

# Cornerstone Nursery

Inspection report for early years provision

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**Unique reference number**

EY366542

**Inspection date**

23/02/2011

**Inspector**

Susan May

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Cornerstone Nursery opened in 1990 and was registered under its current owners in 2007.

The nursery operates from four rooms in a two storey, self-contained building in Abbey Court in Popley, Basingstoke. It serves the Basingstoke and surrounding area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. The nursery supports children with special educational needs and/or disabilities and those who use English as an additional language.

The nursery opens five days a week, all year around, from 7.00 am to 6.00 pm excluding Christmas and bank holidays. A maximum of 43 children may attend the nursery at any time. There are currently 65 children on roll, of whom 31 receive nursery education funding. There are 11 members of staff and a kitchen assistant who work with the children, the majority of whom hold a minimum of Level 3 childcare qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The forward thinking of the management and staffs understanding of their roles and responsibilities, along with a strong commitment to improvement, ensures the setting promotes children's learning and welfare effectively. Children play in a child friendly environment with good access to a range of toys and resources, with particular emphasis placed on their learning opportunities outdoors. The setting shares most information about the children and the setting with parents, and recognises the value of developing links with other early years practitioners. Policies and procedures are in place, regularly reviewed and successfully implemented to provide a clear framework for good practice. Confidentiality is always observed. To ensure standards of care and learning are maintained and enhanced, the setting self evaluates its practices to identify future development, the aims of the setting and how best to implement them.

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

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

- develop systems to liaise with schools and other carers to support children's learning and development and transition as they move through the educational system
- provide parents with clear, up to date information of health issues and/or illnesses within the setting

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

Children play in a warm and welcoming environment, with a wide range of age-appropriate resources from which to self select. The outdoor area has been effectively utilised; the extension of the six areas of learning outdoors ensures children are provided with a wide range of opportunities to progress their learning. The planning for children is flexible as the children's key persons know the children well, and respond to their interests and individual needs. There are good systems in place for observation and assessment that, with information initially supplied from parents, form the basis for identifying children's next steps. Regular observations and assessments of the children are used to highlight each child's next steps during planning, ensuring children are provided with activities and opportunities that will enable them to successfully move their learning forward. Parents are actively involved in all aspects of their child's development; however, to provide coherence and continuity in children's learning, and to ensure a smooth transition as children move through the education system to other schools, links with other carers and early years practitioners have yet to be developed. Knowledge about the children is shared with all staff to ensure that children's learning is tailored to each child to effectively provide for their individual needs, with support from health and welfare professionals. Staff have a good understanding of safeguarding children with policies and procedures clearly understood. Robust recruitment procedures are in place and all staff have appropriate clearances. Visitors procedures are stringently followed, and any person not suitably vetted is never left unsupervised with the children.

All children and families are valued and respected and the uniqueness of each child is recognised. Staff effectively deploy themselves to be on hand to support children, and are sensitive to each child's needs to help them achieve and continually develop. Staff know the children well and ensure that children's learning is tailored to each child to effectively provide for their individual needs. When necessary, support from health and welfare professionals is sought and acted on appropriately. Toys and resources are in good condition, and appropriate storage both indoors and outside ensures they can easily be accessed by the children. All required policies and procedures are in place, reviewed regularly and shared with parents. To keep children safe, risk assessments are in place for the premises and staff carry out checks on the nursery each morning, and complete ongoing visual checks throughout the day. Comprehensive risk assessments for outings ensure that all possible hazards, when off the premises, are identified and risks minimized.

The manager has successfully evaluated the provision with input from staff and feedback from parents, demonstrating commitment to driving improvement through clearly outlining future progress and aims. For example, all recommendations from previous inspections have been completed and further changes implemented, such as further training and regular team meetings in order to raise standards to support children's welfare and learning. Staff appraisals and a six monthly review helps ensure that the needs of the nursery and staff's training needs are met. Local Authority training is regularly completed by staff, and in-

house training is ongoing. Parents express confidence in staff and highly praise the care and learning experiences the children receive; they feel very well informed about their children and generally well informed of nursery practice, as they have access to a notice board and receive information about the setting from a variety of sources, such as newsletters and daily verbal exchanges. However, on occasion, notices and information about contagious illnesses within the nursery is not always displayed prominently, to ensure parents are fully aware of any health issues.

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

Children have a lovely relationship with staff and each other, inviting adults into their games and playing alongside each other well. Children are lively but behave well, learning to share and take turns as older children begin to interact with each other, and younger children play alongside each other companionably. Children's independence is promoted as they access and self select resources, and address their personal hygiene needs independently. To further promote independence, build self-esteem and feel a sense of belonging within the setting; children are given simple responsibilities; for example, they take it in turns to be the weather monitor, changing the picture on the weather chart if it begins to rain, or the sun comes out. Children help set the table for meal times, serve themselves, chat with each other as they eat and help clear the table after lunch, providing a sound basis for future eating habits. Good hygiene is promoted as staff provide good role models and discuss with children how they can keep themselves healthy by, for example, explaining to a child who has forgotten to wash their hands after using the bathroom about germs, and encouraging good practices such as after wiping noses, putting tissues in the 'Catch it and Bin it' container.

Inclusion is threaded through all of the setting and a range of festivals and events are celebrated that are important to the children and their families. Children for whom English is an additional language are helped to communicate, as staff find out some key words in the home language, use sign, gesture and drawings or photos of everyday objects to ensure children participate fully in the setting. Children find out about the natural world as they grow plants in the garden and play out each day, regardless of the weather, putting on their wellington boots and raincoats to enjoy the outside area. Children begin to find out about the local community as they go on outings around the local area, and the outings are often related to topics. For example, the children have expressed an interest in aliens, have made monster models, sung related songs such as 'Three Little Men In A Flying Saucer' and are going to see a local production of 'The Way Back Home', a story about aliens they enjoy listening to in nursery. Book areas throughout the setting are warm, inviting places where a good selection of books is enjoyed by children, by themselves or at planned story times. Children join in with obvious pleasure at these times, have opportunities to act out stories for themselves and begin to recognize that stories have a beginning, middle and end. Staff are pro-active in helping to develop children's language skills, as they constantly ask open ended questions and repeat words and sentences back to babies and young children, to help them recognise that words have meaning. There are ample

opportunities for mark making as children draw on the chalkboards, use pencils and pads in the role-play areas, and have accessible writing materials on hand at all times both indoors and out.

Opportunities for children to develop their mathematical understanding through their early experiences is well promoted, with opportunities available to them to help them recognise number, explore shapes, size and volume and extend their vocabulary through the use of mathematical terms in everyday play. Examples of children's work throughout the provision demonstrates the very good opportunities children have to use a range of media with which to explore their imagination and creativity. Children's work is clearly valued, displayed attractively and shows how they have used paint, collage materials, and tools to make patterns and pictures. Opportunities to explore sound is extended outdoors as children can bang on upturned bins and saucepans, or select more conventional musical instruments with which to make music. Children have opportunities to develop their control and coordination daily as they benefit from having access to shape sorters, writing materials, cutlery, tools and small and large construction equipment. Outdoors, a selection of planks and wooden blocks provide them with opportunities to problem solve and develop physical skills as they build structures on which they can walk and balance. A further range of equipment allows them to ride, scoot and climb.

Staff are knowledgeable about the Early Learning Goals and steps towards them, demonstrating through their planning that they have a clear understanding that children learn through play and providing a positive environment that helps children progress well.

## 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	3
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