



ISI

Independent
Schools
Inspectorate

FOCUSED COMPLIANCE INSPECTION

**THE WHITE HOUSE SCHOOL AND WOODENTOPS DAY
NURSERY**

FEBRUARY 2017



School's details

School	The White House and Woodentops Day Nursery			
DfE Number	208/6384			
EYFS Number	EY414063			
Address	24 Thornton Road Clapham Park London SW120LF			
Telephone number	02086749514			
Email address	Office@whitehouseschool.com			
Head	Mr Daniel Cummings			
Proprietors /Principals	Mrs Mary McCahery Mrs Laura McCahery			
Age range	6 months to 11 years			
Number of pupils on roll including the Woodentops Day Nursery	153			
	Boys	90	Girls	63
	EYFS	86	Juniors	67
Pupils' ability	The school does not use standardised tests. However, its own assessment indicates that the ability of pupils is above average.			
Pupils' needs	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is eight. Three of whom have a statement of special educational needs or an education, health and care (EHC) plan. They require support with a range of educational difficulties. Twenty-three pupils have English as an additional language (EAL), none of whom require additional support.			
History of the school	The White House Preparatory School and Woodentops Day Nursery is a co-educational school for pupils aged 6 months to 11 years. It is situated in its own grounds in a residential area in the London Borough of Lambeth. The Woodentops Day Nursery is managed separately and is open 50 weeks a year. It operates from premises adjacent to			

	the school.
Ownership and governing structure	The school is owned by three proprietors two of whom act as principals, one responsible for the Day Nursery, and one for the school. Together, they fulfil the governance role.
School structure	The school is managed by the head, and the Day Nursery has a separate principal and an EYFS manager.
Other useful information	Although on the same site, the Nursery is separate to the school. Children from the Nursery can also attend the school on a part-time basis when they are old enough to do so.
Inspection dates	30 January to 2 February 2017

PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils’ health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents’ complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to be met unless evidence to the contrary has been found.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [Early Years Foundation Stage Statutory Framework](#).

SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, relevant requirements of the statutory framework for the Early Years Foundation Stage,] and associated requirements, and no further action is required as a result of this inspection.

PART 1

Quality of education provided

The school uses its own framework to determine attainment, instead of the national framework.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2

Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3

Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required.

The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4

Suitability of staff, supply staff, and proprietors

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5

Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6

Provision of information

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

The standard relating to the provision of information [paragraph 32] is met.

PART 7

Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

The standard relating to the handling of complaints [paragraph 33] is met.

PART 8

Quality of leadership in and management of schools

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

The standard relating to leadership and management of the school [paragraph 34] is met.

THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

Overall effectiveness: the quality and standards of the early years provision

The overall effectiveness of the early years provision is outstanding.

Effective teaching and learning programmes together with the early identification and support for those with SEND and/or EAL, ensure that all children make good and often excellent progress in their learning and development in relation to their individual starting points and capabilities, and they are well prepared for the transition to the next stage of their education. Within a safe, happy, warm and friendly environment, children thrive. They are extremely well cared for by a nurturing staff team that is dedicated to meeting the needs of each individual child. Strong bonds and happy relationships are firmly established, and ease of communication between children, parents and staff promote the children's emotional well-being and sense of security. A high priority is given to the safeguarding and welfare of all children. Senior leaders, managers and staff take corporate responsibility to ensure all statutory requirements are met and robust systems are in place to maintain oversight of practice within the setting. Effective leadership and management promotes and supports a shared vision for continuous improvement and the evaluation of all aspects of provision for the youngest children in their care. Since the previous inspection, the Nursery has implemented room leaders to take responsibility for the organisation, planning and deployment of staff within each age group base. They have also recently introduced the use of a digital assessment and tracking system. The recommendation of the previous inspection to ensure assessment procedures incorporate clear coverage and evaluation of the ways in which children learn, has been addressed. Staff have introduced effective systems of incorporating this into their assessment procedures by focussing on learning styles in their observations of individual children, and using these observations to inform their planning and next steps.

Effectiveness of leadership and management

The effectiveness of leadership and management in the EYFS is outstanding.

The day nursery has a clear ethos based on valuing each child and supporting them as they develop their moral understanding, their own interests and the foundation for their future learning. High quality care is provided in an extremely safe and welcoming environment, by an enthusiastic and dedicated team of suitably qualified and experienced staff. They share an ambitious vision for children's progress and achievements, and are committed to continuous improvement. Self-evaluation is a strong feature of the setting, with all staff having the opportunity to reflect on current practice and to contribute their ideas for further development. Parents' views are actively sought, especially when new initiatives are being introduced or changes proposed. There are many opportunities for staff to develop their professional practice through the school's in-service training programme, by on-line training and attendance at local courses and meetings. Regular appraisals and supervision meetings offer further support to staff in their roles. Rigorous planning and the sharing of information ensures that children's individual needs are met effectively, and that they have time and space to pursue their own interests. The provision of wide-ranging, high quality resources encourage the children to play and explore, and consequently develop their skills in the prime curriculum areas. Strong liaison between staff, alongside a structured settling in programme, successfully prepares

individual children for their transitions to the next stage in their education. Senior leaders and managers are fully aware of their responsibilities in monitoring all aspects of regulatory compliance in the EYFS, and robust systems are in place to ensure these are met. Policies are regularly reviewed and updated, and include the promotion of equality and diversity, the development of British values and the prevention of radicalisation and extremism by celebrating individuality and providing children with opportunities to explore their thoughts and feelings.

Quality of teaching, learning and assessment

The quality of teaching learning and assessment in the EYFS is outstanding.

Staff know the children extremely well and have consistently high expectations for the children's learning, including the most able and those who may need additional support. They are secure in their knowledge of how babies and young children learn, and are skillful in matching tasks and activities to meet individual learning needs and developmental stages, and in providing appropriate challenges. As a result of the infectious staff enthusiasm, children rapidly engage in the carefully planned tasks and activities, both independently and alongside others. Robust assessments at the age of two identify specific strengths and areas for concern, and are appropriately shared with parents and colleagues to prepare children for the next stage in their education. When children are not making the progress expected for their age, the special educational needs coordinator (SENCO) is fully involved and offers advice for staff and support for all children, including for the very youngest. Continuous assessment is an integral part of the daily routine. Children's progress is tracked and achievements are carefully recorded and shared, with significant milestones, as well as more general day-to-day accomplishments, celebrated and shared with parents. Staff work closely with parents to ensure the effective exchange of information and their full involvement in their child's nursery experiences. Settling in opportunities, together with regular ongoing meetings, ensure parents are provided with valuable information about ways in which they can support their children's learning at home. Should there be a cause for concern with a child's progress, appropriate steps are taken to provide the necessary support and intervention, both within the setting and with recourse to external agencies if needed. Through stories, songs and the provision of resources, children's different cultural backgrounds are celebrated and children's differences respected.

Personal development, behaviour and welfare

Provision for children's personal development, behaviour and welfare is outstanding.

The highly committed and enthusiastic staff team works collaboratively to create an exceptionally warm, nurturing environment where every child is valued and encouraged in their personal development. Positive praise and encouragement ensure children are well motivated and keen to learn and try new activities. The older children confidently move around the setting, independently accessing toys and resources. They maintain mature levels of concentration as they play, explore and develop their creativity. For example, one boy spent a considerable length of time trying to work out how to move down the slide whilst sitting on a large building block, and one of the youngest children independently remained focused when pushing wooden cylinders through holes. A paint mixing activity was eagerly explored by children who enjoyed using their hands to 'squidge' the different colours together. The key worker provides a focal point for children and parents, but children readily interact and form strong bonds and secure relationships with all the staff. Exceptionally thorough handover procedures mark the end of the day. Key workers greet parents and share all aspects of their child's day with them, including personal details such as helping a friend or sharing a toy, as well as routine information regarding food eaten, rest periods and nappy changes. The nutritious food options provided by the school at breakfast and snack times, and the meals provided by an outside catering company at lunch and tea times, give staff opportunities to talk to the children about eating healthily and the need to eat a variety of foods. Standards in behaviour are exemplary. Staff sensitively support children to help them to understand right and wrong and the importance of respecting the needs of others. Children

are encouraged to help each other when tidying up and at mealtimes, and one child was observed spontaneously going to find a doll for another to take to bed at nap time. Robust assessments at the age of two, identify specific strengths and areas for concern and are appropriately shared with parents and colleagues to prepare children for the next stage in their education.

Outcomes for children

Outcomes for children in the EYFS are outstanding.

As the result of the well planned provision, the high standards of routine care and the strong relationships between children, parents and staff throughout the nursery setting, children achieve well and make consistently good and often excellent progress relative to their starting points and capabilities. They reach the significant milestones expected for their age. By the age of two, children, including those with SEND and/or EAL are becoming confident communicators, and enjoy exploring independently. All children enjoy looking at books and frequently choose one for an adult to read to them. They understand about turning pages and delight in repetition of words and phrases. Children enthusiastically join in with the singing of nursery rhymes and songs, and confidently make requests for the next song to be sung. They are able to name farmyard animals and to imitate the sounds they make. The older children are beginning to count up the three objects with accuracy. Staff provide excellent role models as children develop their language skills and acquire vocabulary. They take time to listen to the children as they experiment with words and try to express themselves. As a consequence of their positive progress and levels of achievement, children are extremely well prepared for the transition to the next stage of their learning.

Compliance with statutory requirements

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

Recommendation for further improvement

The school is advised to make the following improvement to its provision for children in the early years.

- To consolidate the recent changes in management roles and responsibilities with specific reference to the recording of planning and assessment.

ABOUT THE INSPECTION

The inspectors held discussions with teachers, senior members of staff and with the chairman of governors. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Mrs Linda Donowho

Reporting inspector

Mrs Rachel Eaton Jones

Compliance team Inspector (Head of Pre-Prep
Department, ISA school)

Mrs Jane Morgan

Co-ordinating inspector for early years (Former head
of Pre-Prep, IAPS School)