

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of registered EYFS settings belonging to Cognita*

## INSPECTION REPORT

### INSPECTION OF REGISTERED EYFS SETTINGS BELONGING TO COGNITA

<b>Name of setting:</b>	<b>Treetops, Duncombe School</b>
<b>Ofsted number:</b>	<b>EY362174</b>
<b>Inspection team:</b>	<b>Reporting Inspector: Mrs Anne McConway</b>
<b>Dates of inspection:</b>	<b>18 and 19 March 2014</b>
<b>Previous inspection date:</b>	<b>3 and 4 March 2009</b>
<b>Previous inspection provider:</b>	<b>Ofsted</b>

## SETTING DETAILS

Name of setting:	Treetops, Duncombe School
Address of setting:	4 Warren Park Road, Hertford. SG14 3JA
Telephone number:	01992 414100
Fax number:	01992 414111
Email address:	info@duncombe-school.co.uk
Proprietor:	Cognita
Name of Manager:	Mrs Katie Copeman
Ofsted number:	EY362174
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:	33 (18 boys, 15 girls)
Type of inspection:	Inspection of a registered early years setting belonging to Cognita
Reporting Inspector:	Mrs Anne McConway
Dates of inspection:	18 and 19 March 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. 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 independent professional inspectors 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:**

Treetops Kindergarten is in purpose-built accommodation in the grounds of Duncombe School in a residential area of Hertford. It opened in 1998 and is run by Cognita Schools Ltd. It is open each weekday offering wrap around care for all children attending the school from 7.30 am to 6.00 pm during term time. Kindergarten is located in one room on the ground and one room on the first floor. It provides day care for children aged between two and approximately three years, at which point most children transfer to the school's Foundation Stage in the same building. The younger children, aged between twenty-four months and thirty-three months, are in the Early Kindergarten room on the first floor and the older ones in the Kindergarten room on the ground floor which has direct access to an enclosed outdoor play area. Both classes are able to share occasionally the activities in this play area with the three and four-year-olds. A holiday club is open for a total of approximately ten weeks in the year.

### **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 needs to do to improve further:**

- To ensure that where there are separate EYFS policies they reflect the practice in the setting.

## **The overall quality and standards of the Early Years provision**

The children make excellent progress in their learning and development. Staff plan extensively to provide a broad and balanced curriculum which meets the needs of the children in both rooms and when they meet for shared activities such as snack, lunch and outdoor play. This enables the younger children to learn from older ones as well as promoting friendships. Excellent relationships between the staff facilitate well planned transition arrangements with the two Nursery classes and this supports the children in moving into the next stage of their education. The quality of staff observation of social interaction of the children is high thus promoting excellent behaviour. Staff record in detail the planning and assessment of individual children's learning and development. Adults foster a learning community in which children feel happy, safe and secure. Parents may receive information from staff when collecting children from the setting and those who do not see the key person benefit from a communication book. The adults model appropriate behaviour and join in play sensitively and continuously. Meticulous care and attention is given to ensuring that the safeguarding and welfare requirements are met. The quality of leadership and management is outstanding. Adults are consistent in their expectations of children's progress, thus ensuring their life chances are continuously improved.

## **How well the Early Years provision meets the needs of the range of children who attend**

The provision in both the Kindergarten rooms meets the needs of the range of children who attend extremely well. The youngest children are well supported by staff and their peers while learning the daily routines. Adults encourage them to join in all activities, and to persevere with challenging tasks such as putting on wellingtons for outdoor play, pedalling a tricycle or blowing bubbles outdoors. Adults recognise and praise children's successes. Staff are particularly good at supporting all the children in the development of language and communication skills.

Adults encourage limitless thinking through their questions and responses to the children. A specialist teacher for music and movement provides props to extend children's imagination and supports their physical development. Staff encourage all children to join in and support those for whom the activity is challenging. Staff are highly effective in developing the listening skills of the children and constantly engage them in conversation to expand their vocabulary and sentence construction. The children's understanding of the world is carefully planned and they were introduced to the life cycle of a chicken through a story, which was followed by being able to hold a chick incubated in the setting.

Resources are exceptionally good and are used highly effectively both inside and outside the classroom to create an interesting learning environment and to promote children's physical development outdoors.

## **The contribution of the Early Years provision to children's well-being**

The overall quality of care in the provision is outstanding. Highly skilled staff provide a caring ethos with an effective key person system which supports newcomers in forming attachments and settling quickly into the routines of the setting. This system enables parents to receive a daily update on their child's activities including what

they have eaten and for how long they have slept. Those unable to meet their key person have a communication book in which the same information is entered. The staff are skilled in engaging all the children in purposeful activities thus ensuring their happiness in the setting. In the Early Kindergarten the youngest children learn the rules and routines of the setting very quickly enabling them to achieve high standards of behaviour, to respect themselves, others and the environment. Children learn to share and take turns and follow safety instructions in relation to both hygiene and walking up and down stairs in a line holding on to a rail. Staff provide high quality resources which are easily accessible enabling the children to explore their environment. Children have uninterrupted time to play and explore thus becoming independent in decision making. The older children in Kindergarten are able to manage their own hygiene and personal needs and staff supervision to ensure thoroughness is excellent. Staff are diligent in preparing a programme for learning which provides a wide range of stimulating activities both indoors and out. Children are well prepared for their transition into the adjacent Nursery classes as they are familiar with the staff and expectations of the setting. The breakfast club in the new hall of the main school building, from 7.30 am provides a well supervised self service breakfast for both children and parents making this a good opportunity for all ages to mix socially. The breakfast and after-school provision is exceptionally good and enables children from different parts of the EYFS to form friendships. Healthy lunches and snacks are provided for all the children and staff use effectively this opportunity to discuss the nutritional value in foods and teach good table manners.

### **The effectiveness of leadership and management of the Early Years provision**

The leadership and management of the provision are outstanding. The pursuit of excellence and drive to maintain high standards are demonstrated in the rigour of record keeping. As a member of the school's senior management team, the Early Years Foundation Leader ensures that the Kindergarten is very much part of the school. The consistency of approach by staff to the learning and development of the children is due to the good quality records kept of induction, training, supervision and appraisals of staff. The attention to detail in the planning of the educational programmes for both Early Kindergarten and Kindergarten ensure that the learning and development requirements of the EYFS are fully met. The monitoring to meet safeguarding and welfare requirements are exceptionally good thus enabling the staff to create a warm, welcoming, and safe environment. Risk assessments are thorough and not only cover regular routines and activities, but daily checks are carried out and recorded to ensure the safety and well-being of the children. Those in charge have high aspirations for quality and ongoing improvement through monitoring and evaluation of the impact of staff's practice and the development plan. Regular in-service training in safeguarding and paediatric first aid is provided for staff and as well as courses relevant to their responsibilities within the setting.

Staff provide parents with a copy of the two-year-old developmental check report containing information on their child's progress and their next steps in the learning. Parents have opportunities to look with their child at recorded observations and photographs of their child's activities in their individual 'Learning Journal' which is later passed to the Nursery class to enable a smooth transition and is eventually given to the family. The readiness to communicate and attention to detail in welfare observations promote the setting's strong partnership with parents. Children's needs are quickly identified and met through effective partnerships with parents and

external agencies. The EYFS have an extensive range of separate policies to those for the rest of the school but they do not necessarily reflect the practice in the setting.

Since the last inspection, the setting has increased the ICT provision through the installation of interactive white boards, iPads and an outdoor stand for percussion instruments.

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