



INDEPENDENT SCHOOLS INSPECTORATE

SKIPPERS HILL MANOR PREPARATORY SCHOOL

STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Skippers Hill Manor Preparatory School

Full Name of School	Skippers Hill Manor Preparatory School
DfE Number	845/6038
Address	Skippers Hill Manor Preparatory School Five Ashes Mayfield East Sussex TN20 6HR
Telephone Number	01825 830234
Fax Number	01825 831040
Email Address	info@skippershill.com
Headmaster	Mr Timothy Lewis
Proprietor	Skippers Hill Manor School Limited
Age Range	4 to 13
Total Number of Pupils	136
Gender of Pupils	Mixed (70 boys; 66 girls)
Numbers by Age	4-5 (EYFS): 10 5-11: 89 11-13: 37
EYFS Gender	Mixed
Inspection dates	20 Sep 2011 to 21 Sep 2011 17 Oct 2011 to 19 Oct 2011

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

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

6.1 The overall effectiveness of the EYFS setting is outstanding, and careful attention is given to every child's needs. Children feel safe, secure and valued, and parents are confident that staff do their best for each child. Staff know the children very well and have a good understanding of each child's circumstances. Children are recognised as individuals; their preferences, strengths and weaknesses are assessed and staff strongly and consistently support their learning. The setting is well organised and its continual improvement since the previous inspection can be seen in the new buildings, resources, and the enhanced outside play area.

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

6.2 Leadership and management are outstanding. Day-to-day organisation is well managed by experienced staff who ensure that children are safeguarded and policies are implemented to provide equality of access and opportunity. A clear understanding of requirements is reflected in high quality classroom practice and in the information provided for parents, who are very supportive and pleased with the strong start to their children's education. Staff work effectively in partnership with parents to inform them of the learning and progress of their child and to celebrate children's achievements. Reports are detailed and helpful, and parents are encouraged to continually engage in a dialogue with staff. The provision is constantly improving as a result of critical self-evaluation and review of practice, and staff have a clear vision for the EYFS as part of the whole school development. Effective opportunities are taken for training and appraisal. 'Messy', quiet and shared spaces are used very well so that a range of resources can be effectively deployed in this very recently completed building.

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

6.3 The quality of provision is outstanding, with a welcoming, interesting and stimulating environment for children to enjoy. The extensive school grounds provide a magical experience for young ones to discover the changes in autumn and extends the classroom in good weather. However, the children are not yet able to make full use of the developing refurbished outdoor area for learning experiences. Planning ensures that activities engage and absorb children. Staff observe children's learning rigorously in child-initiated and adult-led activities and record how the needs of individuals will be met. Children are encouraged to demonstrate their curiosity and imagination, and to offer ideas readily in discussion. Specialist music and games staff contribute very well to the children's early development of skills. Relationships are excellent. The setting strongly promotes the children's welfare and healthy eating habits. Pupils are encouraged to conduct themselves safely around the setting. Routines such as hand-washing at appropriate stages during the day are well established.

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

- 6.4 Children make excellent progress in relation to their starting points and outcomes are outstanding. Literacy and numeracy skills develop well and children have a strong knowledge of early writing and phonics at the end of the EYFS. They are able to write simple sentences. Children can sort a variety of items and explain how or why they are part of the same group. They securely reach, and many exceed, the early learning goals by the end of Reception. They greatly enjoy their time in school and are enthusiastic and active learners. The children practise high standards of hygiene, and feel safe when in and around the premises and grounds. They show high levels of independence, imagination and concentration, demonstrating confidence and a willingness to participate and make decisions. They behave well in a variety of situations and are extremely co-operative. Children in EYFS benefit from the close proximity of older pupils who sit with them in assembly and assist at times in the classroom.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the director, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Elizabeth Coley

Mr Stephen Player

Mrs Marjorie Harris

Reporting Inspector

Headmaster, IAPS school

Early Years Co-ordinating Inspector