

INSPECTION REPORT

INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

Name of setting:	Downsend School Pre-Prep Ashtead
Ofsted number:	EY 307899
Inspection team:	Reporting Inspector: Dr Martin Bradley Supporting Inspector: Mrs Anne McConway
Date of inspection:	20 November 2014
Date of previous inspection:	19 November 2010
Previous Inspection provider:	Ofsted

SETTING DETAILS

Name of setting: Downsend School Pre-Prep Ashtead

Address of setting: 22 Oakfield Road,
Ashtead,
Surrey, KT21 2RE

Telephone number: 013722 385439

Email address: ashteadpre-prep@downsend.co.uk

Proprietor: Cognita Schools Ltd

Head teacher: Mrs K Barrett

Ofsted number: EY 307899

Type of setting: Registered EYFS childcare setting on non-domestic premises belonging to Cognita

Age range of children: 2 to 3 years

Gender of pupils: Male and female

Total of places: Boys: 11 Girls: 11

Type of inspection: Inspection of a registered early years setting belonging to Cognita

Inspection Team: Reporting Inspector: Dr Martin Bradley
Supporting inspector: Mrs Anne McConway

Date of inspection: 20 November 2014

SECTION A: INTRODUCTION AND SUMMARY

Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service under Section 162a of the Education Act 2002. The purpose of the inspection is to inform the Secretary of State of the quality and standards of the provision. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care in the Early Years Foundation Stage (EYFS). The inspection follows the inspection framework laid down by the School Inspection Service and Cognita and agreed with the Department for Education (DfE). It was conducted by an independent professional inspector who looked at all aspects of the setting's provision as required by the current Statutory Framework for the EYFS.

Information about the setting:

Downsend School Pre-Prep Ashted is one of three co-educational pre-preparatory schools for children aged two to six years attached to Downsend Preparatory School. It has been owned by Cognita Schools since 2004. Some specialist staff are shared with the other pre-preparatory schools in the group. The school is open from 8.30 am to 3.30 pm and has before-school provision from 8.00 am and after-school provision up to 5.30 pm. It consists of First Steps, Rising Reception, Reception and Year 1 classes. The school is housed in a former residential property and has a large well-resourced garden. It aims to 'present each child with opportunities to achieve their potential in all areas of the curriculum, preparing them for a happy and successful progression towards the next stage of their education'. This report relates to the provision for two to three year olds in First Steps.

Section A: the quality and standards of the early years' provision:

Summary of main findings:

The overall quality and standards of the early years' provision	Grade 1
How well the early years' provision meets the needs of the range of children who attend	Grade 1
The contribution of the early years' provision to children's well-being	Grade 1
The effectiveness of leadership and management of the early years' provision	Grade 1

Does the setting meet the statutory requirements?

- Yes.

What the setting must do to comply with the statutory requirements:

- The setting meets the statutory requirements.

What the setting needs to do to improve further:

- Review the organisation and provision for outdoor play to support shared play and activities as identified in the school action plan.

The overall quality and standards of the early years' provision

The overall quality and standards of the early years' provision is outstanding. The children make excellent progress in their learning and development relative to their starting points and are very well prepared for the next stage in their education. The planning and organisation of activities is closely related to the very clearly identified needs of individual children. As a result, the learning and care provided meets the full range of the children's needs, including those with special educational needs or disabilities. The provision also takes full account of children's personal and emotional development, and enables them to feel safe, secure and, in particular, happy. The requirements for children's safeguarding and welfare are met effectively. The leadership and management of the school is strongly supportive of the provision for the youngest children. Leadership within the First Steps class is of the highest quality. Its practice is conscientiously evaluated and it ensures that planning and evaluation are based on considered analyses of the children's learning. New activities and experiences are organised so that they build on previous learning and are underpinned by clearly defined goals and intentions.

How well the early years' provision meets the needs of the range of children who attend

The educational programmes in First Steps are extremely well planned and organised to support the children's learning and development in the prime and specific areas of learning. They consider not only the content of activities but also their aims and purposes, including how social development can be supported. This comprehensive approach ensures that children reach and often exceed their expected levels of skills, learning and development in relation to their capabilities. The practitioners have high expectations. They engage, enthuse and motivate the children. In a cookery session, close attention was paid to hygiene and to the sequence of the recipe. The children explained why they had to be careful about keeping their hands clean, not to lick their fingers and how to handle the pastry as they prepared jam puffs. The particular skills of rolling and shaping the pastry were carefully practised, with varying levels of skill being shown by the two year olds. Safety in handling hot food was also well understood by the children. The children concentrated very well and were able to relate the experience to previous work on bread making. Parents responding to the survey indicated their strong appreciation for the work of the staff in First Steps in settling their children and keeping them informed of their achievement and progress. This is also evident in parents' comments on the two year old check completed by the setting.

The contribution of the early years' provision to children's well-being

All children form appropriate bonds and secure attachments with their carers. The practices in First Steps and overall ethos ensure that the children are happy and enjoy what they are doing. They learn to behave well due to the consistent approach taken by all staff throughout the sessions. Cooperative play develops well, especially when the children enjoy playing with large cardboard boxes outdoors. Some other outdoor activities do not support cooperative play, as where wheeled toys are used by individual children, rather than being engaged in shared activities. There is a strong emphasis on physical exercise and healthy diet, and the children are encouraged to manage their own hygiene and personal needs. Provision for children who are not yet toilet trained is good. The children are very well prepared for their transition into the Rising Reception classes in the setting.

The effectiveness of leadership and management of the early years' provision

The leadership and management of the setting is outstanding both at the school level and within the First Steps class. The learning and development requirements of the EYFS are fully met and the oversight of the educational programmes is analytic, rigorous and very effective. The provision of resources is good, and careful planning has enabled high quality materials to be purchased. The safeguarding and welfare requirements of the EYFS are met and are consistently implemented in a welcoming, safe and stimulating environment. The systems for self-evaluation are extremely effective. They inform priorities and are used to set challenging targets for improvement. Effective systems for performance management are in place and support the continuous professional development of staff. There are good partnerships with parents and external agencies to help secure appropriate intervention to provide children with additional support where necessary.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all settings and schools belonging to Cognita. Further copies of the report are available from the School Inspection Service website: www.schoolinspectionservice.co.uk