



INDEPENDENT SCHOOLS INSPECTORATE

LEE Hurst Swan

EARLY YEARS FOUNDATION STAGE

INTERMEDIATE INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Leehurst Swan

Full Name of School	Leehurst Swan	
DfE Number	865/6026	
EYFS Number	EY347111	
Registered Charity Number	8001588	
Address	Leehurst Swan 19 Campbell Road Salisbury Wiltshire SP1 3BQ	
Telephone Number	01722 333094	
Fax Number	01722 330868	
Email Address	reception@leehurstswan.org.uk	
Head	Mr Roger Leake	
Chair of Governors	Mr Michael New	
Age Range	2 to 16	
Total Number of Pupils	326	
Gender of Pupils	Mixed (172 boys; 154 girls)	
Numbers by Age	0-2 (EYFS): 0 5-11: 150 2-5 (EYFS): 48 11-16: 128	
Head of EYFS Setting	Mrs Pip Slater	
EYFS Gender	Mixed	
Inspection dates	11 Mar 2014 to 12 Mar 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 March 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 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 Sara Robinson

Early Years Lead Inspector

Mrs Emma Carlin

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

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Leehurst Swan is an independent co-educational day school, located on the north side of Salisbury. It draws its pupils mainly from Salisbury and the immediate area. The school was established as an independent charitable trust in 1988 and is administered by a board of governors. It was originally a Roman Catholic girls' convent school for pupils aged four to eighteen, founded in 1911 and moved to the present site in 1914, under the name of Leehurst. It was taken over in 1953 by the Sisters of La Retraite and in 1996 it merged with the Swan School, a preparatory school for boys aged four to eleven. The school occupies a six-acre site. The main building, originally a family house, dates from the late nineteenth century, and there have been additions built at various times up to the present day. Most recent additions include the Walker Hall for performing arts and a new prep building, due for completion in June 2014.
- 1.2 The school aims to provide a happy, purposeful community, based on Christian values, in which all pupils are educated to the highest standard of which they are capable.
- 1.3 The Early Years Foundation Stage (EYFS) is composed of one Nursery and one Reception class, housed together in a purpose-built building on the ground floor. Children have direct access to a secure outdoor area. They have use of a dedicated forest woodland area and access to the school grounds. Children use the main school hall, gym and music rooms and travel by school transport to a local swimming pool.
- 1.4 The school currently has 326 pupils on roll, of whom 48 are in the EYFS. Throughout the school 52 pupils receive support for a special educational need and/or disability (SEND), two of whom are in the EYFS. Two children have a statement for special educational needs, one of whom is in the EYFS. Four pupils have English as an additional language (EAL), two of whom are in the EYFS.
- 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 National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Cygnets	Nursery
Swans	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. Ensure activities provided allow sufficient opportunity for independent discovery.

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 meets its aim to provide a happy, purposeful community in which the unique interests and talents of each individual are celebrated and fostered. A broad and varied curriculum provides an excellent balance of adult-led and child-initiated activities both indoors and outdoors. Overall, well-organised play spaces enable children to freely access a rich variety of high-quality resources, encouraging independence, exploration and problem solving. Occasionally activities for younger children are too prescriptive and limit their ability to discover things independently. Assessment of progress is regularly collated, clearly recorded and used to identify the next steps in each child's learning. An interactive learning diary allows parents to access this and add comments online. Support for EAL and SEND children is outstanding. Staff work closely with parents and outside agencies to ensure that all children achieve their potential. More able children are suitably challenged. This ensures that most reach and many exceed the expected goals by the end of the EYFS. Careful questioning and modelling by staff enables all children to express themselves clearly and with confidence; for example older children were encouraged to use the correct language when describing an experiment, whilst those under three were enabled to discuss pictures in books. In responses to questionnaires a very large majority of parents showed strong satisfaction with the school. Parents, prospective parents and children may attend the weekly 'open house,' thus enabling strong links with key people from the start. Parents share their expertise in school. They receive regular information both verbally and written. The required checks for two year-olds have been effectively implemented and the information shared with parents and carers.

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

3.2 Provision for children's well-being is outstanding. A highly effective key person system ensures all children, including those under three, settle quickly. Key people promote the excellent standards of behaviour and courtesy expected, using regular praise and recognising achievements through allowing children 'to blow their trumpet'. Daily risk assessments are thorough. Secure policies and fire procedures enable all children to feel safe. Adults act as excellent role models so that children know how to play co-operatively and imaginatively, as they explore their outstandingly resourced surroundings. Children understand the importance of healthy snacks. They develop good hygiene habits and enjoy regular exercise, which includes daily brain gym. Parents are encouraged to send in healthy packed lunches. Well-qualified staff and high staff-child ratios mean all children are extremely well cared for. Children under three display a strong awareness of how to keep safe when using climbing equipment. Older children negotiate the grounds and the forest garden with confidence and expertise. All children demonstrate increasing levels of independence and responsibility. Transitions within the setting and beyond are well managed and ensure all children settle quickly and easily.

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

3.3 Leadership and management are outstanding. They are underpinned by the high aspirations and clear vision of the leadership team. Governors have a clear knowledge of the EYFS. They support new initiatives and meet regularly with staff and parents. The development plan shows the challenging priorities and targets to which the setting aspires. Staff continuously strive for success through reflective practice and critical analysis. This has increased their awareness of quality, and areas for improvement, thereby ensuring learning and development requirements are met. Excellent teamwork, together with secure policies and procedures, ensure that children are extremely safe. Robust safer recruitment procedures and welfare requirements are in place. Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the setting, parents, and external agencies, including the local authority. All staff receive regular training in child protection, first aid and health and safety procedures. Regular staff appraisals, supervision meetings and sharing of good practice, identify professional development and training needs. Training benefits teaching and children's learning and development. It has led to improved use of the key person system, introduction of interactive learning diaries, establishment of a forest garden and other initiatives.

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

3.4 The overall quality and standards are outstanding. All children, including those with SEND and EAL, make at least good and often excellent progress in relation to their starting points and capabilities. All children are highly effective communicators and active listeners. Those under three use inventive language, for example when describing their play with dinosaurs. With support they count to five and understand the concept of volume when putting sand in a tin. Older children are beginning to recognise single sounds. They count dots on large dice and, with support, can jump the correct number of times. The oldest children use sound blends to make and write words using a dictionary. They show clear understanding of number bonds to ten and record money addition sums. They solve problems such as how to build a nest to keep an egg safe. All children manipulate a computer mouse with increasing dexterity. Their personal, social and emotional development is excellent. Children take responsibilities seriously, respect one another and work in harmony. They listen carefully to adult guidance, taking turns and sharing toys and equipment sensibly. They display high levels of confidence, curiosity and concentration, and show increasing skills of independence. Children are happy, feel safe and are confident to share any concerns with all staff, who ensure rigorous supervision in a secure environment. The development plan reflects strong commitment to continuous improvement, meeting the recommendation from the previous report. The holiday club now has an effective administrative system and staff clearly know EYFS requirements.