

SCHOOL INSPECTION SERVICE

INSPECTION REPORT

INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

Name of setting:	Downsend School Pre-Prep Epsom
Ofsted number:	EY 307658
Inspection team:	Reporting Inspector: Dr Martin Bradley Supporting Inspector: Mrs Anne McConway
Date of inspection:	18 November 2014
Date of previous inspection:	16 September 2009
Previous Inspection provider:	Ofsted

SETTING DETAILS

Name of setting: Downsend School Pre-Prep Epsom

Address of setting: 6 Norman Avenue,
Epsom,
Surrey, KT17 3AB

Telephone number: 013722 385438

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

Proprietor: Cognita Schools Ltd

Head teacher: Mrs Sarah Bradley

Ofsted number: EY 307658

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: 6 Girls: 7

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

Dates of inspection: 18 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 Epsom is one of three co-educational pre-preparatory schools for children aged from 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 8.55 am to 3.30 pm and has before-school provision from 7.45 am and after-school provision up to 6.00 pm. It consists of First Steps nursery, Rising Reception, Reception and Year 1 classes. The school is housed in two former residential properties and has extensive and attractive grounds. It aims to enable the pupils 'to develop into independent, confident and well-mannered children who are proud of their achievements'. 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 2
How well the early years' provision meets the needs of the range of children who attend	Grade 2
The contribution of the early years' provision to children's well-being	Grade 2
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 staff promote extended responses from children when questioning and in discussions; and
- extend opportunities for investigative play, including the use of more natural materials and using the woodland garden across the curriculum.

The overall quality and standards of the early years' provision

The children make good progress in their learning and development relative to their starting points and they are well prepared for the next stage of their education. The learning and care provided by the setting meets the needs of the children effectively, including those with special educational needs or disabilities. The children enjoy coming to Epsom Pre-Prep, they feel secure and happy and their personal and emotional development is well catered for. Safeguarding and welfare requirements have recently been reviewed and are met. The recently appointed head teacher provides particularly good leadership and management along with her senior management team. Developments are being carefully and systematically introduced to promote good practice and ensure improved continuity and effectiveness in teaching and learning. These developments are already showing clear evidence of positive results.

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

The educational programmes for both the prime and specific areas of learning support the children's development, and most achieve expected levels of achievement. The good adult to child ratios provide support which enables the children to acquire the skills and capacity to develop and learn effectively. At times, adults dominate discussions and do not provide sufficient opportunities for the children to respond at length instead of providing short answers to questions. However, many are able to talk using complex sentences and to explain their ideas and feelings. They are also able to demonstrate numbers skills, such as by counting the number of holes they have punched in pieces of paper (a task which also demonstrated their capacity to persist and talk about number bonds – 'I have made three holes; if I make two more there will be five'). This reflects the practitioners' ability to enthuse, engage and motivate the children. The recent reorganisation of a woodland area is also beginning to provide more opportunities for practical learning, as do the developments in the outdoor area for two and three year old children, which contains identified activities for role play and construction. As this is developed further, other areas of learning are to be introduced to extend the children's purposeful activities outdoors. The recent introduction of the 'Tapestry' IT programme using iPads to record and comment on individual children's activities, linked to secure email communications with parents, has significantly extended the setting's links with the families. It also provides indications of the children's progress, adding to the other information provided to parents. The parents' survey indicated strong support for the setting. The statutory checks on two-year old

children are made, although these do not have space for parents and carers to comment on their children's development.

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

The children form appropriate bonds with their carers. They are happy and enjoy what they are doing. The new fencing between the outdoor areas for the nursery and the Rising Reception classes enables children from both classes to talk to each other as well as for the younger children to watch the older ones whose play is much more cooperatively developed, so providing a useful model for the younger ones. Practitioners support outdoor play effectively. They also help children towards an understanding of the importance of physical exercise and a healthy diet and how they can manage their own hygiene and personal needs. Transitions within the setting are well managed.

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

Leadership and management are good. The recently appointed head teacher has begun to review the setting's documentation and practices. She has a clear view of good practice and how this may be best promoted. The safeguarding and welfare requirements of the EYFS are met and serve to establish an environment which is welcoming and stimulating within the present organisation of the premises. The children are safe. The systems for self-evaluation are being monitored to ensure that they inform the setting's priorities and to enable challenging targets for improvement to be set. The head teacher has begun to monitor staff in classrooms, and appropriate targets have been identified for staff development. Partnerships with parents and external agencies help to secure appropriate interventions where children receive the support they need.

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