

School inspection report

8 to 10 October 2024

The White House Preparatory School and Woodentops Day Nursery

24 Thornton Road
Clapham Park
London
SW12 0LF

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders provide a caring and supportive environment which is aligned to the school's aims and ethos. Pupils approach new experiences with resilience and enthusiasm because of the positive culture and environment in which they learn.
2. Most policies are implemented effectively. However, proprietorial oversight regarding the safer recruitment policy is inconsistent. Supporting documentation in staff files was found to be misfiled during the inspection.
3. Leaders have developed a broad curriculum which carefully considers the needs of pupils. Lessons are planned effectively so that pupils make good progress. Pupils develop knowledge and skills which prepare them well for life in British society.
4. Leaders at all levels promote pupils' welfare. Pupils are supported by well-developed pastoral systems which they understand well. Pupils know how to seek advice and support and are confident that teachers will quickly respond if advice is requested.
5. Health and safety procedures are robust. The proprietors and leaders maintain a regular and effective oversight of health and safety and risk assessment so that the school environment supports pupils' educational experience.
6. Pupils are taught a well-planned physical education (PE) programme which positively impacts on their mental health and emotional wellbeing. Pupils understand that regular physical education helps them to maintain a balanced and healthy approach to life.
7. Children in early years are taught a well-developed curriculum which prepares them effectively for the next stages of their learning. Teachers plan appropriate activities which support children's progress. Children learn to be inquisitive and confident in social situations.
8. Pupils are taught to be respectful towards others. Pupils apply the values of inclusivity and tolerance to all parts of their educational experience. Leaders promote a thorough understanding of cultural and religious difference through assemblies, the personal, social, health and economic (PSHE) education curriculum and careful planning across other subjects.
9. Pupils are morally and socially responsible towards others. They willingly help those whose need is greater and show kindness and compassion in their actions and behaviour.
10. Leaders provide appropriate safeguarding training to all those who work at the school. However, staff understanding of reporting lines for low-level concerns and more serious concerns relating to a colleague is not consistent. The safeguarding and child protection policy was amended during the inspection to make these processes clearer.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

The proprietors should:

- strengthen oversight of procedures so that policies are fully implemented, in particular those relating to recruitment records
- ensure reporting lines for low level concerns and more serious concerns are consistently understood by all staff.

Section 1: Leadership and management, and governance

11. Leaders ensure the school's aims and ethos are successfully implemented and followed by staff and pupils. The values of respect, tolerance and kindness are embedded into all areas of school life. Pupils learn well and receive a balanced and broad educational experience.
12. Leaders support pupils' welfare through weekly meetings in which safeguarding and pastoral concerns are discussed with all teaching staff. Leaders maintain effective and constructive links with external agencies, including local authority safeguarding partners. This informs effective school practice. For example, leaders in the early years attend local authority training which focuses on development of the early years curriculum to prepare children well for transition to Year 1.
13. The proprietors, senior leaders and staff carefully and regularly evaluate the school's educational provision. Effective decision-making informs curriculum planning. This has resulted in a revised PSHE curriculum and the introduction of a life skills programme. Older pupils are taught how to administer cardiopulmonary resuscitation in case of medical emergency, whilst younger pupils learn how to cook hygienically and safely. This means that pupils are well prepared for future challenges and experiences.
14. Academic leaders effectively fulfil their responsibilities so that pupils are taught a wide and stimulating curriculum. Teaching and learning policies are consistently implemented so that pupils are challenged and supported. The proprietors monitor the effectiveness of teaching and learning through learning walks and regular meetings. Leaders provide high quality staff training so that pupils continue to be taught by teachers who have relevant and developing knowledge and skills.
15. Communications with parents are timely and informative. Leaders effectively maintain the school website which includes all required information. A suitable complaints policy outlines an appropriate three-stage process. When concerns are raised, clear records are maintained, including details about actions taken and how the concern was successfully resolved.
16. Most school policies are properly and consistently implemented by the proprietors and senior leaders so that standards are met. However, proprietorial oversight of implementation is not always consistent regarding some policy and procedural areas.
17. Experienced leaders in the early years deliver an exciting educational experience for the children. The learning and emotional needs of children in early years are supported effectively.
18. Leaders fulfil their responsibilities under the Equality Act 2010. Teaching supports British values and does not discriminate against individuals or groups. An appropriate accessibility plan is implemented by leaders which includes adjusting classroom environments and the curriculum when necessary. As a result, pupils are effectively supported so that they can access the curriculum.
19. Proprietorial oversight of risk is thorough, and leaders manage risk well. Systematic procedures are implemented to assess and mitigate risk. Risk assessments for educational outings are effective, including in the early years. Careful risk assessment is carried out whenever any trip is planned, ranging from short local visits to residential trips abroad. Outside and off-site activities do not proceed until a thorough risk assessment has been written and reviewed by senior leaders. Teachers

carefully assess risk in their classrooms every day. As a result of these measures, the school environment is suitable for pupils.

The extent to which the school meets Standards relating to leadership and management, and governance

20. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

21. Pupils are taught a broad curriculum which supports and teaches the principles of British values. It covers all the required areas of learning and is appropriate for pupils' ages and abilities. The curriculum is planned carefully and based upon themes, such as in a Year 4 art lesson when pupils successfully apply analytical skills to identify how their choice of colours effectively reflects the personality and identity of Henry VIII. In consequence, pupils respond well to the challenges presented by the curriculum and typically apply themselves to their learning with resilience. The curriculum prepares pupils thoroughly for the next stage of their education. Year 6 pupils achieve well in selective 11+ entrance examinations and typically gain places at their chosen senior schools.
22. Pupils make good progress in their work. They receive focused marking and feedback from their teachers. This informs them when they have done well and identifies what they need to do next to improve. For example, when pupils write persuasively about the advantages and disadvantages of using artificial intelligence, they were able to improve their first drafts following clear advice from their teacher. Teachers promote good progress through well-planned lessons. Musical performance and composition build on explicit prior learning steps which teach pupils an understanding of harmony, rhythm and pulse. As a result, pupils' ensemble performances are fluent and show effective progression.
23. Leaders' effective analysis of data and use of assessment informs teachers so that pupils are taught and supported at a level appropriate to their individual needs. Well planned intervention groups are effectively taught by teachers. These change and adapt regularly in response to pupils who are either ready for additional work or require further support. As a result, pupils feel supported so that they continue to work with self-motivation and develop their knowledge and understanding.
24. The curriculum is carefully planned so that it is challenging and accessible to all pupils. Pupils who have higher prior attainment are quickly identified. Pupils are encouraged to consider the reasons behind their answers. Those who have special educational needs and/or disabilities (SEND) are well supported. Experienced leaders effectively disseminate information to staff. This means that teachers know how to support pupils who have SEND by utilising resources such as wobble cushions, modified pencil grips and writing slopes. Pupils who speak English as an additional language (EAL) quickly acquire effective language skills. For example, they are supported by a teacher of Mandarin and provided with dictionaries in their first language. As a result of these measures, pupils throughout the school make good progress.
25. In the early years, teachers model use of language effectively so that children confidently experiment and explore how to use words. Children learn from carefully planned activities which promote the development of language. Children effectively construct sentences which relate to the stories or themes they have been taught. They talk about their activities in detail. For example, children confidently describe the animals they have drawn and explain their habitats, demonstrating a developing knowledge of the world around them. Children describe art techniques such as spraying paint and adding texture and they discuss how they build their own bridges to help goats escape from a troll. As a result of these well-planned activities, children effectively develop their communication and language skills.

26. Leaders have implemented effective systems so that parents receive timely communications regarding their child's academic performance and pastoral welfare. Parents' meetings each term, informative written reports and regular pastoral updates keep parents well-informed about their child's academic and personal progress.
27. Pupils develop skills and acquire new knowledge from an extensive programme of extra-curricular activities. Pupils engage with activities which are creative, intellectual and physical. For example, extra-curricular provision includes touch-typing for pupils who want to develop word-processing efficiency and a netball club where pupils who are unfamiliar with the sport practise skills to enhance their understanding of the rules. In debating club, pupils chose to discuss whether countries should have borders. This effectively develops pupils' public-speaking skills as well as their understanding of the global world.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. Pupils' emotional wellbeing is effectively supported by a well-planned PSHE curriculum. Lessons involve activities and scenarios where pupils explore how they might respond to difficult situations, such as when an online stranger poses as a friend. The PSHE curriculum teaches pupils to understand how to regulate their emotions. Pupils effectively demonstrate the school's core value of kindness by extending courtesy and thoughtfulness towards others. Leaders remain alert to pupils who may require support. Appropriate systems are established such as 'what do I want my teacher to know?' baskets in every classroom so pupils can seek support anonymously. A high number of staff are trained in mental health first aid to offer pupils additional emotional support, if needed.
30. Lessons in relationships and sex education (RSE) are well planned and effectively taught in a suitable and age-appropriate way. Pupils learn how their bodies will develop and how their emotions may change as a result. Pupils are typically supportive and sensitive towards each other so that they behave in a respectful and inclusive manner. Parents are consulted appropriately about the RSE curriculum and informed in advance of sensitive topics.
31. The curriculum helps pupils to develop an appreciation of spirituality. Year 2 pupils prepare a spiritual song to perform at Harvest assembly. World religions are celebrated in religious studies, PSHE and assemblies. Pupils visit a Sikh temple and Buddhist monks visit the school. As a result, pupils learn to be thoughtful and reflective, and start to acquire a moral understanding and empathy towards others.
32. A well-balanced curriculum is planned so that pupils are taught a form of PE every day. Pupils learn yoga which promotes their positive mental and emotional health. Dance and swimming help pupils to appreciate that exercise contributes effectively to a balanced and healthy lifestyle. Pupils are proud to represent their school in competitive fixtures. They demonstrate the values of respect and tolerance and learn to win and lose with humility.
33. Health and safety procedures are systematically checked by senior leaders and the proprietors. Fire safety is promoted by clearly marked escape routes which pupils rehearse regularly. Weekly meetings review the suitability of the school facilities. If issues are noted, swift and effective remedial action is taken and recorded. The premises and school accommodation are maintained appropriately so that they remain suitable for pupils.
34. Senior leaders oversee pupils arriving at school whilst vigilant staff effectively supervise pupils at breaktimes. Children in early years are supervised according to the required ratios. As a result, pupils feel secure when at school.
35. Pupils typically behave well. Leaders implement an appropriate behaviour policy which seeks to reinforce positive behaviour, such as through the house cup which is awarded every week. Pupils understand what bullying is and know that it causes harmful consequences. Pupils are confident that when bullying is reported, teachers will listen and take quick and effective action.

36. Leaders maintain admission and attendance registers appropriately. Pupil attendance levels are high, but leaders remain vigilant to any downward trends. The local authority is correctly notified when pupils join or leave the school at non-standard transition points.
37. First aid and medical procedures are appropriate. Staff receive effective training and administer first aid in a timely and competent manner. All staff working in early years are trained in paediatric first aid.
38. In early years, teachers plan a careful programme of activities. An outdoor learning environment offers opportunities to climb, explore and play imaginatively. Children are curious and experiment with masking tape and glue when sticking boxes together to decide which is more useful. In PE lessons, taught by well-qualified teachers, children are encouraged to develop balance and agility during gymnastics. In lessons teaching life skills, children develop architectural skills and collaborate well to construct ambitious towers. As a result of these activities, children are effectively supported in their personal and emotional development.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 39. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

40. The curriculum supports and teaches pupils to respect and appreciate those with religious or cultural differences. Pupils articulate informed opinions about apartheid and consider elements of the South African farming economy. Through celebration of Black History Month, pupils were able to think compassionately about the consequences of discriminatory behaviour. In English, teachers select appropriate reading books which effectively challenge pupils to explore prejudicial themes such as race and disability. Pupils' understanding of equality and inclusion is further supported by the visitors to the school such as a Paralympian gold medallist. Pupils effectively learn that the values of tolerance and respect lead to principled and inclusive behaviour. Pupils listen and respond empathetically to each other and respect individual differences.
41. The curriculum effectively supports pupils to develop financial understanding. Older pupils learn about marketing, public relations and profit and use this knowledge well when planning their 'Enterprise Week'. Children in Reception are taught about budgeting and cost. They visit a local supermarket and purchase items within a £1 budget so that they begin to learn about cost control.
42. Pupils effectively learn about the principles of what is right and what is wrong. They develop an appreciation for British institutions and services. Visiting speakers from the local police and fire service are invited to assemblies where they inform pupils about their work and the services they offer. Pupils learn how rules and the law relate to each other and are taught about the law courts. As a result, pupils understand and respect the principles of a lawful society.
43. Assemblies, clubs, PSHE and well-planned lessons teach pupils about democracy. Pupils engage in spirited discussions whilst acknowledging and respecting that others may hold opposing viewpoints. Pupils engage with democracy when votes are held across school to select school councillors, eco-warriors and to decide which charities to support. Additionally, pupils visit the Houses of Parliament and discuss topical events such as a General Election. When pupils learn about political issues, staff are careful to ensure that information is presented in an unbiased manner.
44. Children in the early years learn that it is important to share, polite to listen and responsible to help. Teachers are positive role models and teach these values in assemblies, PSHE lessons and the wider curriculum. Children demonstrate their social development as they encourage and help each other to tidy up quickly and carefully so everyone can be happy and move along 'on the rocket' to breaktime. Children share resources during activities such as board games and building bricks and they helpfully assist their teachers when tidying up afterwards. As a result of these opportunities, children develop responsible attitudes towards others and are confident in social situations.
45. Pupils demonstrate moral and social responsibility towards others. All pupils in Year 6 hold prefect responsibilities and provide service to others. Prefects support younger pupils with their reading and play board games with children in early years. Leaders maintain close links amongst the local community so pupils can effectively contribute to and support local organisations. Year 5 pupils visit elderly residents at a local church group where they engage in friendly conversations and help to create poppies in preparation for Remembrance Day. Funds are raised for charities which support serious illness or homeless people and pupils enjoy making Christmas cards for Age UK and singing at

a local residential care home. Pupils are taught to be empathetic and understand why it is important to support and contribute to those who are less fortunate than themselves.

46. Pupils are prepared well for future experiences and life in British society. Leaders in early years plan effective transition activities so that Reception children are ready for Year 1. Lessons in life skills teach and equip pupils with relevant experiences for the future. For example, Year 6 pupils are prepared for secondary school with a programme of practical activities including how to navigate London's transport systems.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 47. All the relevant Standards are met.**

Safeguarding

48. Leaders promote a culture in which all who work at the school understand safeguarding is a shared responsibility. Leaders provide staff with appropriate training, including on induction. Staff are vigilant and alert regarding child-on-child abuse and receive appropriate training about extremism. Staff are clear about how to record and report any concerns raised by pupils. Staff understand they must report low-level concerns, but a few are unclear as to the reporting processes.
49. Safeguarding leaders are suitably trained for their roles. Leaders have built effective links with local safeguarding partners who they consult with when any safeguarding concerns arise. Safeguarding records are maintained appropriately and reflect latest statutory guidance.
50. The safeguarding and child protection policy informs staff about latest statutory guidance. However, the reporting process is not always clear. The safeguarding and child protection policy was quickly amended during the inspection to better inform staff's understanding of this procedure.
51. A single central record (SCR) of appointments is maintained appropriately for all staff who work at the school. However, oversight of safer recruitment checks by the proprietors had not identified that some records were misfiled. The relevant documents were quickly found and added to staff files during the inspection.
52. Senior leaders in early years are part of the safeguarding team. Staff who work in early years fulfil their safeguarding responsibilities effectively.
53. Leaders have implemented effective systems for pupils to raise concerns in person or anonymously. Pupils understand it is important to raise any issues which they are concerned about. Pupils are confident that teachers will always listen and offer support. As a result, leaders promote pupils' wellbeing and pupils report that they feel safe and secure at school.
54. Pupils have a well-developed understanding of how to behave responsibly when online. This is supported by effective PSHE and computing lessons which teach online safety. Leaders have implemented a thorough monitoring and filtering system. They quickly investigate any online alerts so that pupils are protected from inappropriate content on the internet.

The extent to which the school meets Standards relating to safeguarding

- 55. All the relevant Standards are met.**

The quality of the early years foundation stage in the registered early years provision

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

56. The overall effectiveness of the early years provision is good.
57. Leaders and managers effectively oversee how staff promote children’s personal, social and emotional development. Children develop strong relationships with their key person and spend quality time with them, which helps them to feel safe, secure and happy. All staff understand their safeguarding and welfare responsibilities and work together diligently to keep children safe.
58. The early years curriculum is carefully planned by leaders, managers and staff. The curriculum is monitored and evaluated regularly by leaders and managers to check that it continues to meet children’s evolving needs. However, on occasions this is not fully effective.
59. Leaders and managers fully recognise the importance of early intervention and children make good progress in relation to their starting points. This includes children who speak English as an additional language (EAL). Children are well prepared and carefully supported in the transition process and ready for the next stage in their education.
60. Staff uphold high expectations for behaviour. They model and praise positive conduct and place emphasis on respectful interactions, talking to children during nappy changes and when walking down steep stairs after going outside. This helps to foster nurturing relationships between children and staff.
61. The leadership team is fully committed to the wellbeing of staff and recognises the main pressures they face. Regular supervision and daily contact give staff every opportunity to share concerns. Leaders and managers actively encourage staff to complete professional development. They provide opportunities to participate in focused relaxation activities, such as staff breakfasts and weekly yoga sessions. Staff feel extremely supported and valued by leaders at the setting.

Quality of education

62. The quality of education is good.
63. Staff provide a range of opportunities for children to develop their language skills. For instance, staff repeat words in English and German, for children to copy, point to and name in picture books. Older children confidently talk to visitors, such as the music leader. They listen attentively and participate with enjoyment repeating the words in songs. This successfully increases their vocabulary.
64. The secure knowledge displayed by staff of the way in which babies learn and develop means that content, sequencing and progression in the areas of learning are secure in this age range. However, this is not consistent with the older children. During a range of activities, staff are not fully effective in teaching the sequence of knowledge or skills that children require for future learning. For example, during music activities, staff give children musical instruments to play, however the skills needed to make a sound are not taught, so children do not know what to do.

65. Managers ensure that each child's progress is carefully monitored. Staff record regular observations, such as on the child's electronic learning journal, which are tracked against the expected levels of development for their age. These are shared with parents, who can contribute by telling staff their child's important experiences and achievements at home.

Behaviour and attitudes

66. Behaviour and attitudes are good.

67. Children show much enjoyment and excitement in their learning. Staff provide accessible high-quality resources for children to explore and choose from. Children do this successfully. For instance, babies crawl to select books to then share with an adult. Older children enter the setting independently and with confidence, choosing what they would like to play with, such as dressing up clothes and construction activities.

68. Children are supported and motivated by staff through positive reinforcement and encouragement. They learn to share with others. Children enjoy routines accompanied by songs, such as the tidy-up song, which help them understand and participate in daily activities. This helps to build independence and a sense of responsibility from a young age.

69. Staff have high expectations for children's conduct. Babies clap and smile when watching others throw balls out of the ball pit. They join in with staff who support and model how to share and take turns. For instance, when they explore electronic toys, babies wait to use the cloth to wipe the screen and push buttons to make sounds and lights flash. Older children demonstrate their understanding of why behaviour rules are in place and are beginning to recognise the impact their behaviour has on others. They respond well to gentle reminders from staff about how to use kind hands and play cooperatively.

Personal development

70. The personal development of children is good.

71. Staff know each child extremely well. The nurturing key-person system helps children form secure attachments. Staff greet children with warmth and sensitivity, holding their hands and talking to them at child height. Staff maintain consistency between home and setting routines, such as by ensuring that children's sleep patterns are maintained. This helps children to settle quickly and independently.

72. All children have regular access to outside areas that are well-equipped to promote physical activity. Children enjoy weekly yoga sessions, games lessons and outdoor learning in the large sand pit. Children enjoy going for walks in the wider community, such as local parks, the library and train station. This enables them to broaden their experiences and understanding of the world around them.

73. Children are provided with a healthy diet of freshly cooked food, drinking water and fruit. Staff cater for the range of needs arising from allergies, medical concerns and food preferences. Staff follow stringent hygiene practices so that the personal needs of the children at this age are met appropriately. For instance, they teach children to understand the importance of handwashing

before eating and how to effectively brush teeth after meals. Children giggle and smile at themselves in the mirror as they follow these routines.

74. Staff prepare children for life in modern Britain by teaching them how to respect, share and help each other. Staff model these behaviours and promote children's developing understanding of diversity, including the celebration of festivals in different religions and cultures. This is done at an age-appropriate level and using resources that promote an inclusive environment.

Leadership and management

75. Leadership and management are good.
76. Policies, practice and values are shared and understood by leaders and managers, who have an ambitious vision for future development. Leaders are committed to providing high-quality education and care which contributes to children becoming happy and positive learners. However, at times, the deployment of staff to effectively support children's learning is mismatched. Staff with more experience are not used as successfully as possible to promote best practice at the setting.
77. Leaders offer regular training for staff. This results in a positive impact on the care and outcomes for children. For instance, training to raise awareness of safer sleeping has ensured all staff are confident in sleep routines and monitoring the children. Room leaders have been given the opportunity to manage their own budget, enabling specific resources to be purchased by them after attending age-appropriate training.
78. The setting has strong links with and engages effectively with parents. For example, parents attend a six weekly review meeting when their child moves room. Staff ensure parents are happy, informed and comfortable with the change as well as the children. They discuss the progress children have made and any new routines.
79. Staff report high levels of wellbeing. Leaders and managers recognise their achievements, and these are celebrated through staff awards and praise. Leaders ensure that staff have a good work-life balance. For instance, they have time to complete their duties during the working day and have a suitable space for rest and relaxation at breaktimes.

Safeguarding

80. Safeguarding is effective.
81. All staff have undertaken appropriate safeguarding training. They are familiar with policies and are caring and vigilant. Staff knowledge is tested regularly through questioning, which enhances their understanding and preparedness. Staff are familiar with the signs and symptoms of abuse and understand the procedures for reporting any potential concern about children's welfare or staff practice. Leaders complete suitability checks on adults who have access to children, and these are carefully recorded.
82. Leaders have robust procedures in place to help ensure that the environment is safe and suitable for children. Staff fully understand their responsibilities, and assess and manage risks effectively, such as in relation to outdoor spaces and equipment used for activities. Children's medical needs are met

with robust first-aid procedures. Staff complete termly fire and lockdown drills, which ensure areas are clear for evacuation.

Recommended next steps

The proprietors should:

- strengthen staff support in the toddler room, to help staff fully understand the sequence of skills and knowledge children need to learn, and model and demonstrate these more effectively in their teaching
- deploy staff more effectively, taking into account their qualifications and experience, to promote and share best practice throughout the setting.

The extent to which the school meets the requirements of the early years foundation stage

83. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	The White House Preparatory School and Woodentops Day Nursery
Department for Education number	208/6384
Registered early years number	EY414063
Address	The White House Preparatory School and Woodentops Day Nursery 24 Thornton Road Clapham Park London SW12 0LF
Phone number	020 8674 9514
Email address	office@whitehouseschool.com
Website	www.whitehouseschool.com
Proprietors	Mrs Mary McCahery Mr Stephen McCahery
Headteacher	Mr Joe Knight
Age range	6 months to 11
Number of pupils	197
Number of children in the early years registered setting	30
Date of previous inspection	6 September 2023

Information about the school

84. The White House Preparatory School and Woodentops Day Nursery is a co-educational independent school. The school was founded by Mary McCahery in 1985. There is a non-registered Early Years Foundation Stage (EYFS) setting within The White House Preparatory School. The Woodentops Day Nursery, managed separately, is a registered EYFS setting which is open for 50 weeks every year. The school has recently expanded and extended classroom facilities. A new headteacher was appointed in September 2024.
85. There are 98 children in the early years. Of these, 30 children are in the separately registered setting for children from 6 months to 2 years.
86. The school has identified 13 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
87. English is an additional language for 17 pupils.
88. The school states its aims are to recognise that every pupil has something to offer which is unique and valuable. It intends to offer a broad curriculum where music, art and sport are viewed with as much importance as more traditional subjects. The school seeks to encourage pupils to develop a sound moral compass through kindness and empathy. The school endeavours to instil in its pupils a lifelong love of learning with a strong support system and within a safe and secure learning environment.

Inspection details

Inspection dates

8 to 10 October 2024

89. A team of four inspectors visited the school for two and a half days. The onsite inspection of the early years registered setting was quality assured by a monitor.

90. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

91. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit www.isi.net.

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