



INDEPENDENT SCHOOLS INSPECTORATE

MANOR HOUSE SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Manor House School

Full Name of School	Manor House School		
DfE Number	936/6068		
EYFS Number	EY404717		
Registered Charity Number	312063		
Address	Manor House School Manor House Lane Little Bookham Leatherhead Surrey KT23 4EN		
Telephone Number	01372 458538		
Fax Number	01372 450514		
Email Address	admin@manorhouseschool.org		
Head	Miss Zara Axton		
Chair of Governors	Mr Paul Barlow		
Age Range	2 to 16		
Total Number of Pupils	320		
Gender of Pupils	Girls		
Numbers by Age	0-2 (EYFS):	7	5-11: 112
	3-5 (EYFS):	28	11-16: 173
Head of EYFS Setting	Mrs Sonal Chatrath		
EYFS Gender	Girls		
Inspection dates	05 Mar 2013 to 06 Mar 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 February 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 chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, 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

Mr Chris Manville

Mrs Emma Stratford

Early Years Lead Inspector

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Manor House School aims to provide a happy, supportive environment within which girls can achieve the very best academic results of which they are capable. It seeks to provide a calm, well-ordered community with a family atmosphere based on shared moral values that are rooted in the Christian faith.
- 1.2 The school is an independent day school for girls from the ages of two to sixteen. Founded in 1920 in Sidmouth, Devon, the school moved to its present site on the outskirts of Leatherhead, Surrey in 1937. It is a registered charity with a governing body. There are three main sections to the school: the Preparatory Department, incorporating the Early Years Foundation Stage (EYFS) and Years 1 and 2; the Junior Department for Years 3 to 6; and the Senior Department for Years 7 to 11.
- 1.3 The Nursery and Reception classrooms are housed within a self-contained block with direct access to an enclosed outdoor area. A new Head of Preparatory and EYFS was appointed in September 2012.
- 1.4 The school admits pupils of all faiths and of none. At the time of the inspection, 320 pupils were on roll, of whom 35 were in the EYFS. Seven were under the age of three. Most pupils live within a 15-mile radius of the school. Pupils come mainly from professional and business family backgrounds. Admission to the Nursery and Reception is non-selective. Progression to the Preparatory Department is by informal teacher assessment. Currently, no children in the EYFS have been identified as having special educational needs and/or disabilities or English as an additional language.
- 1.5 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
Baby Bees	Nursery (2 to 3 years)
Busy Bees	Nursery (3 to 4 years)
Transition	Reception

2. SUMMARY

(i) Compliance with statutory requirements

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

(ii) Recommendations for further improvement

- 2.2 The school is advised to make the following improvements.
1. Ensure that staff have sufficient knowledge and understanding of the revised EYFS curriculum to effectively assess and plan children's learning in line with their individual developmental needs.
 2. Create a consistent approach to assessment, including rigorous monitoring, to provide an accurate and detailed record of children's progress.

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. Classrooms are spacious and well laid out, and provide easy free-flow access to the richly resourced outside areas. A good balance of child-initiated and adult-led activities promotes active learning through play and exploration. Imaginative resources support independent learning and promote language, physical and social development for children under the age of three. A cosy book corner stimulates an early interest in books. Children's developmental needs are well supported, and key people recognise each child's unique qualities. As a result, all children make good progress, reaching the levels expected by the end of the Early Years Foundation Stage, and being well prepared for the next stage of learning.
- 3.2 Good use is made of the inviting outdoor provision and wider school grounds to consolidate learning across all areas of the curriculum. Adults support learning through well-timed interventions in children's self-directed play. Good questioning by adults promotes critical thinking and stimulates conversation.
- 3.3 Observations are used appropriately to assess children's learning, but too often are based on adult-led activities and pre-determined outcomes. As a result, assessment of learning is inconsistent, and is not effectively mapped against the EYFS framework.
- 3.4 Positive links between home and school are characterised by regular two-way sharing of information regarding children's interests and achievements. Twice-yearly reports are detailed, but give little indication of areas for development.
- 3.5 In responses to the pre-inspection questionnaire, parents expressed a very high level of satisfaction. A few stated that they would like more information about their children's progress; inspectors found that this information is readily available.

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

- 3.6 Provision for children's well-being is good. An inviting, secure environment helps children under the age of three to settle quickly and form positive relationships with key people. Adults provide a calm and well-mannered example for children. Simple class rules encourage positive behaviour, and prayers, at various times throughout the day, contribute to children's spiritual development. Consequently, children are happy, feel safe and approach familiar adults with confidence.
- 3.7 Regular checks of facilities ensure the prompt removal of any potential hazards. Stringent health and safety practices ensure children's well-being. Independence is encouraged as children help to serve snacks.
- 3.8 Consistent routines, particularly for children under the age of three, support the development of personal hygiene practices such as washing hands after messy activities. Healthy, nutritious meals are popular with the children, but there are few opportunities for them to make choices or learn about the importance of healthy

eating. Overall, the setting provides a stimulating and supportive environment that meets the developmental needs of every child.

- 3.9 Sensitive and well-managed arrangements for transitions, including links with older pupils, ensure that children are well prepared for the move to Year 1.

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

- 3.10 Leadership and management in the EYFS are good. Governors understand their obligations and provide strong oversight of regulatory compliance. Recent appointments within the senior management team have significantly strengthened the management of the setting since the previous inspection.
- 3.11 Safeguarding checks are completed prior to appointment. Although inspectors noted some inconsistencies in the recording of recruitment checks, these had been rectified by the end of the inspection. The head provides rigorous oversight of child protection matters and monitors policies extremely closely. Child protection training, for all staff, is thorough and updated every three years. The site is secure, and robust policies and procedures ensure the children's welfare and well-being.
- 3.12 Staff are well qualified and knowledgeable about child development, but are not yet fully conversant with the content of the revised EYFS curriculum. The setting has not participated in external moderation of Early Years Foundation Stage Profile results, and internal moderation lacks rigour. Staff appraisal and supervision are good, providing valuable support to develop the knowledge, skills and professionalism of staff, and allows them to share any concerns with senior managers without delay. Staff are actively encouraged to attend training courses to gain further qualifications.
- 3.13 Self-evaluation is effective and has resulted in a clear vision for future improvements, which is set out in the development plan. Strong partnerships with outside agencies and with parents support the development of the EYFS and the needs of individual children.

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

- 3.14 The overall quality and standards of the EYFS provision are good and meet successfully the needs of every child. This is in line with the aim to provide a happy, supportive environment, with a family atmosphere rooted in the Christian faith, within which girls can achieve their full potential. Children with additional needs are well supported so that all children make good progress, with most reaching or exceeding the Early Learning Goals by the end of Reception. However, systems for monitoring assessments are insufficiently rigorous.
- 3.15 Children enjoy their learning. Interesting topics capture their imaginations and provide exciting opportunities to become active, independent learners. Children under the age of three develop good fine motor skills as they pour water for a pretend tea party. They become confident communicators, making positive contributions to group discussions. Older children begin to write for different purposes and with increasing accuracy. They demonstrate strong numeracy skills, for example when working out how many children are absent.
- 3.16 Personal and emotional development is a strength throughout the setting. Behaviour is excellent due to the example set by the caring and committed staff. Children under the age of three develop good skills in taking turns, asking politely to

join in and share with their friends. Older children understand the importance of staying safe, reminding each other to take care on tricycles.

- 3.17 Safeguarding procedures are securely in place and well known by staff. The setting has demonstrated capacity for sustained improvement by implementing the recommendations from the previous inspection and creating a clear plan for future development.