



INDEPENDENT SCHOOLS INSPECTORATE

PRENTON PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Prenton Preparatory School

Full Name of School	Prenton Preparatory School
DfE Number	344/6005
EYFS Number	EY377118
Address	Prenton Preparatory School Mount Pleasant Oxton Birkenhead Merseyside CH43 5SY
Telephone Number	0151 652 3182
Fax Number	0151 653 7428
Email Address	enquiry@prentonprep.co.uk
Headteacher	Mr Michael Jones
Proprietors	Mr Michel Aloé and Mrs Noirin Aloé
Age Range	2 to 11
Total Number of Pupils	91
Gender of Pupils	Mixed (45 boys; 46 girls)
Numbers by Age	0-2 (EYFS): 0 5-11: 67 3-5 (EYFS): 24
Head of EYFS Setting	Miss Jane Orme
EYFS Gender	Mixed
Inspection dates	08 Oct 2013 to 09 Oct 2013

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 previous ISI inspection was in October 2010.

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 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.

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

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 proprietors and attended registration sessions and assemblies. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Angela Russell

Early Years Lead Inspector

Mrs Fiona Trembath

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Prenton Preparatory School is an independent, co-educational day school for children aged two and a half to eleven years. The main aim of the school is to cater for the educational and emotional needs of pupils in a caring, nurturing, disciplined and stimulating environment, liaising closely with the home to the benefit of the individual child. The school aims to equip pupils to take their place in a multi-cultural society as confident, polite, compassionate and tolerant individuals, reflecting the Christian ethos of the school. The Early Years Foundation Stage (EYFS) seeks to provide a safe and caring environment that enables children to be encouraged and nurtured. The school is proprietorial. The two proprietors and the headteacher form both the governing body and the senior management team.
- 1.2 The school is located in Oxton, Merseyside. The original school was founded in Prenton in 1935 and moved to its present site in 1974. In the heart of a conservation area, the school building stands in mature gardens that also provide a playground and lawned area for the pupils' learning and play. Nursery classes are housed on the garden floor, with their own purpose-built classrooms and toilet facilities. The Reception class is situated on the ground floor.
- 1.3 The school has 91 pupils on roll: 45 boys and 46 girls. Twenty-four children are in the EYFS. There are currently no children under the age of three. Attendance can be on a flexible, part-time basis until children join the Reception class. The school draws pupils from a variety of economic and cultural backgrounds, most pupils' families are in professional or business occupations. One child in the EYFS is being monitored for special educational needs and/or disabilities (SEND), and none has a statement of special educational needs. There are no children who speak English as an additional language. A special educational needs co-ordinator has particular responsibility for the EYFS, and the setting also receives support from the local authority early years' team and other professionals.
- 1.4 National Curriculum (NC) nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Pre-School 1	Nursery (ages 2 to 3)
Pre-School 2	Nursery (ages 3 to 4)
Kindergarten	Reception

2. SUMMARY

(i) Compliance with statutory requirements

2.1 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:

- confirm the suitability of staff by ensuring that the date when each check is carried out is recorded accurately on the single central register of appointments and that the initials or name of the person who completed the check is recorded on the register.

(ii) Recommendations for further improvement

2.2 In addition to the above action points, the school is advised to make the following improvements.

1. Ensure that there are opportunities for children to develop their physical skills through further provision in the outdoor areas.
2. Ensure consistent reference to the Early Years Foundation Stage in all EYFS documentation.
3. Further develop the role of the EYFS co-ordinator, ensuring that she has sufficient time to fully carry out her responsibilities.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes good provision in meeting the needs of the range of children who attend. Educational programmes are wide ranging and help children to reach at least expected levels of development. Children enjoy specialist French lessons. All children, including those with SEND, are well supported according to their needs and prepared for each stage of their learning. Next steps are identified through the use of detailed planning, which links well with assessment, encouraging children to achieve well.
- 3.2 Teachers have high expectations and provide a variety of indoor and outdoor learning opportunities for all children, enabling them to explore their environment. Reception children have access, and Nursery children direct access, from their classroom to a safe outdoor play area. However, opportunities to fully develop their climbing and balancing skills are limited. Nursery children were encouraged to use their decision-making skills to make appropriate choices in a movement lesson. Reception children have opportunities to use their imagination as they play alongside others in the class pretend opticians. In order to develop an understanding of the wider community, the staff organise a visit for Reception children to a local library and for Nursery children to a local fire station. Visitors, including parents, come to school to speak about their work.
- 3.3 Links with parents are excellent. Parents are encouraged to share information from home and valuable information is provided by the school about the EYFS. However, some terminology in EYFS documentation is insufficiently clear and consistent. There is an excellent parents' association, which organises events and raises money for the school. The unique qualities of all children, including the more able, are recognised and their individual needs are carefully provided for. Provision for extra-curricular activities is appropriate for the age of the children. A small minority of parents responded to the pre-inspection questionnaire, and were extremely supportive of the school. They believe that their children make good progress and that the school achieves high standards of behaviour. They feel that the school encourages them to be involved in aspects of its work.

3.(b) The contribution of the early years provision to children's well-being

- 3.4 Provision for the children's well-being is good, and strong relationships between staff and children are given the utmost importance. There are currently no children under the age of three. Children over the age of three, including those who need additional support, are known extremely well by their key person, who recognises their unique qualities and plays a central role in their personal, social and emotional development. Children form secure attachments with adults and each other. They are provided with many opportunities to develop their independence and confidence, for example when they are chosen to be the class special helper.
- 3.5 Staff provide a secure environment for all children, enabling trusting relationships to develop. They have strong links with parents and provide a comprehensive induction procedure before a child starts in the Nursery. This includes meetings and

visits to the setting, enabling children to feel safe, happy and cared for. Opportunities to meet new teachers enable children to feel secure as they move to the next year group. Their needs are extremely well met, enabling them to develop in confidence and enjoyment. Nursery children are encouraged to work as a team and Reception children to consider the feelings of others. They are encouraged to talk about their own behaviour and are taught about the need to be safe and for physical exercise. Staff are excellent role models and children learn to share and care for one another. Adults teach children to follow good hygiene practices such as washing their hands before lunch, and children are encouraged to change independently for physical education. Healthy eating is promoted.

3.(c) The leadership and management of the early years provision

- 3.6 Leadership and management are good. The proprietors provide support to ensure good educational outcomes. However, they have not fully addressed issues of compliance to ensure that the information on the single central register of appointments is recorded accurately at all times. Staff plan carefully together to ensure that the setting meets its aims to enable the children to become confident, polite and compassionate individuals. Children are cared for sensitively in a very welcoming and safe environment where educational and welfare programmes are monitored and reviewed. However, time for the EYFS co-ordinator to fully monitor all aspects of provision is limited.
- 3.7 Staff work together to evaluate current practice and provide a clear vision for the future. Annual development plans show a strong commitment to evaluating practice and continuous improvement. Training in safeguarding, child protection and health and safety is up to date and opportunities for further professional development are provided. Parents' concerns are recorded and responded to promptly. Regular appraisals ensure that good practice is developed and supervision procedures are developing. Partnerships with outside agencies and parents support the setting and the needs of individual children.

3.(d) The overall quality and standards of the early years provision

- 3.8 The quality and standards of the provision are good. Focused teaching enables children over the age of three to develop at their own pace. All children make good progress overall relative to their starting points and the needs of those with SEND are met well. The learning and care provided by the setting for all children enable them to become safe, active and happy learners. They have excellent listening skills, giving attention to what others say, and respond to questions confidently. Nursery children increase their vocabulary whilst playing together in the 'baby clinic' and develop their number skills during registration by counting how many children there are. Reception children use their increasing phonic skills to sound out simple words and understand words relating to shape and measure. They handle scissors safely whilst cutting out pictures to sequence. Children can navigate a computer programme.
- 3.9 Children follow the EYFS rules, which encourage them to try their best, to listen and to be kind and polite. They play extremely well together and are very happy as they develop their independence. They know who to go to if they are concerned and know that fruit is healthy. The secure personal and emotional development of the children means that they leave their main carers happily. Children respect others and understand their differences, for example whilst celebrating Diwali, Eid and Chinese New Year.

- 3.10 Day-to-day welfare and safeguarding procedures are secure, daily risk assessments are carried out and fire procedures are followed. These ensure that all children can learn in a safe and happy environment. Since the previous inspection tracking records have been developed to monitor the quality of the EYFS, and the next steps for children are identified through careful planning.