



Hazelwood School
Nursery and Early Years



Hazelwood School

Independent Schools Inspectorate

Regulatory Compliance Inspection

June 2023

“Children play and explore skilfully,
engaging happily as they enjoy uninterrupted time
in stimulating and captivating outdoor and
indoor environments.”

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“The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources.”

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1. Background Information

About the school

- 1.1 Hazelwood School is a co-educational day school located in Oxted, Surrey. It was founded in 1890 as a preparatory school for male pupils and started to admit female pupils in 1978. The school is a charitable trust overseen by a board of governors. Children in the Early Years Foundation Stage (EYFS), including those in the registered setting, are accommodated on a separate site approximately a mile from the main school. Since the previous inspection a new Chair of Governors was elected in December 2019.

What the school seeks to do

- 1.2 The school aims to inspire all pupils with the ambition to achieve their potential to the fullest extent and to have an understanding of their place in the local and global community. It seeks to nurture and support all pupils to develop independence, Inner confidence and mutual respect.

About the pupils

- 1.3 Pupils come from families with a range of professional backgrounds, most living within a 15-mile radius of the school. Standardised assessment data provided by the school indicate that the ability profile of the pupils is significantly above average in relation to those taking the same tests nationally. One pupil in the school has an education, health and care plan (EHCP). The school has identified 44 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, dyscalculia, attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD), all of whom receive additional support. English is an additional language (EAL) for 62 pupils, whose needs are supported by their classroom teachers where necessary. Where the school identifies pupils as being the most able in its population, the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.


ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

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 and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

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 specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#). [Early Years Foundation Stage Statutory Framework](#).



“The leadership and management demonstrate good skills and knowledge, and fulfill their responsibilities effectively...and they actively promote the well-being of pupils.”

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“Arrangements are made to safeguard and promote the welfare of pupils.”

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the 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

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 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 pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.5 The standards relating to the quality of education (paragraphs 1-4) are met.

PART 2 - Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development (paragraph 5) is met.**

PART 3 - Welfare, health and safety of pupils

2.8 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, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.9 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

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

2.11 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

2.12 Suitable toilet and changing facilities and showering facilities where required by the standard, and appropriate accommodation for pupils' 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.

2.13 The standards relating to the premises and accommodation (paragraphs 22-31) are met.

“Suitable outdoor space is provided for physical education and outdoor play.”

PART 6 - Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes 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 any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, 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.

2.15 The standard relating to the provision of Information (paragraph 32) is met.

PART 7 - Manner in which complaints are handled

2.16 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.

2.17 The standard relating to the handling of complaints (paragraph 33) is met.

PART 8 - Quality of leadership in and management of schools

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

2.19 The standard relating to leadership and management of the school (paragraph 34) is met.

3. The quality and standards of the Early Years Foundation Stage

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

- 3.1 The overall effectiveness of the early years provision is outstanding.**
- 3.2 The planning, designing and Implementation of the curriculum by leaders and practitioners ensure the educational programmes meet the unique needs of each child. The well-structured curriculum is regularly evaluated to fully understand the impact on a child's learning.
- 3.3 The rigorous monitoring of each child's achievements enables practitioners to recognise their needs. Excellent support is provided for all children, particularly those with specific needs. Outside agencies provide on-going support as required.
- 3.4 Excellent progress is made by all children in their learning and development relative to their starting points. They are extremely well prepared and ready for the next stage of their education. Children display high levels of personal and emotional security due to the strong and positive relationships formed with their key person. Each child's needs are thoroughly met through the provision of high quality care and curriculum practices.
- 3.5 Practitioners understand how to protect the children, who feel safe and cared for due to the strong culture of shared responsibility evident throughout the setting. Rigorous training for safeguarding and welfare is undertaken by all staff who consistently meet the EYFS requirements. Practitioners are fully up to date with current requirements and legal matters, for example fire safety and paediatric first aid.
- 3.6 Leaders and managers have an excellent knowledge of the EYFS learning requirements along with a shared vision for future development. Their rigorous evaluation of the provision and their focus on future development enables them to secure a clear way forward for the education of all children.

“Excellent progress is made by all children in their learning and development relative to their starting points. They are extremely well prepared and ready for the next stage of their education.”

“Practitioners spend valuable time with each child to understand what they know and can do ensuring high quality learning is secured.”

Quality of education

3.7 The quality of education is outstanding.

- 3.8 The recommendation from the previous inspection has been met as part of an ongoing planning review. Practitioner knowledge of each child's personal objectives and milestones is used to design excellent educational programmes with differentiated activities and next steps recorded. Rigorous monitoring of the curriculum intentions by observing activities, examining planning and learning journeys ensure they are sufficiently challenging for all children.
- 3.9 Early intervention funding received by the school provides for enhanced ratios so that focused one-to-one support can be received as needed.
- 3.10 Practitioners spend valuable time with each child to understand what they know and can do ensuring high quality learning is secured. They support children as they expertly match small teddy bears with coloured squares. Children show their developing mathematical skills as they identify that there are 'more' red bears, and that one bear is smaller. Older children skilfully match animal prints with animals and identify their initial sound. The excellent curriculum is implemented in a way that enables children to be fully engaged and motivated. Older children focus extremely well as they listen to stories. They competently answer questions about what they have heard, and enthusiastically contribute their own opinions.
- 3.11 The enabling environment ensures that children enjoy their learning and make excellent progress. As they build on previous knowledge and increase their skills, they demonstrate their readiness for the next stage of learning. Older children collect grass heads and skilfully estimate how many there are, demonstrating their increased mathematical awareness. Younger children are busy learners who use their skill in balancing objects to make a tower and use their imagination to make cakes from interesting materials. Extra music and physical education activities are provided to enrich the children's learning. Themed weeks provide a breadth of exciting opportunities. Staff fully recognise the impact that these activities have on the children's learning.

Behaviour and attitudes

3.12 Behaviour and attitudes are outstanding.

- 3.13 Children play and explore skilfully, engaging happily as they enjoy uninterrupted time in stimulating and captivating outdoor and indoor environments. They are extremely confident learners who access favourite toys and other resources with great energy. As they attempt to pin the tail on a bunny whilst blind-folded, they take risks to succeed and 'have a go'. Older children use their imagination successfully when enjoying a variety of interesting resources such as mud, to make pretend cakes, soup and hot chocolate. As younger children take part in a pirate treasure hunt, they expertly make connections matching two objects together. They use a map with skill and follow it to find clues.
- 3.14 Children are active learners who show great enthusiasm and a strong desire to find out more. Their concentration is excellent while they focus extremely well for extended periods pouring water carefully into different sized containers or listening to stories. A high level of motivation and a strong desire to achieve is evident as children climb through tunnels or go down the slide. They confidently negotiate and navigate space as they ride tricycles or share the water play. Older children show their expertise and competently jump or hop from one hoop to another. They skilfully climb a rope ladder showing their determination to succeed.
- 3.15 Children expertly problem solve as they find a way to manage a spade in one hand and a container full of sand in another, or fit puzzle pieces together to discover which fruit is hidden. Older children are creative thinkers as they make their own individual artefacts from a variety of resources, showing skills with scissors and great imagination. They enjoy hiding the paintbrush under the sand for others to find. Younger children confidently count two cups.
- 3.16 Children are supported extremely well as they arrive at nursery ensuring they are secure and happy. The importance of prompt arrival at school is well understood by parents. This strong partnership between parents, practitioners and children encourages excellent habits for future learning and fosters good attendance.

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“Excellent care practices ensure children build strong relationships and manage their own feelings extremely well.”

Personal development

3.17 The personal development of children is outstanding.

- 3.18 Excellent care practices ensure children build strong relationships and manage their own feelings extremely well. The setting uses a restorative approach requiring children to think about the impact of their actions. They are encouraged to talk about their feelings. Children have an extremely positive attitude due to the high quality relationships between key person and child. They demonstrate excellent behaviour as they follow the nursery's Three Bears behaviour code. Children show strong emotional security as they leave their main carer and welcome visitors by waving, smiling, talking or offering them pretend ice creams. The clear routines, for example sleep-time, mealtimes and tidying up time, encourage children to feel safe and happy.
- 3.19 Children's confidence grows as they make their own choices, for example between having milk or water to drink. Three children sharing a book together show how they take turns and co-operate, while one child independently takes on the role of leader. Older children show increased independence at lunch time when they go to the servery for extra food and clear away their own plates and cutlery. Younger children put their bowls and cups by the sink after snack time without being reminded. The Proud Wall in classrooms enables children to display their achievements and grow in self-esteem.
- 3.20 Practitioner expectations of what children can do is high. The excellent and extremely interesting outdoor environment enables all children to enjoy the fresh air. When playing there they develop their physical and emotional health whilst riding tricycles, jumping in and out of hoops and climbing up rope ladders.
- 3.21 There is a robust key person system that ensures each child is valued and cared for. Key persons have excellent knowledge of their key children and understand where they are in their learning. Practitioner response is especially warm and supportive when children need extra reassurance, enabling them to feel extremely safe. New children settle well. Well-established systems and routines are an intrinsic part of the setting's culture and enable secure attachments.
- 3.22 Practitioners know all dietary needs and food preferences which are catered for in a safe environment. Children enjoy nutritious meals and snacks together. They know healthy food makes them big and strong. Children are supported extremely well by practitioners as they manage risk, enabling them to gain an excellent understanding of the need to be careful, for example when using the slide or negotiating space when riding a tricycle.

- 3.23 The setting's policies are known by practitioners who fully understand the importance of following procedures. The setting consistently meets the EYFS statutory requirements for safeguarding and welfare through continuous training accessed by practitioners who are fully up to date with current requirements, for example, fire safety and paediatric first aid.
- 3.24 Hygiene practices are implemented rigorously, meeting the personal needs of each child. Children increase in independence as they try to manage their own personal needs when using the toilet or washing their hands. They know to use a tissue to blow their nose.
- 3.25 Children learn important values in nursery. They are extremely respectful of each other. They say please and thank you at mealtimes and take turns. They understand the importance of sharing and criticise the crocodile in the story for not letting other animals in the swamp. These excellent attitudes are modelled by practitioners and prepare the children well for life in modern Britain. Festivals from other cultures are celebrated so that children understand the importance of diversity.

Leadership and management

3.26 Leadership and management are outstanding.

- 3.27 Leaders and managers are fully committed to an ambitious vision for future development to provide a motivating environment for happy, confident children. Through shared values they work extremely hard to empower practitioners, thus enabling them to deliver high standards of care and education for all children.
- 3.28 Performance management procedures with robust targets provide excellent support and focus for staff development. Practitioners also access a range of training courses providing excellent opportunities to expand their knowledge. Following a sign language course attended by a practitioner, children feel more confident in their ability to communicate. However, training is not always used to fully impact children's outcomes.
- 3.29 Supervision meetings are an important part of the setting. They provide excellent support for practitioners as they discuss children in their care. During supervision meetings the need for additional support and further challenge can be identified. Staff appreciate such opportunities.
- 3.30 Leaders work extremely closely with practitioners to ensure that the care and education provided is of a high quality. The support for children with specific needs by practitioners, leaders and at times outside providers, ensures that their needs are fully met.

“Leaders and managers are fully committed to an ambitious vision for future development to provide a motivating environment for happy, confident children.”

“Robust relationships between leaders and children, parents and local services, ensure that children are extremely well cared for.”

- 3.31 Robust relationships between leaders and children, parents and local services, ensure that children are extremely well cared for. The use of a well-structured online learning journey enables parents and staff to communicate regularly. This facility for communication is highly valued by parents. Questionnaire responses show that the vast majority of parents believe that the setting actively promotes good behaviour and safeguards the children well.
- 3.32 Governors recognise the value of the Nursery provision and meet with leaders to understand the needs in the EYFS, as well as discussing matters such as curriculum and safeguarding. Leaders rigorously fulfil their statutory and other duties, for example, under the Equality Act 2010, the Prevent strategy, safeguarding and safer recruitment. Such matters are of the utmost priority for the safety of all children in the nursery.

Compliance with statutory requirements

3.33 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 transform the knowledge and skills gained through professional development into learning opportunities that will positively impact children's outcomes.

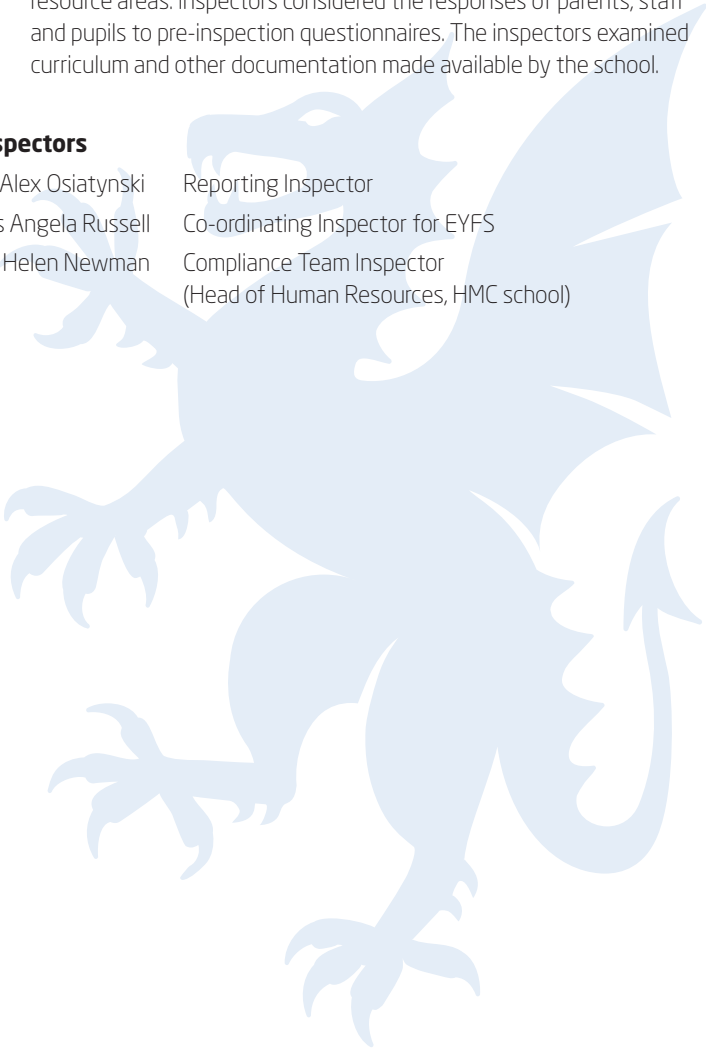
“Excellent progress is made by all children in their learning and development relative to their starting points. They are extremely well prepared and ready for the next stage of their education.”

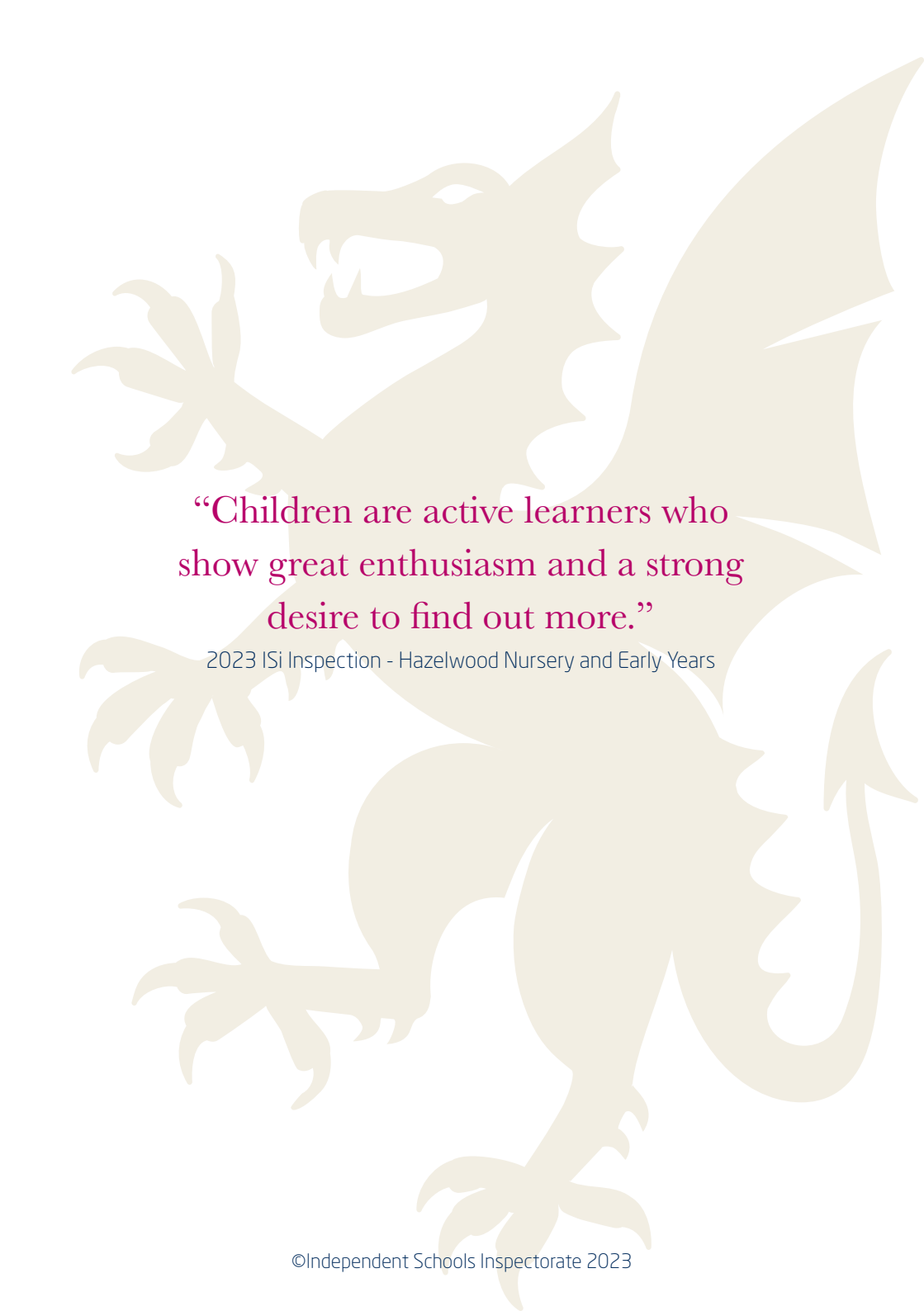
4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

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| Mr Alex Osiatynski | Reporting Inspector |
| Mrs Angela Russell | Co-ordinating Inspector for EYFS |
| Ms Helen Newman | Compliance Team Inspector (Head of Human Resources, HMC school) |





“Children are active learners who
show great enthusiasm and a strong
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