



INDEPENDENT SCHOOLS INSPECTORATE

BROUGHTON MANOR PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Broughton Manor Preparatory School

Full Name of School	Broughton Manor Preparatory School
DfE Number	826/6013
EYFS Number	EY254264.
Address	Broughton Manor Preparatory School Broughton Manor Broughton Milton Keynes Buckinghamshire MK10 9AA
Telephone Number	01908 665 234
Fax Number	01908 692 501
Email Address	info@bmprep.co.uk
Head	Mr James Canwell
Proprietor	Mrs Hilary Pauley
Chair of Governors	Mr Peter Squire
Age Range	0 to 11
Total Number of Pupils	327
Gender of Pupils	Mixed (168 boys; 159 girls)
Numbers by Age	0-2 (EYFS): 75 5-11: 144 3-5 (EYFS): 108
Head of EYFS Setting	Mrs Charlotte Norman
EYFS Gender	Mixed
Inspection dates	10 Jun 2014 to 11 Jun 2014

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 2011.

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

Early Years Lead Inspector

Ms Philippa-Anne Slater

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Broughton Manor Preparatory School is a day school for boys and girls aged between two months and eleven years. Situated on the eastern edge of Milton Keynes, the school was established as an annexe of Milton Keynes Preparatory School in 2004, becoming a separate school in 2010. The school is proprietorial with a family board of directors and an advisory governing body from a range of professional, business and educational backgrounds.
- 1.2 The head has been in post since 2012. Since the previous inspection, there has been a programme of expansion, including a new hall, new classrooms in both the Prep department and the Nursery, an extension of the Pre-Prep playground and development of the school grounds, including a woodland area, for outdoor learning.
- 1.3 Pupils are largely from professional families, and representative of the culturally diverse local community. The school is divided into three departments: the Nursery, for children aged from two months to two and a half years; the Pre-Prep, for pupils aged from two and a half to seven; and the Prep, for pupils aged from seven to eleven. Before- and after-school facilities are available. The nursery is open for 46 weeks of the year, and holiday activities are available for older pupils outside of term times.
- 1.4 The school's primary aim is to allow each child to reach his or her potential in a safe, caring, happy and a positive environment where they can develop respect for other people and for themselves.
- 1.5 At the time of the inspection, there were 327 pupils on roll, of whom 168 were boys and 159 were girls. One hundred and eighty-three children were in the Early Years Foundation Stage (EYFS), with 75 under the age of three.
- 1.6 In the EYFS there are 32 pupils who have English as an additional language (EAL), one of whom receives specialist support for language. Currently there are no children identified as having special educational needs and/or disabilities (SEND). No pupil has a statement of special educational needs.
- 1.7 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 Room	Nursery (under three)
Nursery 1	Nursery (under three)
Class 2	Nursery (under three)
Class 3	Nursery (over three)
Class 4	Nursery (over three)
Class 5	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. Throughout the EYFS, ensure that observations are used more effectively to assess learning, inform planning, based on individual needs and interests, and provide further feedback on children's progress for parents.

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 to meet the needs of the range of children who attend.
- 3.2 Throughout the EYFS, the school fulfils its aim of supporting each child in a safe, caring, happy and positive environment. Adults working with children have high expectations for their learning and development. Excellent use is made of the bright, stimulating, richly resourced classrooms to provide interesting and imaginative activities through a good balance of adult-initiated and self-directed activities, particularly for the youngest children, although strategies for extending thinking skills are used inconsistently by staff. As a result, all children reach levels of development typical for their age in the seven areas of learning with an appropriate focus on the prime areas for younger children.
- 3.3 Provision for those with EAL, including a highly effective Talking Partners scheme, is excellent. For children over the age of three, specialist teaching in music, information and communication technology (ICT) and physical education (PE) provides added breadth to the early years' curriculum.
- 3.4 Direct access to outdoor areas facilitates free flow play, and a small woodland area allows further opportunities to extend learning beyond the classroom: for example, infants engage all their senses as they toddle through long grass, and explore the texture of a tree trunk.
- 3.5 Observations, particularly of self-directed activities, are not always used to their full effect to support assessments, and as a result planning does not routinely reflect children's individual needs and interests.
- 3.6 In response to the pre-inspection questionnaire, parents expressed positive views about all aspects of the provision, particularly that children are happy, feel safe and receive appropriate support and challenge. Regular parent consultations and written reports provide information to parents on children's progress. However, a small number of parents indicated that they would like more specific feedback on the progress their children are making.

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

- 3.7 The early years' provision makes an outstanding contribution to children's well-being.
- 3.8 Children settle quickly because of the excellent key person system that ensures all children, particularly the very youngest, develop close, affectionate relationships with the adults who care for them. As a result, children feel happy, safe and secure, readily seeking support or comfort from familiar adults.
- 3.9 Consistently high expectations of good behaviour, supported by gentle reinforcement, result in excellent standards of behaviour, consideration for others and co-operation throughout the EYFS. Adults actively support children's

understanding of risk and how to stay safe, for example reinforcing safe play in the sandpit. Adults effectively encourage independence around the classroom, but other opportunities, for example at snack and lunch times, are not always taken, particularly for older children.

- 3.10 Regular PE lessons and extensive use of outdoor play areas help children to develop a positive attitude to a healthy lifestyle and understand the importance of physical exercise. Freshly prepared lunches and snacks are greatly enjoyed by the children, and promote healthy eating. Consistent routines and reminders reinforce appropriate personal hygiene habits.
- 3.11 A well managed programme of shared activities, transition days, and opportunities to mix with older pupils, for example Year 6 pupils joining children in the Nursery for an afternoon of problem solving activities, ensures that children are exceptionally well-prepared for transitions within and beyond the EYFS.

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

- 3.12 The leadership and management of the early years' provision are good.
- 3.13 The proprietor and governors maintain secure oversight of the EYFS, fully executing their statutory duties, including those relating to the learning and development requirements. Procedures for checking and recording the suitability of new staff are implemented well, and a comprehensive induction and training programme ensures that staff know and understand all policies and procedures relating to the safeguarding and well-being of children. Comprehensive risk assessments and detailed procedures are in place to enable the prompt identification, reporting and rectifying of potential hazards, ensuring a welcoming, safe and stimulating environment.
- 3.14 Strong management ensures the smooth running of the setting. Staff meetings, at all levels, provide a forum for identifying any areas for development in the educational programme, although the overseeing of assessment practices is not sufficiently rigorous.
- 3.15 There are effective systems for the supervision of staff. Regular appraisals accurately identify areas for professional and personal development and staff are actively encouraged to undertake further qualifications and attend training to update and extend their knowledge and skills. Staff are well supported in their roles, and are confident that any concerns they may have will be listened to and acted upon.
- 3.16 Positive relationships with parents, local agencies, and other professionals ensure that the individual needs of all children are met.
- 3.17 Self-evaluation, overall, is good and results in a clear vision for the continued development of the EYFS.

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

- 3.18 The overall quality and standards of the EYFS provision are good.
- 3.19 Progress for all children, including those with EAL, is at least good with the majority reaching and sometimes exceeding expected levels of attainment by the age of three, and at the end of the EYFS. As a result, all children are well prepared for the next stage of their learning.

- 3.20 Children are happy and motivated, participating in all activities with enthusiasm. Children under the age of three are very confident in their play, happily exploring both indoor and outdoor areas. By the age of three, children enjoy books and retell stories as they look at the pictures.
- 3.21 Three year olds willingly help to tidy up, lay the table and serve their friends at lunchtime. They recognise their own name cards, have excellent table manners, and show respect for each other. Personal hygiene routines are well-embedded, with children independently washing their hands with a flannel.
- 3.22 Older children play co-operatively and collaboratively. They sit attentively and join in appropriately with a Pre-Prep assembly, with one child singing Twinkle, Twinkle Little Star on his own. Reception children confidently select resources for a sea-life collage, and use mathematical knowledge to judge the heavier and lighter of two objects. They add single digit numbers as they combine spots on ladybird pictures, and recognise the odd one out in groups of objects by identifying, and explaining, different qualities such as size, colour or position.
- 3.23 Children use technology with confidence. Three year olds take pictures of flowers with cameras and tablet computers, while older children use simple software to create a safety poster.
- 3.24 There is a shared understanding and responsibility of how to protect children. Safeguarding and welfare requirements have been met. The leadership and management are developing good processes for evaluating practice and provision, resulting in a shared vision for future development and strong potential for continued improvement.