

Cornerstone Day Nursery

Inspection report for early years provision

Unique reference number	EY285254
Inspection date	08/04/2009
Inspector	Mandy Gannon

Setting address	Cornerstone Day Nursery, Priestley Road, Basingstoke, Hampshire, RG24 9PU
Telephone number	01256 818118
Email	
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Cornerstones Nursery opened in March 2002 and was newly registered due to new ownership in 2004. It is situated on the outskirts of Basingstoke and operates from nine rooms and has a large central hall which is used for a variety of activities. There is a fully enclosed garden available for outdoor play. The nursery is readily accessible and supports children with learning difficulties/disabilities. The nursery is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to care for 150 children under the age of five. There are currently 164 children on roll and the setting is in receipt of nursery education funding. Children attend for a variety of sessions. The group opens five days a week, all year round from 07:00 to 18:00.

The nursery employs 41 staff who work with the children. There are 15 members of staff qualified to Level 3 and nine to Level 2 in childcare and education. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are settled, happy and involved in a range of activities and make steady progress towards the early learning goals. Children benefit as staff know them well and use most information to promote their well-being and learning satisfactory. Children are secure although there are breaches in some requirements. The management together with staff and parents have identified areas for improvement and have good systems for further progression in their service.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that observations are effectively used in all rooms to identify the next steps in children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the complaints policy contains the correct address of the regulator and is shared with the parents and carers (safeguarding and promoting children's welfare)
- ensure that all members of staff understand the safeguarding policy and procedure which include the procedure to be followed if an allegation is made against a member of staff (safeguarding and promoting children's welfare).

28/04/2009

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The leadership and management of the early years provision

The nursery management have made substantial changes since the last inspection. Staff have recently undergone room changes to ensure that the staff are more effective in their roles and have the skills, aptitude and qualifications to fulfil their role. The management have the lead roles in child protection and special educational needs and have a clear understanding of making referrals and accessing support. Safeguarding policies and procedures are in place. Although, all members of staff are unclear of procedures to follow if an allegation is made against a member of staff and their responsibilities, which is a breach in requirements.

Monitoring and evaluations of practice is being undertaken and areas for improvement have been clearly identified for the future which include; re-development of the outside garden involving the help of the children, parents and staff, seeking the opinions of staff, parents and children through a questionnaire and the introduction of learning journeys. Successful relationships are forged with parents and carers who are positive about the service the nursery provides and the improvements made within the last six months. A parent's liaison group has been formed who share in the evaluation of the setting and contribute ideas for further improvement. Children with disabilities are well supported and the nursery has positive relationships with other agencies and has initiated links with other settings children attend. However, management have not closely monitored that some staff are unaware that a child speaks dual languages at home and are not supporting this effectively. The majority of documentation is in place to support the nursery practice although the contact details on the complaints record are incorrect, which is a breach in requirements.

The quality and standards of the early years provision

Children are happy and settled they separate from their parents and carers selecting their chosen activities. Children throughout the nursery have a balance of worthwhile, purposeful play, with a balance of adult-led and child initiated play and staff are led by the interests of the child. Staff deploy themselves effectively; they show interest in the children they care for interacting with them appropriately. Most children have a clear understanding of behavioural expectations, they are polite and courteous to one another, and develop an understanding of taking turns and sharing supported by most staff. However, some staff do not always give consistent messages on behaviour management.

Children have a clear understanding of hygiene practices as they are aware to wash their hands before meals and after toileting. Although, some staff risk spreading infection as they wipe several children's noses without washing their hands. Children benefit from healthy, nutritious meals and snacks. Children are able to access drinking water when they are thirsty and have their own clearly labelled cups, younger children point to their cups and staff offer frequent drinks.

Hygiene and cleanliness throughout the setting is sufficiently maintained and a no shoes policy within the rooms is promoted. However, the cleanliness of all toys and resources is inconsistently maintained in some rooms. Children develop a clear understanding about safety through discussion with staff and taking part in evacuation procedures.

Children freely express themselves creatively and have access to a wide range of tools and resources. They work together, explaining to what they are creating, mixing a palette of paints on their paper and experimenting as it changes colours. They proudly show off their pictures which are displayed. A group of boys are playing with large bricks and building, one child decides to stand on large long bricks, explains they are skis and starts to move around the room 'skiing like his Daddy'. The boys begin to change the game and start to raise the bricks as swords, a member of staff involved introduces paper and through discussion the children decide to design buildings and begin mark making, designing chairs and high buildings.

Children enthusiastically participate in sensory activities as babies enjoy playing with shredded paper and finding hidden toys, pouring cereal between containers and tasting. Children enjoy looking at both fiction and non-fiction books which they independently access and are engrossed as they sit with staff sharing a familiar story. Children excitedly talk about the tadpoles in their room and changes in their life cycle, they show pictures they have drawn and explain how they are yet to change.

Children make satisfactory progress towards the early learning goals across all areas of learning. Some children are not effectively supported by some staff as they provide inappropriate challenges as they are unsure of the stages of development of all the children, for example, in problem solving, reasoning and numeracy. Staff have a varying understanding of Early Years Foundation Stage and stages of children's development. Children benefit as staff have an understanding of the role of the key person and build positive relationships, implement these effectively with procedures in place to support the child and their family. Positive steps are taken when children move rooms and information is shared to ensure the individual needs of the child are met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met