reflect the wide range of diversity of the local community.

## **2. COMPLIANCE WITH REGULATORY STANDARDS**

### **Part 1 Quality of education provided**

#### **Curriculum**

- 2.1 The school meets the Regulations.
- 2.2 The school's written curriculum policy and supporting schemes of work take account of the ages, aptitudes, interests and needs of all pupils. Curriculum documentation and planning provide effective strategies to support the pupils' personal development, and do not undermine their understanding of core British values. [Paragraph 2(1)]
- 2.3 From the Early Years Foundation Stage (EYFS) to Year 6, the curriculum and extra-curricular activities provide pupils with a breadth of learning experiences which prepare them effectively for life in modern Britain. These include all the requisite areas of learning and speaking, listening, literacy and numeracy skills. From Year 1, pupils gain experience of French. [Paragraph 2(2)(a), (b) and (i)]
- 2.4 A suitable programme of personal, social, health and citizenship education (PSHCE), which includes aspects regarding economic awareness, is provided through timetabled lessons and supported by whole-school assemblies and visiting speakers. Reflecting the school's aims, an emphasis is placed on encouraging respect and tolerance for others. [Paragraph 2(2)(d)]
- 2.5 The educational programmes in the EYFS are appropriate. They include the necessary three prime areas of personal, social and emotional development, communication and language, and physical development, as well as literacy, mathematics, expressive arts and design. As part of gaining an understanding of the world, children have opportunities to learn outdoors in the school garden. [Paragraph 2(f)]
- 2.6 Appropriate strategies to support pupils with special educational needs and/or disabilities (SEND) and those for whom English is an additional language (EAL), and the provision of sufficient challenge for the more able, enables pupils of all abilities to learn and make good progress. [Paragraph 2(2)(h)]

#### **Teaching**

- 2.7 The school meets the Regulations.
- 2.8 Teaching enables pupils to make good progress in line with their ability. As a result they increase their knowledge and understanding, and develop their skills, across the full range of subjects taught. [Paragraph 3(a)]
- 2.9 Carefully planned lessons, underpinned by teachers' good subject knowledge and detailed understanding of pupils' needs and prior attainment, are conducted at a suitable pace with expectations of appropriate behaviour. Pupils are encouraged to think and learn for themselves through challenging questioning and opportunities to undertake a variety of interesting activities. Suitable resources are used effectively. In this stimulating learning environment, pupils are motivated to work hard both individually and co-operatively, and they complete the appropriate tasks set with suitable effort. All pupils are treated equally; traditional British values of respect and

tolerance are not undermined and are apparent across the school. Pupils who responded to the pre-inspection questionnaire all indicated that they find their lessons interesting and engaging, that they are encouraged to do their best and that they are given help if they need it. [Paragraph 3(b), (c), (d), (e), (f), (h), (i), (j)]

- 2.10 Assessment processes across the school provide useful information to support the pupils' learning and progress. In the EYFS, effective assessment systems include information gained from parents and through regular observation by staff. These are used efficiently to plan teaching to match children's individual needs and interests so that they can make progress towards the expected levels of development at the end of the Reception year. From Year 1, newly introduced assessment and tracking systems have begun to provide a sharper focus for staff to use in planning lessons to strengthen the pupils' progress. Marking is constructive and provides pupils with guidance on how to improve their work. [Paragraph 3(g)]
- 2.11 The pupils' attainment is measured by the school's own framework and through national standardised tests. [Paragraph 4]

### How well do pupils achieve?

<b>Pupils' Ability</b>	The ability profile of the school in Year 6 is well above the national average with over a half of pupils having ability that is well above average, and few having ability that is less than above average.
<b>Pupils' Needs</b>	Two pupils receive support for SEND. None have a statement of special educational needs or an education, health and care plan. Two pupils have EAL and receive support. The school has identified twenty-three more able pupils, who are considered to have high academic or special ability.
<b>Pupils' Achievements</b>	Results in National Curriculum tests at age eleven are exceptional in relation to the national average for maintained junior schools. Results in reading in 2013-14 are ranked slightly lower than writing and mathematics.

## Part 2 Spiritual, moral, social and cultural development of pupils

- 2.12 The school meets the Regulations.
- 2.13 The school's ethos positively encourages pupils to be considerate and respect others, irrespective of background or faith. It actively supports the common values that underpin the British way of life and strengthens the pupils' personal development. Care is taken to ensure that the pupils benefit from a balanced view when they are presented with political ideas or topics. [Paragraph 5(a), (c) and (d)]
- 2.14 From the EYFS upwards pupils are confident and self-assured. Children in the EYFS work together and show respect towards each other, confidently making choices when undertaking their activities, and demonstrating suitable personal, social and emotional development. All pupils enjoy lively, articulate conversations and discussions with their peers, teachers and visitors. They are courteous and understand right from wrong as well as the need for good behaviour within an accepted code of conduct. They are developing an awareness of the civil and



criminal law in England, and draw up their own rules for appropriate play and behaviour in the garden. Pupils conscientiously undertake roles of responsibility such as helping in the library or during wet playtimes. [Paragraph 5(b)(i), (ii) and (iii)]

- 2.15 Pupils acquire an understanding of current affairs and public institutions through assemblies, visiting speakers and PSHCE. They gain an awareness of their local community. Pupils visited their local church and entertained older people at a residential home. As part of a curriculum challenge week on 'My City' pupils considered aspects of Birmingham. Elections for the school council ensure that pupils understand democratic processes. In their responses to the pre-inspection questionnaire, a few pupils felt that their views and ideas are not listened to in class or in school. Inspection evidence did not support this view. In lessons, activities and across the school teachers are attentive to pupils. Pupils can also make formal suggestions for improvement, such as additional play equipment, through the school council. They have many opportunities for lively discussion in lessons so that they are confident to put their own views forward and recognise that they must listen to others' views without discrimination in a civilised manner. Pupils appreciate different cultural traditions within the school community, showing respect and interest in a variety of festivals, and they enjoyed the opportunity to wear national dress on a day to celebrate cultural diversity. [Paragraph 5 (b)(iv), (v), (vi) and (vii)]

### What are pupils' views of the school?

Pupils are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Thirty-seven pupils responded to part or all of the questionnaire. The table below shows the proportions of pupils who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>			
1. I enjoy school	94	6	4
2. I find my lessons interesting and engaging	100		4
3. The school gives me the support I need to learn	95	5	2
4. I can get help if I need it	100		5
5. The school encourages me to do my best	100		2
6. I feel safe and happy at school	91	9	5
7. My views and ideas are listened to in class and in school	83	17	9
8. Behaviour is good in the school	72	28	9
9. Teachers are fair in the way they give rewards	83	17	8
10. Teachers are fair in the way they give sanctions	80	20	7
11. The school deals with bullying	94	6	5
12. There is a member of staff or senior pupil I can turn to if I have a problem	94	6	4

### Part 3 Welfare, health and safety of pupils

- 2.16 The school meets all the Regulations.
- 2.17 Arrangements to safeguard and promote the welfare of pupils across the school are efficient. The safeguarding policy is appropriate and suitably implemented, with reminders placed around the premises detailing what staff or pupils should do if they have concerns. The school takes appropriate advice when necessary from external agencies. All staff, including those with designated responsibilities, have up-to-date training and a clear understanding about their roles in safeguarding pupils and promoting their welfare in line with current guidance. They have also undertaken training in the Prevent strategy to understand how to identify those who may be at risk of being drawn into extremism. New staff undergo an extensive induction programme with particular emphasis on the safeguarding and welfare of the pupils. All staff in the EYFS know that personal cameras and mobile telephones must not be used within the setting, and have declared that they are not disqualified by association from working with children. Recruitment procedures are rigorous. [Paragraph 7(a) and (b)]
- 2.18 Staff implement the school's behaviour policy consistently so that pupils of all ages have a clear understanding of what is expected of them. In their responses to the pre-inspection questionnaire, a small minority of pupils felt that behaviour in school is not good and that the rewards and sanctions are not always fairly issued by teachers. Parents felt that good behaviour was promoted by the school. A new system for rewards and sanctions had been introduced prior to the inspection, to which the pupils had yet fully adapted. Detailed records of behavioural issues demonstrated that staff implemented policies in an even-handed way, as they reprimanded and supported pupils appropriately when incidents of bad behaviour occurred. [Paragraph 9(a), (b) and (c)]
- 2.19 Staff and pupils understand the anti-bullying policy. Careful records indicate that the few cases of bullying are handled carefully and appropriately. Pupils stated in discussions that they usually got on well with each other and were quick to assert that if they had any concerns they would seek the support of staff, confidently knowing that they would receive aid. [Paragraph 10]
- 2.20 The school has a written health and safety policy which is effectively implemented. Suitable systems review and monitor all health and safety processes. Staff are appropriately trained and the school is maintained to a standard that ensures that pupils are educated in a safe environment. [Paragraph 11]
- 2.21 Policies and procedures to reduce the risk from fire are appropriate. Fire drills are regular and efficiently recorded. Fire equipment is maintained and suitably monitored, and staff have the necessary training. [Paragraph 12]
- 2.22 The written first-aid policy is implemented effectively. Appropriately trained staff administer first aid in a timely and competent manner. Paediatric first aiders are always present whenever EYFS children are on the school site and they accompany them on visits. Records for the administration of medicines and accidents are maintained and monitored efficiently. Parents are informed when medication has been administered or when a pupil has a serious injury. [Paragraph 13]
- 2.23 The school ensures that pupils are properly supervised at all times and that ratios within the EYFS are appropriate. Staff on duty across the school were observed to

interact easily with pupils who approached them to share any concerns or to engage in friendly conversation. [Paragraph 14]

- 2.24 Admission and attendance registers are appropriately maintained and stored for three years. [Paragraph 15]
- 2.25 The welfare of all pupils is safeguarded and promoted through the clear written risk-assessment policy supported by appropriate risk assessments for all activities, off-site visits and areas of the school. Senior managers and the proprietor monitor risks appropriately and take action as quickly as necessary. [Paragraph 16]

### **Other legislation**

- 2.26 The school has a suitable accessibility plan to improve educational access for pupils with SEND. [Equality Act 2010]
- 2.27 Corporal punishment is not used or threatened. [The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989]

### **Part 4 Suitability of staff, supply staff and proprietors**

- 2.28 The school meets the Regulations.
- 2.29 The proprietor has ensured that all staff have the appropriate recruitment checks required before employment. Necessary checks on supply staff are also carried out in a suitable manner. [Paragraphs 18 and 19]
- 2.30 Appropriate checks have been completed to ensure the suitability of the school's proprietor. [Paragraph 20]
- 2.31 The single central register of appointments of staff is accurately maintained. [Paragraph 21]

### **Part 5 Premises and accommodation**

- 2.32 The school meets the Regulations.
- 2.33 Sufficient toilet and washing facilities are provided for pupils and appropriately separated by gender. Suitably labelled drinking water is available to pupils and hot water is maintained at an appropriate temperature. [Paragraphs 23 and 28]
- 2.34 The accommodation for the care of sick or injured pupils is adequate with a toilet easily accessible as required. The school is currently developing a new medical room to improve the facilities for the treatment and care of pupils. [Paragraph 24]
- 2.35 Great care is taken to maintain the school premises and accommodation so that the welfare, health and safety of pupils are ensured. The school is implementing a rolling programme of improvements, and regular cleaning and rubbish collection takes place throughout the day. External and internal lighting is appropriate and sound insulation across the school is suitable. [Paragraphs 25, 26 and 27]
- 2.36 Pupils have access to suitable, secure outdoor space for playtimes and in which they can take appropriate physical exercise. Children in the EYFS also have access to an adjacent garden for additional outdoor experiences. [Paragraph 29]

## **Part 6 Provision of information**

2.37 The school meets the Regulations.

2.38 From the EYFS upwards, parents receive regular reports which include detailed information about their children's progress and attainment. All necessary information about the school's policy and procedures is readily available for parents of current and prospective pupils on the school's website or from the school office. [Paragraph 32]

## **Part 7 Manner in which complaints are handled**

2.39 The school meets the Regulations.

2.40 An appropriate written complaints policy is made available to parents and implemented effectively. In the year preceding the inspection, no formal complaints had been made. In comments made in their questionnaire responses and in discussion at the school, parents indicated that it was easy to raise any concerns that they might have. Senior managers are always available at the beginning and end of the day if parents wish to contact them informally, and more formal appointments can be made as well. Almost all parents who responded to the questionnaire were overwhelmingly positive about all aspects of the school's educational provision and the care afforded to their children. [Paragraph 33]

## **Part 8 Quality of leadership and management**

2.41 The school meets the Regulations.

2.42 Since the arrival of new leadership and the increase in the senior leadership team, all aspects of the school's education and provision have been reviewed. Areas for improvement have been identified and many have already been implemented. This demonstrates that the management and leadership have good skills and knowledge appropriate to their role, and effectively fulfil their responsibilities to ensure that the school consistently meets regulatory requirements. The pupils' well-being is a priority within all the school's policies and procedures. [Paragraph 34]

## What are parents' views of the school?

Parents are asked to respond as 'agree' or 'disagree' with the option to specify 'no view' or not to answer individual questions. Fourteen parents responded to part or all of the questionnaire. The table below shows the proportions of parents who responded 'agree' or 'disagree' in relation to each question, and the number who didn't offer a view.

	% Agree	% Disagree	Number offering no view
<b>School questions</b>	100		1
1. My child is happy at the school.	100		2
2. My child is making good progress at the school.	100		
3. My child feels safe at the school.	100		
4. My child is well looked after at the school.	100		
5. The school actively promotes good behaviour.	100		
6. There is someone for my child to go to if problems arise in the school.	100		1
7. The school welcomes my views.	100		2
8. The school deals well with bullying.	100		9
9. Behaviour is well managed.	100		1
10. I receive good information about my child's progress, the school's policies and activities/events.	100		1
11. I receive timely responses to my questions, concerns and complaints.	100		
12. My child has access to a broad curriculum.	100		
13. My child's individual educational needs are being met at school.	93	7	1
14. I would recommend the school to another parent.	100		1

### 3. SUMMARY OF REGULATORY COMPLIANCE

	All requirements met?
Part 1 Quality of education provided (curriculum)	Yes
Part 1 Quality of education provided (teaching)	Yes
Part 2 Spiritual, moral, social and cultural development of pupils	Yes
Part 3 Welfare, health and safety of pupils, including Other legislation	Yes
Part 4 Suitability of staff, supply staff and proprietors	Yes
Part 5 Premises and accommodation	Yes
Part 6 Provision of information	Yes
Part 7 Manner in which complaints are handled	Yes
Part 8 Quality of leadership and management	Yes

#### Action points

3.1 The school meets all the regulatory requirements.

#### Progress since the previous inspection

3.2 The school met all the regulatory requirements at the time of the previous inspection.

## **4. THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE**

### **4.(a) Overall effectiveness: the quality and standards of the early years provision**

4.1 The overall effectiveness of the early years provision is outstanding. Children of all abilities make excellent progress in their learning and development, from their various starting points. Rigorous planning is securely based on detailed observations. It ensures that the needs of all children are fully met and that appropriate challenge is provided in preparation for the next stage of their education. Staff praise kind and thoughtful behaviour, encouraging the children to respect the feelings of their peers. Key staff know the children well, working together to promote a secure and happy family atmosphere within each age group. Stringent monitoring and implementation of policies and procedures, supported by an effective staff induction programme and regular supervisions, ensure that the requirements for children's safeguarding and welfare are fully met. Regular self-evaluation and constant updating on statutory requirements for the EYFS promote the capacity for continuous improvement across the setting. In response to the previous inspection recommendation, children's opportunities to learn through play and exploration have been strengthened.

### **4.(b) Effectiveness of leadership and management**

4.2 The effectiveness of leadership and management is outstanding. The proprietor pays close attention to the direct oversight of the Nursery, ensuring that policies, including safeguarding procedures, are carefully updated and implemented. Staff ratios are appropriate across the setting to ensure that children are extremely well cared for at all times. Working closely with management, an ambitious, shared vision ensures high standards of provision and care for all children. Staff work as a cohesive team, constructively evaluating their practice to produce the best outcomes for the children. Regular supervision meetings provide staff with focused opportunities to discuss the progress of the children for whom they have responsibility. The rigorous induction programme for new staff encompasses all aspects of policies and procedures, and ensures that the high expectations of staff professional standards are maintained. Ongoing performance management reviews effectively identify action points for individual staff and inform their future training needs. Inclusive, reflective practice secures continuous improvement and contributes appropriately to the action plan, which includes further development of the outside area and building on strong existing links with parents. In their responses to the pre-inspection questionnaire and in discussions, parents were positive about all aspects of the provision and care for their children.

4.3 The educational programmes provide a wide range of activities for children to develop their skills across the prime and specific areas of learning. Opportunities based on real-life experiences, and the interests of the children, add to the breadth and relevance of the curriculum. Older children benefit from access to the main school's library and more space for activities in the hall for additional educational experiences. Accurate assessment of children's progress against developmental goals and the checks conducted when they reach the age of two ensure that any individual learning needs are identified promptly, and parents and outside agencies are consulted if necessary. Continuous monitoring means that progress for all age

groups is maintained, preparing children effectively for their next class or making them ready and confident for school.

- 4.4 Staff actively promote equality and diversity, celebrating calendar events around the world and inviting parents to contribute to special cultural experiences. Core British values are translated into a child-friendly format across the setting, for example using 'Golden Rules' and a poster depicting the importance of good listening and of sharing. Children respond positively to the setting's consistently high expectations of good behaviour in treating everyone fairly in a positive, friendly way.
- 4.5 Robust recruitment checks and focused staff training, including in safeguarding, Prevent and welfare, health and safety ensure the children's safety at all times and guard against extremism and radicalisation. Thus arrangements for safeguarding are effective.

#### **4.(c) Quality of teaching, learning and assessment**

- 4.6 The quality of teaching, learning and assessment is outstanding. Staff have high expectations of all children whatever their ability, and ensure that the educational programmes are accessible and relevant to their needs and interests. Extremely well-trained staff apply their informed knowledge of the stages of each child's development to record detailed observations of their progress against age-related developmental goals. They use this effectively to plan appropriate and varied activities for the next stages in children's learning. The high expectations of key staff continually encourage the children to move forward; for example when a child under the age of two was ready to drink from a cup, appropriate sensory stimuli were introduced to familiarise her to the concept.
- 4.7 A good balance of adult-led and child-initiated experiences ensures that appropriate challenge and support is provided to meet the needs of all children. Following an activity to paint and explore the textures of fruit, two year olds were encouraged to extend their learning by using their paint-covered hands to print pictures. Children access the outdoor area for limited periods, but planning includes insufficient opportunities for them to undertake a wide variety of learning experiences. Careful assessment information is used to plan teaching and learning strategies, and staff monitor all children efficiently to ensure that they make rapid progress and achieve highly in relation to their ages and abilities. Staff adapt day-to-day planning as necessary to revisit topics if children do not have a secure grasp of a concept. They ensure that children understand how well they are doing, through praise and celebration of their successes. Parents understand how they can contribute to their children's success, recording special experiences or achievements at home for inclusion in their children's 'Learning Journey' folder. Key staff incorporate this information efficiently into their planning, for example building on significant developments such as taking first steps or sitting up alone.
- 4.8 Informal opportunities to talk to staff and scheduled meetings to discuss developmental summaries ensure that parents are fully informed of their children's progress against age-related goals. Detailed diaries for the youngest children record key information for the day, facilitating a smooth transition between home and the Nursery. Reports to parents are detailed, explain clearly how well children are progressing and identify the next steps in their learning. During the inspection, and in their questionnaire responses, parents expressed satisfaction with the information that they receive.



- 4.9 Staff promote equality of opportunity and the recognition of diversity in teaching and learning. Children are encouraged to respect their different cultures and backgrounds, for example finding out how to greet each other in different languages. Carefully planned activities and routines support the children to acquire skills for life. Older children know how to carry scissors and pencils safely, and they immediately obey the signal to freeze when younger children walk through the room. Teaching ensures that the children are confident and extremely well equipped with skills and the capacity to learn and develop, in readiness for the next stages of their learning.

#### **4.(d) Personal development, behaviour and welfare**

- 4.10 The personal development, behaviour and welfare of the children is outstanding. Staff strongly promote a sense of achievement in the children and encourage them to investigate their surroundings. For example, older children looking at rock samples discovered and experimented with the patterns seen when they were held against the light. Young children are gently guided to learn to feed themselves and praised for their efforts.
- 4.11 The relaxed and calm start to the day across the setting allows children to settle and to choose from the range of activities prepared for them. Older children gain independence as they enjoy playing in the home corner, preparing and cooking the fresh vegetables provided and catching up on the ironing. Children's enjoyment of their learning is evident in all of their activities. Younger children enjoy listening to stories, joining in with the text and predicting the finale as part of their weekly visit to the library.
- 4.12 Children across the setting feel secure within the family atmosphere engendered in their rooms. The youngest children smile at each other as their awareness of their peers develops and they wait patiently for their lunch, listening to gentle background music. The well-embedded system for gradually settling children into their new rooms prepares them effectively for change and ensures that they feel confident and secure. In preparation for future schooling, staff model mutual respect. They encourage children to take turns, and to develop their independence by choosing their own snacks or feeding the fish.
- 4.13 Key staff know children and their families extremely well; close daily communication ensures that parents are well informed about their children's activities and that staff are able to support home-training schedules. Careful planning and the display of rotas ensure that parents know who is looking after their children if the key person is not available. Children arrive promptly and their attendance is carefully recorded, with staff following up any concerns related to unusual absence.
- 4.14 Constant vigilance and gentle reminders from staff promote a keen awareness of the need for the children to behave well, consider others and look after themselves. Older children are guided to look after their own personal hygiene. They understand how to cross the road safely, enjoying playing the role of pedestrians or motorists on the 'road' in the garden.
- 4.15 Healthy lunches which are cooked on the premises, and readily available fruit snacks and water, ensure that the children are well nourished. They understand that exercise is necessary for health, and enjoy opportunities to develop their physical abilities and gross-motor skills through extra-curricular ballet and football.
- 4.16 Children are friendly and confident, modelling their greetings to visitors on the examples set by all staff. They converse enthusiastically and are keen to share their

experiences or ask for a favourite story to be read. By the time they leave the setting they are extremely well prepared to respect others and have the potential to contribute to the wider society and life in modern Britain.

#### **4.(e) Outcomes for children**

- 4.17 The outcomes for children are outstanding. Most children, including the more able, make excellent progress in line with their ability and from their individual starting points. Effective teaching provides children with interesting learning activities and, combined with the high level of care afforded by the dedicated staff, enables children to achieve high standards. Most children meet and many exceed the levels of development typical for their age.
- 4.18 Children across the setting display high levels of curiosity in their learning. The youngest children use their newly acquired mobility skills to explore their surroundings and to choose from the easily accessible resources in their room. They enthusiastically mimic the animal sounds modelled by staff when playing with a small world farm. Two year olds enjoy accompanying favourite songs with musical instruments and display an appreciation of humour in stories. They can identify different parts of the body and practise early number skills by replacing their water cups on a numbered mat. They enjoy role play, re-enacting visits to the doctor's surgery. Older children used their emergent writing skills to make posters for a seasonal event and to record the number of animals seen on a zoo visit. Most work confidently with adding and subtracting within ten and can recognise most letter names and sounds, with some beginning to sound out and read simple words and texts. They recognise their own names when using the interactive whiteboard for self-registration. Children of all ages across the setting develop the necessary skills needed for the next stage of their education.

#### **Compliance with statutory requirements**

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

#### **Recommendation for further improvement**

- 4.20 The school is advised to make the following improvement.
1. Develop the use of the outside area to fully support all aspects of children's learning.