

SCHOOL INSPECTION SERVICE

Independent professional inspection of registered EYFS settings belonging to Cognita

INSPECTION REPORT

INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

Name of setting:	Breaside Preparatory School
Ofsted number:	EY302526
Inspection team:	Reporting Inspector: Dr Martin Bradley
Date of inspection:	14 October 2014
Date of previous inspection:	23-24 November 2011
Previous Inspection provider:	Ofsted

SETTING DETAILS

Name of setting: Breaside Preparatory School

Address of setting: 41-43 Orchard Road,
Bromley,
Kent BR1 2PR

Telephone number: 0208 460 0916

Email address: info@breaside.co.uk

Proprietor: Cognita Schools Ltd

Principal and Manager: Karen Nicholson

Ofsted number: EY302526

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

Age range of children: 2½ to 3 years

Gender of pupils: Male and female

Total of places: Boys: 10 Girls: 13

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

Inspection Team: Reporting Inspector: Dr Martin Bradley

Dates of inspection: 14 October 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 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 Early Years Foundation Stage.

Information about the setting:

Breaside Preparatory School Early Years registered setting is an integral part of the preparatory school which takes children between two and eleven years of age. The school was established in 1951 and became part of the Cognita group of schools in 2004. The registered provision for the youngest kindergarten children, aged from two and a half to three years is located in premises to the rear of the main school buildings along with the rest of the Early Years provision. There are currently thirteen children aged between two and a half to three years old and most attend part time.

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 regulatory requirements.

The overall quality and standards of the early years' provision

The overall quality and standards of the early years' registered provision is outstanding. The children, who are all under three years of age, make particularly good progress in their learning and development, including social skills. They show good emerging knowledge of the early stages of phonic reading and also in counting and recognising numbers. They are being very well prepared for the next stage in their education, in their increasing knowledge, in the ways they show respect for one another and their willingness to share and help each other.

The learning and care provided by Breaside School meets the needs of the children extremely well. Their personal and emotional development is carefully nurtured, so that they feel safe, secure and happy. They enjoy their time in school. The school works carefully with parents to support the children's experiences. The requirements for safeguarding and welfare are fully met.

Leadership and management are outstanding. Practices are rigorously evaluated and focus on ways of securing continuous improvement to promote children's experiences. The staff work extremely well as a team. Roles are understood and shared. Staff development in the registered setting is particularly good and this is reflected in the high levels of learning, development and confidence shown by the children.

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

The early years' provision meets the needs of the children extremely well. The children at least reach and frequently exceed the expected levels of development. They are beginning to learn to form letters, although their fine control of pencils and crayons is not yet developed. They can count to five and many can go beyond this to ten and further. They are also beginning to recognise the initial letter of their name and printed numbers up to five. The excellent organisation of activities, with focussed sessions, often of about fifteen minutes, on phonics and number work encourages them to learn to listen to others and to their teachers. Although many have limited concentration spans at present, reflecting their young age, this is being developed effectively.

Staff organise very well paced sessions where the transition from one activity to another is not prolonged. This supports the children's interest in their new tasks and extends their capacity to learn. It also promotes appropriate skills for their further work. The staff have high expectations and are able to enthuse, engage and motivate the children. One child from a Spanish speaking background brought in some Spanish story books, this being the foreign language being discussed during the week. The children were encouraged to say 'Hola' to him and he responded 'Hola!' confidently and with a wave to the class. This respect for his background was developed when he counted to ten in Spanish and the teacher suggested that the other children might learn to do this as well.

At the time of the inspection, most children had attended the kindergarten for about six weeks. They had settled well and the staff work with the parents to share what they know about their children. Consideration is given to each child's particular needs such as dietary requirements or if the parents feel that their child needs a sleep after lunch time. The parents' notice board shows details of the current

planning, including the nursery rhymes and stories being used for the week. There is a strong and effective key person system. There are formal parents meetings twice a year, and daily contact with parents and carers provides more on-going information.

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

The contribution of the early years' provision to children's well-being is outstanding. The children are able to form appropriate bonds and secure emotional attachments with their carers. The 'Achievement Tree' records incidents where children have shown consideration for others by sharing and helping one another. This is displayed in the entrance and parents' attention is drawn to their child's achievements recorded on it. The children are encouraged to develop independence through the balance of focused activity sessions in class and free flow between indoors and outside at other times where the children can choose their activities.

The children are extremely happy and enjoy what they are doing. They learn to behave well and play cooperatively and this contributes effectively to their overall social development. They show appropriate independence and can use their imagination during their play activities. They are developing their confidence when talking to adults especially in front of the class and the staff are extremely adept at engaging the children in discussion and commentary on their activities. This supports the children's developing concentration by sustaining their focus on tasks, drawing attention to different aspects and elements of the task.

The children develop an understanding of the importance of physical activity and a healthy diet. They are able to use cutlery quite well when having the healthy school lunches. They are also able to manage their own hygiene and personal needs, although the staff are able to help where necessary. The rising three year olds have regular contact with the older kindergarten children, although their outdoor play is not always at the same time. The transition into the older kindergarten classes is well supported.

The before and after school provision is good. The older pupils in Key Stages 1 and 2 show consideration towards the younger ones and both groups enjoy one another's company. The snacks and refreshments provided are good and reflect the school's healthy eating policy.

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

The leadership and management of the EYFS is outstanding. The oversight of the learning and development requirements of the EYFS educational programmes is good, and the staff's shared understanding of their roles ensures that the transitions from one activity to another are quick and smooth with staff changing roles, such as from leading an activity to making observations of individual children. These observations are then added to the children's Profile records. This is an extremely efficiently-run approach to classroom management which has very positive results for the children's learning and development. For example, where the class is divided into two smaller groups for focused work, the very well planned sessions in different rooms finish at almost the same time. This enables the subsequent whole class work to start promptly and without interruption.

Staff fully meet their responsibilities regarding the safeguarding and welfare requirements of the EYFS. They implement the requirements consistently to create a welcoming, safe and stimulating environment. Following safeguarding training for all the staff in September, the Head of Kindergarten devised a 'pop quiz' on safeguarding to check the staff's knowledge. This was followed up by other quizzes covering aspects of the school's approach to the welfare requirements of the EYFS, on school procedures and the learning and development requirements of the EYFS and first aid and staff issues. This is an excellent approach to refreshing staff knowledge and awareness of issues without being unduly formal.

There are rigorous systems for self-evaluation which support challenging targets for improvement. The Head of Kindergarten undertakes peer observations as well as making less formal occasional observations and together these are discussed with individual staff at six weekly supervisions. They also support annual appraisals and assist in setting priorities for development. A spreadsheet has been devised showing staff professional development in recent years across a series of subjects and themes. This enables areas for further development to be quickly identified.

The school has good links with the Bromley local authority and has recently benefited from in-service development on changes to special educational needs work. There are clear referral systems where parents and staff agree that external agency support might be necessary. Partnerships with parents and external agencies are strong.

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