

## LBHF EARLY YEARS TEAM

### EYFS STATUTORY REQUIREMENTS QUALITY ASSURANCE VISIT

H&F carry out sample checks and/or audits on providers annually to ensure compliance with the EYFS Statutory Requirements for delivering the free funded entitlements.

<b>Early Years Advisor</b>	
<b>Name of Setting</b>	Parsons Green Prep School
<b>Setting Address</b>	Parsons Green Prep School 1 Fulham Park Road, London, SW6 4LJ
<b>Contacts:</b>	Head: Dr Pamela Edmonds Head of Prep-Prep and Head of Early Years: Mr Lee Bradshaw
<b>Date of observation</b>	Monday 11 <sup>th</sup> November 2024
<b>Early Years Team</b> EY Advisor:  EY Team Lead:	London Borough of Hammersmith & Fulham  145 King Street, Hammersmith, London, W6 9XY

<b>Number of 4 year old funded children on roll: 18</b>
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<b>Staff Involved:</b> Head: Dr Pamela Edmonds Head of Prep-Prep and Head of Early Years: Mr Lee Bradshaw Reception Teacher: Hannah Tomlinson Teaching Assistants: Susie Cane, Ellie Daniels Early Years Advisor:
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<b>Gathering information:</b> As part of the quality assurance visit, the Early Years Advisor: <ul style="list-style-type: none"> <li>• Held discussions with the Headteacher, Head of Pre-Prep/Early Years and Early Years Teaching Team</li> <li>• Collated information on children in receipt of funding.</li> <li>• Talked to children and staff at appropriate times during the visit</li> <li>• Observed practice and interactions between children and adults across the indoor/outdoor environment</li> <li>• The Head of Early Years provided a guided tour of the school premises and explained how the school organise the early years environment and learning programmes for children.</li> <li>• Reviewed and sampled documentation including:             <ul style="list-style-type: none"> <li>- Accident records</li> <li>- EYFS self-evaluation</li> <li>- Safer Recruitment Policy, staff suitability records, Paediatric First Aid Certificates</li> </ul> </li> </ul>
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- Staff qualifications and training records

### **Learning and Development Requirements:**

- The Head of Early Years is an inspiring and motivating leader. He, in partnership with the Reception Teacher and early years teaching team continuously evaluate the provision and strive for excellence i.e., recent developments across the outdoor environment, reflect priorities attached to securing practical exploration and children's autonomy and freedom to display the characteristics of effective learning. This is a real strength of practice and has a positive impact on the way children see themselves as learners.
- Staff work extremely hard together to implement a highly-stimulating and ambitious curriculum for all children. Children respond positively to staff's high expectations and are highly motivated to learn.
- Children are extremely creative, inquisitive and apply new skills and vocabulary well. For example, producing Police ID badges using different media, preparing 'chicken soup' to accompany celebrations in the mud-kitchen and constructing well-planned models, using tools, techniques, and safety equipment at the woodwork bench outside.
- Staff closely monitor the progress children make and provide effective and regular interventions to secure progress. They show a comprehensive knowledge of children's individual learning and development needs. The support for all children, including those with SEND, is highly effective. This inclusive approach helps all children to achieve.
- The school's value system enhances children's learning. Through a carefully considered curriculum, children learn about fundamental British values, such as democracy and the rule of law. Children have a mature understanding of their contribution to society by taking part in committees such as the ECO committee, School Council, and the Well-being committee.
- Children learn how to recognise and describe their feelings and are supported to manage their emotions and behaviour well.
- During both child-led enquiry and focussed teaching activity, the quality of learning is consistently high. Staff know when to scaffold children's enquiries, to support problem solving, and when to step back to allow children to work out and solve problems by themselves.
- Children work extremely well together, taking turns and sharing resources of their own accord. Children's behaviour is excellent.
- The school is determined that every child will become a fluent reader, the introduction of guided reading sessions, Year 6 'reading buddies' and weekly visits to the library, foster a love of reading.
- Children's knowledge of letters and their sounds is checked regularly and phonic application is embedded effectively across the day.
- Leaders invite parents and carers into the early years for workshops and curriculum events that equip them to help their child to read and understand the importance of the foundation stage.
- The early years team know the children exceptionally well. Self-evaluation is sharply focused on meeting children's needs and creating an enabling environment in which all children can thrive and achieve their full potential.

**Safeguarding Requirements:**

- Children's safety and well-being are ingrained into the ethos of the school.
- Leaders implement robust recruitment and selection procedures, to check that staff are suitable to work with children.
- Staff are vigilant to risks and follow school procedures to maintain a safe and secure environment.
- Prompt action is taken to ensure that staff knowledge is maintained and consolidated through EYFS team review meetings i.e., Whistleblowing Policy.
- Regular training and staff meetings are prioritised to ensure that all staff know what to do to report a safeguarding concern, reflect upon practice and keep up-to-date with local safeguarding knowledge.

**Outcome Summary:**

- The Early Years provision at Parsons Green Prep School is **secure** in meeting the Early Years Foundation Stage Statutory Requirements.
- The arrangements for safeguarding are effective.
- The quality of provision is consistently high.
- Every opportunity is provided for children to achieve their full potential.
- All members of staff demonstrate a clear understanding of how to meet children's needs and target priorities for children's learning and development.
- Self-evaluation is robust.
- Children are well prepared for their transition into Year One.

**Shared with:**

Head: Dr Pamela Edmonds

Head of Prep-Prep and Head of Early Years: Mr Lee Bradshaw

Via Email

**Signed:**

Early Years Advisor