



INDEPENDENT SCHOOLS INSPECTORATE

MAYFIELD PREPARATORY SCHOOL

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Full Name of School	Mayfield Preparatory School
DfE Number	335/6000
EYFS Number	EY285706
Registered Charity Number	529001
Address	Mayfield Preparatory School Sutton Road Walsall West Midlands WS1 2PD
Telephone Number	01922 624107
Fax Number	01922 746908
Email Address	info@mayfieldprep.co.uk
Head	Mr Matthew Draper
Chair of Governors	Mrs June Aubrook
Age Range	2 to 11
Total Number of Pupils	205
Gender of Pupils	Mixed
Numbers by Age	0-2 (EYFS): 21 5-11: 136 3-5 (EYFS): 48
Head of EYFS Setting	Mrs Marilyn Martin
EYFS Gender	Mixed
Inspection dates	13 Mar 2012 to 14 Mar 2012

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 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 31st 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.

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

Mrs Sue Vale

Early Years Lead Inspector

Mrs Sheila Kingsford

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

CONTENTS

	Page
1 THE CHARACTERISTICS OF THE SCHOOL	1
2 SUMMARY	2
(i) Compliance with regulatory requirements	2
(ii) Recommendation for further improvement	2
3 THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE	3
(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage	3
(b) The effectiveness of the leadership and management of the Early Years Foundation Stage	3
(c) The quality of the provision in the Early Years Foundation Stage	3
(d) Outcomes for children in the Early Years Foundation Stage	4

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Mayfield Nursery Unit is part of Mayfield Preparatory school which is a co-educational day school for pupils between the ages of two and eleven. The whole school is part of the Queen Mary's Schools Foundation which is a registered charity. The school is under the governance and management of a board of governors, separate from the other schools in the foundation. The school is situated in a residential area of Walsall.
- 1.2 The aims of the school are to provide the security of a constant, caring environment where the health, safety and welfare of each individual is ensured, whilst promoting academic excellence through a broad and balanced curriculum. The school motto is 'Believe it! Achieve It!'
- 1.3 There are sixty nine children in the Early Years Foundation Stage (EYFS). This includes a multi-cultural mix of children, with the main groups consisting of white British, British Indian and British Pakistani heritage. The majority of children come from families who live within Walsall, although there are those who travel from further afield. The ability range of pupils on entry is broadly average, although variations are evident from year to year. The majority of the children move into Year 1 in the preparatory school. Some children are bi-lingual, but very few are new to learning English. The school has identified one child who requires additional support for their special educational needs and/or disabilities (SEND).
- 1.4 Since the previous inspection, the Reception has moved to a different location within the school grounds in order to develop the outdoor learning environment.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the school. The year group nomenclature used by the school and its National Curriculum (NC) equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Pre-Nursery	Pre-Nursery
Nursery	Nursery
Kindergarten	Reception

2. SUMMARY

(i) Compliance with regulatory 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.
- Provide more open-ended opportunities in adult-led activities to foster creativity and critical thinking

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage

3.1 The effectiveness of the setting is good. Some aspects of the provision are outstanding. Staff know the children in their care well, and their needs are extremely well met. A caring, nurturing environment, for those under three and for the older children, promotes high levels of independence and achievement in learning and well-being. Staff work exceptionally well together to continuously enhance and improve the effectiveness of the EYFS provision.

3.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage

3.2 Leadership and management are good. Excellent teamwork between Reception, Nursery and pre-Nursery results in smooth progression through the early years. Approachable and welcoming relationships exist with parents, the vast majority of whom, through analysis of the questionnaires, showed genuine appreciation of the provision and the progress which their children make. Good arrangements for the safeguarding of children are in place. Staff are suitably qualified. The quality of self-evaluation is good and the governors' involvement is both supportive and effective. Records, policies and procedures necessary for the efficient management of the setting and safety of the children are in place and followed. Reports to parents explain clearly about their children's learning. Good practice in the class rooms promotes equality and eliminates discrimination. A willingness to refine and improve practice is evidenced by the implementation of good systems for assessment and planning strategies. These promote the good progress which children make. Resources are used creatively and effectively to promote learning across the age groups.

3.(c) The quality of the provision in the Early Years Foundation Stage

3.3 The quality of the provision is good. The key person approach is used effectively, with all staff sharing in the responsibility for the care and welfare of the children. Pastoral care is outstanding, strengthened by the home visits made by staff before children enter the setting and the positive relationships thereafter. As they progress through Nursery and Reception, good adult support enables children to develop into confident, independent learners. Observation and assessment are used well to guide practice. A good balance exists between adult-led and child-initiated activities with opportunities to learn through play in and outdoors. Specialist teaching for music, physical education, and information and communication technology enhances children's learning. The setting is well equipped, both inside and out, which fosters independent and effective learning.

3.(d) Outcomes for children in the Early Years Foundation Stage

- 3.4 The outcomes for children are good. A number of children achieve exceptionally well. All children make at least good progress towards reaching, and for many, exceeding the Early Learning Goals from a varied range of starting points and capabilities. By the time they leave Reception, many children make excellent progress in their personal, social and emotional development. They can read and write simple sentences, and enjoy writing labels to match things. They also achieve well in mathematics. In Nursery, children applied their newly-found knowledge about shapes successfully when making 'shape people'. Children are active and often independent learners. Creativity is encouraged particularly in Pre-nursery when trying out musical instruments or painting. Children feel safe as they are confident in making choices and willing to try new activities. Children of all ages engage effectively with peers and adults. Children in Reception are provided with a more structured and formal approach to learning. On rare occasions, activities are too teacher-led and do not always allow children to take decisions for themselves. In Nursery, children are keen to show their skills in problem solving, such as how to fix the tail back on the rocking horse when it fell off. Children develop an understanding of the benefits of physical activity through the routines and activities on offer. Children understand the importance of hygiene, washing their hands before eating their packed lunches. Children are extremely well behaved, friendly, and show respect to others.