

# SCHOOL INSPECTION SERVICE

## INSPECTION REPORT

### INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

<b>Name of setting:</b>	Downsend School Pre-Prep Leatherhead
<b>Ofsted number:</b>	EY 307900
<b>Inspection team:</b>	<b>Reporting Inspector:</b> Dr Martin Bradley  <b>Supporting Inspector:</b> Mrs Anne McConway
<b>Date of inspection:</b>	17 November 2014
<b>Date of previous inspection:</b>	9 December 2009
<b>Previous Inspection provider:</b>	Ofsted

## SETTING DETAILS

Name of setting: Downsend School Pre-Prep Leatherhead

Address of setting: 13 Epsom Road,  
Leatherhead,  
Surrey, KT22 8ST

Telephone number: 013722 385437

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

Proprietor: Cognita Schools Ltd

Head teacher: Mrs Gill Brooks

Ofsted number: EY 307900

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: 10                      Girls: 8

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: 17 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 Leatherhead is one of three co-educational pre-preparatory schools for children aged from two to six years attached to Downsend Preparatory School. It was founded in 1985 and has its own headteacher. Some specialist staff are shared with the other pre-preparatory schools in the group. The school is open from 8.55 am to 3.30 pm and has before-school provision from 8.00 am and after-school care up to 6.00 pm. It consists of the First Steps nursery, Rising Reception, Reception and Year 1 classes. There are twenty-two two to three year olds in the First Steps nursery. The school aims to 'create a rich, colourful and stimulating environment where a child can experience success and develop a love of learning'. 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:**

<b>The overall quality and standards of the early years' provision</b>	<b>Grade 1</b>
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 2

#### **Does the setting meet the statutory requirements?**

- Yes.

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

- The setting meets the regulatory requirements.

### **What the setting needs to do to improve further:**

- Ensure that all documentation is fully up to date and that policies and other documents are appropriately signed off by senior management.

### **The overall quality and standards of the early years' provision**

The children make excellent progress in their learning and development. Their social skills are developing well, although the single year age range in the First Steps nursery means that older children are not generally present to provide role models for more cooperative play. The children are known to all staff as individuals, and those with additional needs or disabilities are carefully supported. The children are happy and secure. Their personal and social development is outstanding. The requirements for children's safeguarding and welfare are met. Leadership is good; it supports continuous improvement and evaluates practice effectively. Although practices, policies and documentation relating to safeguarding are fully up-to-date, some other aspects, whilst meeting the requirements, do not take full account of recent developments in the EYFS.

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

The educational programmes are extremely effective in enabling the children to reach, and often exceed, the expected levels of development. They are very well supported to acquire the skills and capacity to develop and learn effectively, acquiring knowledge of early mathematics as well as outstanding speaking skills. Some of the older nursery children are beginning to use phonics to sound out favourite words such as 'daddy'. They are also able to use complex sentences in discussions and can explain their emotions as well as describing their environment. The staff's high expectations and capacity to enthuse and motivate the children contributes significantly to this development. Home-school books are shared regularly, and the children's learning journey records and their statutory two-year-old checks are shared with parents. However, some parents suggested that, whilst good, this aspect could be developed further. The parents' survey indicated high levels of support for the nursery.

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

The children form appropriate bonds and secure attachments with the staff. Key workers are known to children and parents, but all staff provide support and encouragement for the children. The children's happiness in the nursery is extremely evident. They enjoy what they are doing and learn to behave well, and with increasing cooperation, as well as developing independence. They have many opportunities to use their imagination and to talk and play with adults and one another. The staff support children's understanding of the importance of physical exercise and a healthy diet. The children's morning snacks provided by their parents and carers have an emphasis on fruit and produced good discussions about the types of fruit they were eating. The transition into the next stage of their learning is well supported by shared activities with the older classes.

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

Leadership is good. It supports staff in meeting the learning and development requirements of the EYFS extremely well. The safeguarding requirements are fully met. Some other welfare policies and procedures do not have clear review dates or have not been fully signed off, although the documents' content meets the requirements. Overall, the policies are implemented consistently and create a welcoming, safe and stimulating environment. Self-evaluation is good and, although staff training needs are identified, these tend to focus on welfare aspects rather than on curricular or assessment needs. Partnerships with parents and external agencies are good. Where a child has identified specific learning or development needs, the school has been quick to seek specialist support and to work with parents to try to achieve this.

**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](http://www.schoolinspectionservice.co.uk)**