

Cornerstone Academy

175 Rainham Road, RAINHAM, Essex, RM13 7SB

Inspection date	17/06/2014
Previous inspection date	31/07/2013

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		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have good relationships with children. They have built strong bonds and attachments with them, this supports children's social and emotional development.
- Effective leadership and management of the nursery ensures that staff are monitored and supported well, to support children's needs being met.
- Staff have a good working relationship with parents which means that parents are informed and kept up to date about their child's progress.
- Staff provide children with a good range of resources to support their learning across the seven areas of development.

It is not yet outstanding because

- Staff do not always make full use of story time to enhance children's learning.

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 sampled a range of documentation, including children's records, some policies, and attendance records and staff files.
- The inspector observed activities in all rooms and the outside play area.
- The inspector spoke to the manager, staff and children.
- The inspector invited the manager to carry out a joint observation.

Inspector

Caroline Preston

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 27 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 years old. The after school provision is currently not operating. The nursery employs eleven 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. All other staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance story- time sessions to enable children to experience different ways of showing words have meaning.

Inspection judgements

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

Staff provide children with good opportunities to learn and develop, which means children progress well in all areas of development. Staff provide story sessions to children learn early language skills. This supports children because they learn new words, listen to sentences, relate words to pictures and sounds. However, staff do not always use toys to enhance story-telling sessions. For example, they do not use props to help bring the stories to life for the children and help them associate words with objects. Children practise their early writing skills as they make marks using pens, pencils and paints. Staff provide construction toys so that children begin to understand shape and size and use early mathematical language. Children enjoy being expressive as they paint and draw and mould with play dough.

Staff provide programmable toys which children learn to use skilfully, building an early knowledge of technology. As a result, children are gaining confidence in using different types of technology which helps prepare them for school. Staff understand the importance of imaginative play for children and consequently provide creative opportunities for children to role-play and make-believe. For example, children act out going shopping as they play inside the playhouse. Children enjoy water and sand activities and learn to

express their emotions as they play.

Staff undertake observations and assessments when children start at the nursery so that future planning is tailored to meet the needs of all children particularly those with special educational needs and or disabilities. Staff carry out progress checks for children aged two years. All records are shared with parents so they know what stage their child is at. Staff work closely with parents, sharing children's progress records with them and encouraging parents to be part of their child's learning journey. As a result, children make good progress in their learning as all contribute.

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

Staff have caring, nurturing relationships with children and as a result, children are secure and safe. This helps to promote children's well-being and independence. Staff are good role models because they act professionally and treat children respectfully. Staff are courteous and friendly to children, and speak and talk to them in an appropriate manner. Children behave well, they know and understand boundaries. All staff understand how to implement behaviour management strategies and have attended recent training. Staff talk and explain to children what is acceptable behaviour so that they understand what is right and wrong. There is a key-person system in place which means that individual staff work closely with individual children and their parents. Staff talk to parents and establish children's needs before they start nursery and continue to work with them so that children progress. This enables staff to ensure there is a continuity of care. Staff provide children with toys and equipment that reflect differences in society which means children learn about diversity. For example there are a good selection of books, dolls and role-play resources.

Staff effectively promote children's good health. Children learn about healthy lifestyles because staff provide healthy, nutritious meals and discuss the importance of this with the children. Children enjoy daily exercise in the well-resourced garden where there are a wide range of resources to help children develop their physical skills. For example, they play on trikes and run and climb. Other resources are available which help promote their learning such as sand and water. Staff promote healthy lifestyles as they teach children the importance of hygiene routines. For example, children all wash their hands before meals and are able to explain why this is important. The well-resourced nursery means that children are provided with resources and activities which help them develop in all areas. Staff use key words and picture cards to support children with English as an additional language or children with special educational needs and or disabilities.

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

The provider has a good understanding of the requirements of the Early Years Foundation Stage. She ensures all staff understand their roles and responsibilities. Staff are knowledgeable of their daily duties. The provider monitors staff's performance and offers

them training opportunities to improve their professional practice and all staff are suitably qualified. She undertakes supervisions and appraisals with staff regularly to support their development and address any underperformance. For example, staff attend training in managing children's behaviour. All required documentation is in place for the smooth running of the nursery. Staff undertake regular written risk assessments so that any risk or hazards to children are identified and removed. There are sufficient staff available to ensure the adult-to-child ratios are always met. Staff are suitably deployed to meet the needs of children. Daily records of attendance are appropriately maintained so that it is clear to see that there are sufficient staff available at all times. Staff interact well with children during play so that they are safe. Staff know and understand safeguarding procedures so are able to identify concerns and report these to the relevant designated officer and any external agencies if needed. The provider has put in place good systems for self-evaluation. For example, she works closely with the local authority to address any areas of weakness. Staff have established effective professional relationships with parents, parents are informed of their child's development and progress. Effective relationships with external agencies means that children are supported when needed.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	968728
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	27
Name of provider	Cornerstone Academy Ltd
Date of previous inspection	31/07/2013
Telephone number	01708 709 229

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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.

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