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MONKTON PREP SCHOOL

INDEPENDENT SCHOOLS INSPECTORATE
Early Years Foundation Stage
Intermediate Inspection 2015



Independent Schools Inspectorate Monkton Prep School

Full Name of School Monkton Prep School

DfE Number 800/6012

EYFS Number EY308462

Registered Charity Number:1057185

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Head Mr Andrew Marshall-Taylor

Chair of Governors Mr Stephen Baldock

Age Range 2 to 13

Total Number of Pupils 343

Gender of Pupils Mixed (198 boys; 145 girls)

Numbers by Age 0-2 (EYFS): 11

3-5 (EYFS): 54

5-11: 189

11-13: 89

Head of EYFS Setting Mrs Kathryn Morrell

EYFS Gender Mixed

Inspection Dates: 29 April 2015 to 30 April 2015

Introduction

I am delighted that our Early Years setting and team have been graded outstanding in every area in our latest inspection. This booklet gives the details and the findings of the inspectors' report. The report comes at a very exciting time for us here at Monkton Prep as we begin a new development which includes a purpose-built Pre-Prep and Nursery. This expansion of our facilities will enable us to continue to provide outstanding education for years to come. I would be delighted to welcome you if you would like to visit our school to find out more.

Andrew Marshall-Taylor,
Headmaster, Monkton Prep School



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 May 2012.

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 2009 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 Bridget Forrest
Early Years Lead Inspector

Mrs Lynne Rothwell
Team Inspector for Early Years
(Head of the Pre-Preparatory School, IAPS School)

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1. The characteristics of the school

1.1 Monkton Prep School is situated on the outskirts of Bath, Somerset. It is a co-educational, independent day and boarding school for pupils from two to thirteen, comprising two sections in separate buildings, set either side of playing fields. The senior school is situated on a separate site in Monkton Combe village.

1.2 The school has a Christian ethos and aims to base the education of young people on the belief that Christian faith and principles are fundamental to an understanding of themselves, as well as to the fulfilment of human potential. It seeks to develop the whole person through encouraging curiosity, creativity, sensitivity, ambition and empathy. The pre-prep's motto is 'care and share' and it strives to encourage pupils to be generous in thought, word and deed, to tell the truth and to look after each other. The school is a charitable trust and the governing body oversees all three sections.

1.3 The school was founded in 1888 and moved to its present site in 1907, on the top of Combe Down, overlooking the valley in which the senior school is situated. The pre-prep, for boys and girls aged two to seven, was founded in 1957 and includes the Early Years Foundation Stage (EYFS). Since

the previous inspection a new head has been appointed. The EYFS is divided between two buildings. Children aged three to five are housed within the pre-prep and two to three year olds are situated in the prep building. After-school care is provided for all EYFS children.

1.4 Currently, 343 pupils attend the school, of whom 65 are in the EYFS. At the time of the inspection, the setting had identified eight children as having special educational needs and/or disabilities (SEND) and a very small number as having English as an additional language (EAL). Most pupils come from the local area.

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 Natural Curriculum equivalence are shown in the following table.

Early Tears Foundation Stage Setting

<i>School</i>	<i>NC name</i>
Nursery	Nursery (2 to 3 years)
Kindergarten	Nursery (3 to 4 years)
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) Recommendations for further improvement

- 2.2 The school is advised to make the following improvement
1. Improve governance arrangements by identifying one or more governors to take particular interest in the EYFS.

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 range of children who attend. It successfully fulfils its aim to encourage curiosity, creativity, sensitivity, ambition and empathy by ensuring that adults respond to children's interests and through a broad curriculum with exciting and challenging experiences throughout every area of learning. All children are helped to reach expected levels of development for their age. They are strongly supported by adults to acquire the skills to learn effectively and be ready for the next stage in their learning. There is good balance between adult-led and child-initiated activities in the imaginative, stimulating and well-resourced indoor and outdoor areas.

3.2 The curriculum is enriched by specialist teaching in physical education (PE), music, French and swimming. Adults have high expectations and give children excellent support and encouragement to persevere at their tasks. For example, during a Nursery specialist gym session, children were enabled to display high levels of agility, perseverance and concentration through the

support they received. Practitioners know when to intervene to encourage critical thinking or to model language and embed new vocabulary, for example during an emergency in the Nursery's hospital role play. Staff are skilled in using different teaching methods that motivate and enthuse children. They take every opportunity to engage children in active learning, for example by explaining the game of rounders when children stopped briefly to watch senior pupils on the playing fields. Promoting language development is a strength throughout the setting. Two year olds enjoy firefighter role play and articulately explain appropriate use of apparatus.

3.3 Children with SEND or EAL are identified early by staff and strongly supported by an excellent specialist department; this enables rapid progress. Rigorous assessment procedures identify next steps in children's individual learning. Practitioners plan effectively and thoroughly together. As recommended at the previous inspection, all staff now attend regular EYFS meetings.

3. The effectiveness of the Early Years Foundation Stage

3.4 Links with parents are excellent. Detailed information gained from parents results in children settling well. Parents are invited to curriculum workshops and contribute “wow” stickers to their children’s learning journals. In the summer term they have the opportunity to share their children’s learning journal in school. Reports to parents are of high quality and contain targets for improvement. Parental questionnaires and discussion with parents showed that they are extremely happy with the education their children receive and the nurturing and caring approach of staff. They appreciate the open-door policy and feel that staff listen to their views and have a true understanding of their children’s needs.



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

3.5 Provision for children’s well-being is outstanding. Children form very strong and secure relationships with key people and as a result they are happy and confident. Adults understand the individual needs of the children and encourage them to take responsibility for their personal hygiene as they progress through the EYFS; two year olds are able to wash their hands thoroughly, with guidance from staff where needed. Staff give children many opportunities to develop independence. Staff give children clear messages about the importance of a healthy diet and exercise. Reception children have a choice at lunchtime and understand that vegetables keep them healthy. Children have many opportunities to participate in outdoor activities and PE. Staff guide them in playing co-operatively together and learning to share within a calm and caring atmosphere. Imaginative activities are planned to encourage children to explore their environment and take calculated risks. Staff work together to ensure that a seamless transition takes place as children move sites or classes. Staff set very high expectations for behaviour and good manners are an integral part of daily life.



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

3.6 Leadership and management are outstanding. A lack of designated governor to take a particular interest in the EYFS and its needs limits the focus that the EYFS receives, although governance is effective and governors work with staff to keep abreast of regulatory requirements. The setting benefits from an excellent leadership team that enables the two sites to have a consistent approach in every aspect of their practice. The conscientious and dedicated staff are clear about their roles and responsibilities.

3.7 Safeguarding is given a high priority. All requirements are met and implemented robustly to create a caring, safe environment. Leaders have an excellent and secure understanding of the learning and development requirements and their implementation within the setting’s creative curriculum. Risk assessment is thorough and kept up to date. Strong recruitment procedures which meet the latest requirements promote the children’s safety.

3.8 Leaders work with staff as a very effective team to evaluate their practice and ensure continuous improvement. Supervision is effective, with regular meetings taking place. Staff have many opportunities to further their own professional development; this contributes positively to their teaching and consequently to the children’s learning and development. Practitioners form very productive partnerships with parents and external agencies so that children promptly receive the support they need.



3. The effectiveness of the Early Years Foundation Stage

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

3.9 The overall quality and standards of the early years provision are outstanding. Children are enthusiastic, happy and engaged learners who make strong progress in relation to their starting points. Excellent language skills are evident throughout the setting. Reception children wrote imaginatively about the people in a Gainsborough painting, making excellent attempts to spell words independently using their phonics skills. They learn to add and subtract numbers, sometimes beyond 20. They proudly explain why they were awarded a 'golden letter' in their celebration assembly and are able to read the 'golden rules'. They use a painting programme on computers to draw their self-portraits. Older Nursery children are able to count how many children are lining up and recognise solid shapes, such as a cube. They are kind friends to one another, for example when helping each other put socks on successfully. Two year olds know that they need to wash their hands before eating and why. They enjoy being chosen to hand out snacks, remembering to say please and thank you. They confidently decide which activities to choose. Reception children

make healthy choices at lunchtime and understand which foods are healthy and the importance of water. Children feel safe and secure within the setting. Their behaviour is exemplary.

3.10 Requirements for children's safeguarding and welfare are met. Practitioners share an excellent understanding of the support each child requires in different situations and of the need to take appropriate action to protect the children. Staff continuously evaluate the provision; this leads to clear planning for future development which reflects the views of staff, children and parents.

