



INDEPENDENT SCHOOLS INSPECTORATE

WINTERFOLD HOUSE SCHOOL

**EARLY YEARS FOUNDATION STAGE
INTERMEDIATE INSPECTION**

INDEPENDENT SCHOOLS INSPECTORATE

Winterfold House School

Full Name of School	Winterfold House School		
DfE Number	885/6008		
EYFS Number	EY287516		
Registered Charity Number	1063133		
Address	Winterfold House School Winterfold Chaddesley Corbett Kidderminster Worcestershire DY10 4PW		
Telephone Number	01562 777234		
Fax Number	01562 777078		
Email Address	linda@winterfoldhouse.co.uk		
Head	Mr William Ibbetson-Price		
Chair of Governors	Mrs Morag Chapman		
Age Range	0 to 13		
Total Number of Pupils	371		
Gender of Pupils	Mixed		
Numbers by Age	0-2 (EYFS):	62	5-11: 164
	3-5 (EYFS):	73	11-13: 72
Head of EYFS Setting	Mrs Pat Thackery		
EYFS Gender	Mixed		
Inspection dates	19 Mar 2013 to 20 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 a governor, 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

Mrs Linda Donowho

Early Years Lead Inspector

Ms Diana Green

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Winterfold House is a co-educational preparatory and pre-preparatory day school, with its own specialist day Nursery, for children up to the age of three, within its grounds. The Nursery is open all year round and offers extended day care. The oldest Nursery and Reception classes, for children from the ages of three to five, are adjacent to the main school. The school caters for children between the ages of six weeks and thirteen years within three sections: the Early Years Foundation Stage (EYFS), and the pre-preparatory and preparatory departments. The school has a Roman Catholic foundation, and all faiths are made welcome. Founded in 1928 in Edgbaston, it moved to its current site at Chaddesley Corbett in 1946. Initially a boys' boarding preparatory school, it became co-educational in 1995, and boarding provision ceased in 1996. The school was family owned until 1997, when a charitable educational trust, with a board of governors to administer the school, was established. The pre-preparatory department was opened in 1992 and the day Nursery in 1998.
- 1.2 The school is set in and around a Georgian mansion. Its 40 acres of grounds provide ample space for games and country activities, and for a woodland classroom. Since the previous inspection, the school has built a performing arts centre and a new classroom block. This has allowed provision for the EYFS to be extended. Pupils attend mainly from the local area, and come from families with business and professional backgrounds. The vast majority are of white British heritage, and a small number are of other ethnic origins.
- 1.3 The school's mission is to provide a happy, secure and supportive environment within which children can develop into confident young people, able to respond to high expectations and fulfil their potential in all areas of life. The school aims to develop the whole child and value every pupil, regardless of academic ability. It seeks to provide a broad and balanced curriculum with a wide range of opportunities and extra-curricular activities which will allow each pupil to find some area in which to shine. It aims to promote, by teaching and by example, a respect for learning, self-esteem, consideration for others and the importance of the community above self.
- 1.4 At the time of the inspection there were 135 children in the EYFS, 67 boys and 68 girls. Of these, 117 were in the Nursery, some attending part-time, and 18 were in Reception. Currently no child in the EYFS has been identified as having special educational needs and/or disabilities (SEND) or speaks 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
Babies	Nursery (0 to 1)
Tweenies	Nursery (1 to 2)
Toddlers	Nursery (2 to 3)
Kindergarten	Nursery (3 to 4)
Reception	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) Recommendation for further improvement

- 2.2 The school is advised to make the following improvement:

1. Develop the provision for outdoors in the oldest Nursery group and Reception to regularly include all areas of learning.

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 outstanding provision in meeting the needs of the children who attend. The educational programmes across the seven areas of learning provide interesting and challenging experiences and give children many opportunities to express themselves clearly, confidently and with enjoyment. The well-organised classrooms throughout the setting allow children to access independently a wide range of appropriate resources. Staff are skilled in ensuring that resources are regularly varied to provide a constantly stimulating environment. Reception children benefit from the exciting, investigative activities of the woodland classroom, and all children, including the youngest, enjoy the opportunities provided by the rural setting and wooded site.
- 3.2 The overall balance of indoor and outdoor activities is excellent. All children spend extended periods outside where they enjoy a wide range of activities that encourage collaboration, physical challenge and fun. However, the seven areas of the curriculum are not always provided for in outdoor activities. The balance of adult-led and child-initiated activities is extremely effective in allowing children to develop the habit of independent learning. Adult-led activities are well planned to provide appropriate challenge for, and to engage and motivate, every child, and staff have high expectations. Children have opportunities for active learning through play and critical thinking skills are actively encouraged by adults, who use open-ended questioning very effectively to encourage children to find their own solutions to problems.
- 3.3 Staff have excellent knowledge and understanding of the EYFS. Planning for all ages, including babies, is personal, relevant to each child's stage of development and successfully includes children's own interests. In response to the recommendations from the previous inspection, next steps are clearly identified. Records for babies and older Nursery children are helpfully detailed and shared with parents. Partnerships with parents are excellent in all parts of the setting. Parents and carers expressed their appreciation of the school and their support for all aspects of the setting in their extremely positive responses to the pre-inspection questionnaires. An 'open door' policy is adopted, and this, together with helpful parent booklets, daily information, regular parent meetings and reports, and a notice board for information, ensures that parents and carers are kept very well informed about their children's progress.

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

- 3.4 The provision for the children's well-being is outstanding. The use of key people promotes strong relationships, particularly for the very young children and those needing additional support, and staff serve as excellent role models. Babies show that they feel safe and secure in the environment in their willingness to seek out opportunities to play independently and explore their surroundings, and in their eagerness to engage in new activities and experiences. Older children are very confident when engaging with each other and with adults.
- 3.5 Staff give the highest priority to safety and support children's growing understanding of the need to keep healthy and safe. From an early age, children are sensitively supported in the development of personal hygiene routines. Discussions at lunchtime and through topics help children to understand the importance of healthy eating. Regular physical education activities, and music and movement sessions for the youngest children, as well as outdoor play promote a positive attitude to exercise and a healthy lifestyle. All children are encouraged to co-operate well, enjoy their learning, and make choices and decisions. Familiar routines help children to develop independence and responsibility, and they are well prepared for a successful transition to the next stage of their learning.

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

- 3.6 Leadership and management in the EYFS are outstanding. The EYFS succeeds in providing a happy, secure and stimulating environment. The governors' involvement is highly effective, demonstrating a clear vision and an understanding of the EYFS. Excellent staff teamwork, together with secure policies and procedures, ensures that children are safeguarded very well. Staff are all trained in child protection according to their responsibilities, and are successfully appointed in line with safer recruitment practice.
- 3.7 Planning for the educational programmes is monitored for consistency, and gives the staff an accurate understanding of all children's skills and abilities. Thorough self-evaluation takes account of the views of staff and children, and staff meet regularly to evaluate children's progress and to discuss ideas for improvement. Staff strive for success, demonstrated through a developing system of supervision and professional review; a good range of training is undertaken by staff. Children who may require extra support are identified early by highly skilled staff and with the support of the SEND co-ordinator, who works when necessary with other professionals in a wider partnership, ensuring that all children's needs are well met.

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

- 3.8 The overall quality and standards of the provision are outstanding. A caring and dedicated staff team nurtures the individual talents and interests of all the children through innovative teaching, thus ensuring that children, including those with SEND, make at least good and often outstanding progress in their learning. Children in the Nursery make rapid progress in the three prime areas of development. For the older children, achievement in personal, social and emotional development, mathematics, reading and understanding of the world is of particular note.
- 3.9 Children clearly enjoy their time in the setting. They acquire a genuine thirst for knowledge and a love of learning, including nature and the outdoors. All children,

including the youngest, are active learners who explore their ideas creatively through imaginative, purposeful play and exploration. Babies and toddlers enjoy sensory experiences that encourage strong communication and excellent language development. By the end of their time in Reception, children know initial sounds and use them to build words, understand simple addition and subtraction, and solve other mathematical problems with numbers to 20. Children's personal development and behaviour are excellent. They are polite and co-operative, show tolerance and support of one another, and are able to listen carefully and follow instructions. Children's well-being and safety are given paramount importance and adults are extremely sensitive to their needs. Safeguarding procedures are highly effective.

- 3.10 Links across the EYFS are strong, with information regularly shared. The setting has produced a detailed development plan, demonstrating a clear commitment to continuous improvement. Since the previous inspection, the setting has improved its planning to give greater clarity to identifying the next steps in each child's learning.