

Cornerstone Academy

175 Rainham Road, RAINHAM, Essex, RM13 7SB

Inspection date	31/07/2013
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff's knowledge of good hygiene and their daily routines help to maintain children's good health.
- Children enjoy listening to stories because staff help them to become engaged and involved in story time sessions.
- Staff have established good partnerships with parents and this has contributed to the continuity of care for the children.

It is not yet good because

- Staff are inconsistent in their approach to managing children's behaviour therefore children are not fully supported to understand why certain behaviour is not acceptable.
- Children are not always given sufficient time to think about what they want to say when staff ask them questions because at times staff intervene too soon with the answers.
- Staff do not always offer appropriate support and challenge to aid children's mathematical development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
The inspector sampled a range of documentation, including the register of attendance, safeguarding policy, equality of opportunity policy, complaints and behaviour management policy. The inspector also sampled the staff records, the record of the risk assessment and children's observation and assessment records.
- The inspector completed a joint observation of a group activity with the manager.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Cornerstone Academy registered in 2007 and is a privately run provision. 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 open each weekday between 7.15am and 6.45pm, all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 17 children aged from one year to four years on roll. Children attending include those who are learning English as an additional language. The nursery provides funded early years education for children aged three-and-four-year-olds. The after school provision is currently not operating. The nursery employs twelve staff. The two managers hold a BA Honours degree in Educational Practice for children aged under 16 years and a BA Honours degree in Early Childhood Studies. The staff hold early years qualifications at levels 2, 3 and 4.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff's knowledge of behaviour issues and ensure that staff implement the behaviour management policy and procedures in order to help children learn how to behave and promote their welfare

To further improve the quality of the early years provision the provider should:

- develop staff skills to further support children's communication and language and mathematical development more effectively.

Inspection judgements

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

Staff understand children's individual needs, interests and their likes and preferences because they regularly observe and assess children during play and focussed activities. Staff use their knowledge of the children to plan a suitable range of activities to help support the children's learning and development. The quality of teaching is, however, variable and as a result children are not always suitably challenged during activities. This affects how well children progress towards the early learning goals. Children show motivation in their play and are gaining satisfactory skills to help them in their future learning. Staff carefully select toys for younger children to help ensure that they are safe

and suitable for them to play with. Children have safe and easy access to a range of toys. This means that children are able to develop skills to make their own choice in regards to their play and resources. Staff create a cosy book area in the baby room and pre-school where children can sit with staff and their friends to read and enjoy books together. Staff capture children's attention during story time and make reading fun as they use children's names as the main characters of the story. Young children demonstrate growing book handling skills as they hold books upright and turn pages from right to left.

All children are given opportunities to practise mark making and older children in particular show interests in writing a shopping list. This indicates that some children are developing an understanding of writing for a purpose. Children have opportunities to use the computer and they develop skills to use the computer mouse with control. They are beginning to show interests in living things as they dig the mud to observe worms and bugs. Staff talk to children about the changes to the weather to develop their awareness of the physical world. They ask children open questions that encourage them to think and reflect. However, staff do not give children sufficient time to respond to questions or express their thoughts and ideas because staff intervene too soon with the answers.

Children enjoy taking part in conversation and talk with adults and children about their experiences from home. Older children are able to recall past events, such as, going on a shopping trip. Staff appropriately support young children's language development through repeating words, labelling objects and singing rhymes with actions. Young children are beginning to join in with action songs that also help to develop their coordination. Staff encourage all children to participate in the activities provided. For example, staff speak clearly and use facial expressions and hand gestures to communicate with children learning to speak English as an additional language. They also use picture exchange communication cards to help children to become aware of the daily routine and to enable children to communicate their needs. Staff provide regular opportunities for children to count in everyday context. However, at times staff count along with the children and on these occasions children do not get to demonstrate how much they can count up to on their own. Staff draw children's attention to the purpose of the clock and the passing of time. They use an egg timer to check with the children when they are ready to go outdoors to play. Children are aware that they have two eyebrows, eyes and ears. This shows that they are developing an understanding that a number refers to a quantity.

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

Children settle well into the setting because relationships between their parents and staff are supportive. The staff handle children's separation from parents with sensitivity and reassurance. This enables children to form trusting relationships with their key persons and staff. Staff help children to get to know each other as they sit together in the morning and sing songs to welcome their friends. Children are not always helped to learn about behavioural expectations because staff are inconsistent in their approach to behaviour management. They are learning to cooperate with each other during games and activities because some staff remind them to let their friends have a turn on the tricycles. However, some staff do not make expectations of behaviour clear and fail to explain to children why

certain behaviour is not acceptable.

Children begin to see to their personal needs as they decide when to have drinks of water. They enjoy healthy snacks and know that fresh fruits are good for them. The manager monitors the menu so that children's dietary requirements and tastes are catered for. Staff follow good hygiene procedures when serving food, such as wearing gloves and an apron. They also wear protective clothing when changing children's nappies. These practices help to minimise the spread of infection. The environment is clean and tidy and children receive appropriate support to help them understand the importance of good hygiene. All children go out to play on a daily basis, which means that they get plenty of fresh air. Young children use push-along toys and sit-and-ride equipment so that they gain strength and coordination. Children use a range of equipment including hopper balls, a slide, hoops, tricycles and buggies, which give them opportunities to practise and develop physical skills. Children are gaining an awareness of the procedures to follow should an emergency evacuation arise because they regularly practise the fire drill routine with staff.

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

Children's welfare is appropriately promoted as staff are aware of the safeguarding policies and understand how to proceed if they have any concerns about a child's well-being. Children's welfare is also safeguarded because visitors are required to make themselves known before they are allowed into the premises and children are only released to known persons with the permission of their parents. In addition to this, the manager helps to ensure that staff are well deployed so that children are supervised and safe throughout the day. Staff carry out regular risk assessments indoors and outside in order to minimise the risk of potential hazards to children. Staff follow clear procedures for outings to help keep children safe when out on trips. For example, staff visit in advance to identify the suitability of the environment. They also take account of the type of outing including the route or journey, adult to child ratio and make sure that there is a person appointed to take charge of first aid arrangements. In response to the recommendation set at the last inspection, the manager makes appropriate use of space and monitors the room temperature so that children can play and learn in comfort.

The manager has initiated checks on all staff, which establishes their suitability to work with children and most staff are suitably qualified. The manager conducts an induction programme with new staff, including apprentices, so that they become familiar with the setting's policies and procedures for working with children. The manager arranges supervision sessions and appraisals with staff to support them in their practice and to monitor the curriculum. The staff team demonstrate an appropriate knowledge and understanding of how children learn and develop. This has contributed to children making sound progress in their learning and development. Staff have opportunities for professional development and most have attended safeguarding, paediatric first aid and food and hygiene training courses, though few have attended behaviour management training. Consequently, some staff's management of children's behaviour is inconsistent. All documentation for the safe management of the children is stored securely. In response

to the recommendation set at the last inspection, the manager makes sure that the written information in the accident and medication books is confidentially maintained. The manager uses a self evaluation process to identify the setting's strengths and weaknesses. She also obtains staff views and parents' views via the suggestion box and discussion to review practice to help improve the outcomes for children.

Partnerships with parents are well-established and some good two-way information sharing takes place about children's care and learning. Staff recognise the importance of seeking outside professional support when appropriate, to support children who are not progressing as well as expected.

The partnership with parents and staff is good. Parents provide appropriate information about their children to the staff, which helps to ensure that children receive individual care and attention. They work together and share information about children's development and individual progress. For example, children's observation records are accessible throughout the year and parents have meetings with their children's key person twice a year so that they are kept well informed about their children's individual needs. Parents provide positive feedback about the setting. Parents say that they feel acknowledged and supported by staff. Parents also say that their children settle quickly in the setting and that they have seen improvements in their children's learning and development. The manager is secure in her knowledge of the code of practice, which means that the setting is able to meet and plan for children identified with additional needs. The manager and staff are aware of the external services available to support children with physical disabilities and/or learning difficulties.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that the children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY357369
Local authority	Havering
Inspection number	925757
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	17
Name of provider	Cornerstone Academy Ltd
Date of previous inspection	06/01/2011
Telephone number	01708 709 229

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

