

# Cornerstone Academy

Inspection report for early years provision

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**Unique reference number** EY357369  
**Inspection date** 06/01/2011  
**Inspector** Shawleene Campbell

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**Type of setting** Childcare on non-domestic premises

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## 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.

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## Description of the setting

Cornerstone Academy is a privately run provision. It was registered in 2007. The nursery operates from a converted house with three main play rooms. The setting is situated in a residential area of Rainham, in the London borough of Havering. The nursery is registered to care for a maximum of 51 children under eight years, of whom no more than nine may be under two years. There are currently 20 children attending in the early years age range. The nursery provides funded nursery education for three- and four-year-olds. The setting is open from 7.30am to 7pm Monday to Friday. The setting supports children who speak English as an additional language. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting offers after school care with operating times from 3pm to 6pm and is open during school holidays from 8am to 6.30pm. At present the out of school clubs only operate during the summer holidays. The nursery employs nine staff and most staff including management hold a relevant childcare qualification. Three members of staff, including the manager, are working towards a higher childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children's welfare and learning needs are well met and they are happy and generally well settled in a warm and caring environment. Through the gathering of information in relation to children's starting points and detailed observations practitioners know all children very well to support their care, learning and development. The wide range of two-way communication with parents ensures continuity of care and helps parents to be actively involved in children's learning. Practitioners and management are committed to reflective practice and the continual improvement of the setting. They receive ongoing support from the local authority to further promote the outcomes for children.

## What steps need to be taken to improve provision further?

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

- maintain room temperatures to ensure the comfort of the children and staff, including non-mobile children
- provide consistent experiences for children throughout the day during disruptions to the routine
- develop procedures to securely store confidential information, including the records of medication administered to children, making these accessible only to those who have a right or professional need to see them.

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

Practitioners have a good understanding of safeguarding issues and procedures to promote children's welfare. There are good systems in place to ensure children only leave the nursery with known and approved adults, for example through a password system. Additionally management will be implementing a photo system to further promote children's safety. The nursery ensures required documentation is in place for parents to see. Although all mandatory records are in place and well maintained, the procedures for documenting medication given to children have yet to be further developed to ensure they are only shared with those who have a right to see them. Practitioners gather required information about children's individual needs and backgrounds to ensure their individual needs are met. Practitioners use observations very well to identify additional needs and effectively work in partnership with parents and external agencies to ensure children's learning and development is met. Overall, practitioners have developed good relationships with parents. Parents contribute to children's ongoing assessments and work in partnership with practitioners in moving children on in their next stage of development, such as toilet training. Parents are kept up to date about current topics, events and children's development through a wide range of mediums, for example daily diaries, newsletters, daily discussions and parent evenings. The nursery values parent's views and they are sought through questionnaires and a suggestion box.

Management and practitioners have effectively used Ofsted's self-evaluation document as a tool for reflective practice and to further develop their service. Management regularly undertake observations to further promote practitioners practice and outcomes for children. Since the last inspection the setting has fully addressed recommendations and has spent time developing the garden. This is to ensure children are able to access the garden all year round through improvements, such as, the installation of a canopy. In partnership with parents children are equipped with wellington boots and rain coats to ensure they are able to benefit from outdoor play in all seasons. The nursery has received funding to further develop the outdoor area which further promotes children's learning and development.

Practitioners work very well as a team and they have clear roles and responsibilities which promote children's welfare, learning and development. These include coordinators for special educational needs, health and safety, child protection and the curriculum. Management actively encourages practitioners to undertake relevant training to support their roles and personal development. This is identified through effective systems, for example appraisals, discussions, staff evaluations and team meetings.

The children are cared for within a safe and secure environment because regular risk assessments are undertaken. Children safety is further promoted because detailed risk assessments are carried out for outings.

## **The quality and standards of the early years provision and outcomes for children**

The children are making good progress in their learning and development because practitioners have a good understanding of the Early Years Foundation Stage. The setting currently maintains a higher adult child ratio allowing them to effectively support individual children throughout the day. However, children's routines are not always maintained due to temporary refurbishment work and the base room for the pre-school children not being fully equipped. This causes some inconsistency to children's usual experiences throughout the day. The children engage in a good balance of adult-led and free play activities. Children benefit from taking part in planned focused activities to ensure their play is purposeful. Practitioners know children well focused and activities reflect children's individual needs and interests. The planning of weekly activities clearly reflect the six areas of learning to ensure children are offered a broad range of experiences. In addition long term planning shows that children take part in a varied range of topics, such as learning through people who help us, language, colours and languages from around the world.

Systematic observations are carried out and inform planning. This ensures children are continually challenged. Practitioners have a good understanding of what children can do and an individual educational plan is in place for all children and their developmental records clearly identify their next steps. Initial and ongoing assessments are regularly carried out and shared with parents. Targets are made in partnership with parents allowing them to contribute to children's learning and development. The setting has implemented scrap books for children and these are used to support children's developmental records and allow practitioners to effectively track children's learning journey.

Although the setting promotes a Christian ethos practitioners effectively promote an inclusive environment. Practitioners know their key children very well enabling them to meet their individual needs. The setting carries out regular fire drills enabling children to learn how to leave the premises quickly and safely in the event of an emergency evacuation. Children's safety is further promoted because when out on outings practitioners ensure children wear fluorescent jackets. The jackets are printed with sufficient information about the nursery to enable adults to act in children's best interest. Through planned visits from the local police children's learning extended about keeping themselves safe.

The children are cared for in a bright, colourful, clean and well maintained setting. However, procedures have yet to be fully developed to ensure children's rooms are maintained at an adequate temperature at all times. Practitioners follow good hygiene practices to minimise the spread of infection. Tables are wiped with antibacterial cleaning agents and disposables aprons and gloves are worn when changing younger children and serving meals. Children enjoy regular physical activities that keep them in good health. They are beginning use large equipment skillfully, such as balancing beams and stepping stones. The children are very well behaved and follow instructions well, such as tidying up. The setting rules are displayed and through constant praise and encouragement helps children develop a positive self-image. Children's independent skills are developing very well because they have easy and safe access to toys that are stimulating and suitable for their stage of development. The organisation of the day allows children to

make informed decisions about their play because in the afternoon children engage in free play.

The children speak very confidently to peers and adults. They talk openly about themselves and their families. They express their ideas and experiences well using good vocabulary, such as talking about seeing their peers at church and when practitioners have a builders hat on they compare them to 'Bob the builder'. Children learn how to use numbers in everyday situations. Practitioners introduce and talk about numbers when reading the 'Hungry Caterpillar', when playing 'What's the time Mister Wolf' and when playing with resources.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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