

Cornerstone Academy

Heath Park Hall, Rusholme Avenue, Dagenham, RM10 7PR

Inspection date

Previous inspection date

17/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are skilled at working with children who have special educational needs/and or disabilities, and helping them to progress.
- Effective partnerships with parents ensure that good relationships are established and children's needs are met well.
- Good resources are provided by staff who use these well to help children learn.
- Staff relationships with children are strong, which means they settle well and are ready to learn.

It is not yet outstanding because

- Staff do not consistently extend children's understanding of mathematics. This is because they do not take all opportunities to use simple addition and subtraction with them, during everyday play and routines.

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, staff files and attendance records.
- The inspector observed activities in the hall.
- The inspector spoke to the manager, staff, children and parents.
- The inspector undertook a joint observation with the manager.

Inspector

Caroline Preston

Full report

Information about the setting

Cornerstone Academy Pre-school registered in 2013 and it is run by a private provider. It operates from a community hall in Dagenham, in the London Borough of Barking and Dagenham. There is access to a secure outdoor play area. The pre-school provides a service for children from the local community. It is open each weekday with sessions from 8.30am to 11.30am and 12.30 to 3pm, and then 3.30pm to 6pm, term time only. It may also be open during the holidays, if there is enough demand.

The pre-school is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll in the early years age group. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery employs three full-time staff. All staff hold appropriate early years qualifications to at least level 3.

What the setting needs to do to improve further

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

- strengthen children's understanding of mathematics by adding calculation and subtraction in everyday play.

Inspection judgements

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

Staff offer children a good range of learning experiences. As a result, children learn and progress. Staff complete on-entry observations and assessments, and two-year progress checks on every child so that their individual needs are met well. They are especially effective at supporting children with special educational needs and /or disabilities. Staff interact well with these children. They model good language, and explain and demonstrate concepts to them. For example, during one-to-one sessions they are skilled at calming children down by sitting with them, and encouraging them to slowly and carefully fix the pieces of a train set together. Staff have built trusting relationships with children and, as a result, children respond, listen and follow instructions well.

Staff help children to build their communication and language skills effectively, for example, by arranging circle-time sessions. Children choose the book they want staff to read to them and sit in small groups listening to the story and linking sounds to letters. Children confidently express themselves during the session, as they speak out loud and

listen to each other. Staff provide good activities to help the development of children's physical skills, such as coordination, control and movement. Children carefully aim and throw small hoops over cushioned squares, which are positioned some distance from them.

Staff develop children's personal, social and emotional skills as they encourage them to play together during creative play activities. Children share and take turns, discussing what they are touching and feeling as they handle the different sized beans in a large plastic tray. Children count with staff during play activities. However, staff do not take every opportunity to strengthen their mathematical understanding, for example, by consistently teaching them about simple addition and subtraction. Children develop good early literacy skills, because they handle many writing tools and staff encourage them to make marks to practise their early writing skills. Therefore, children make good progress from their starting points and acquire many new skills for their next stage of learning.

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

Staff establish good relationships with children and, as a result, children's confidence grows and they are independent. Children settle well as staff fully support them when they start through the effective key-person system. Staff remind them during circle time about the importance of being kind and thoughtful towards each other. They praise and encourage children's good behaviour and use effective strategies to manage inappropriate behaviour. Therefore, children behave well and learn to play safely together. Staff teach children about the differences between themselves and others through resources which reflect the wider world. These include dolls, books and role-play toys. Staff use the resources effectively to teach children to show respect for others.

Children are skilful at attending to their own personal hygiene routines because staff reinforce the importance of these during everyday routines. Staff encourage children to wash their hands before meals and after using the toilet, children also clear away their plates after snack time. As a result, they develop good self-care skills in readiness for school. Staff teach children about healthy lifestyles, for example, by offering them healthy nutritious snacks, such as fruit, and discussing the importance of a nutritious diet for their well-being. Children have daily access to the large spacious hall and garden to undertake physical activities. As a result, staff promote children's physical development well. Staff ensure the hall is set out daily with resources that cover the seven areas of learning. This means that children have daily access to good resources and staff use these to help support the children to prepare for their next stage of learning. For example, the well-resourced book area is inviting and comfortable with an interesting range of books so that children want to look through them. In addition, staff deploy themselves well so that they can read to them. Staff have established good links with teachers of the local schools that children will attend. Teachers are invited in to meet the children and staff offer them information about children's progress so far. This helps children prepare well for the move to school.

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

The provider has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements, and the learning and development requirements of the Early Years Foundation Stage. As a result, the manager implements these effectively during every session. She works with staff daily to care for and educate the children, and monitors staff performance and the educational programmes. She provides staff with supervisions, appraisals and ongoing feedback about their performance. This helps to promote their professional development. As a result, the educational programmes and assessment are effective, and any gaps in children's learning are closed. Staff are offered good opportunities to undertake further training to improve their knowledge and understanding of childcare practice. These opportunities help to improve the quality of care and education provided. All staff are robustly vetted which means they are well trained and suitable to work with the children. Staff are knowledgeable about safeguarding procedures, and understand the pre-school's policy and procedures, which helps to safeguard children well. Staff follow detailed written risk assessments. This means that they assess and check all areas of the hall, and the garden, for any dangers or hazards which may be of risk to children's safety and then remove them. Staff teach children about safety, for example through discussions about the behavioural rules. As a result, children learn to play safely with the resources and each other.

Effective systems for self-evaluation help the staff to improve the service offered to children. For example, the garden area has been improved so that children are able to go outside daily and have good opportunities to learn. The manager works closely with the local authority to put in place action plans for improved childcare practice. As a result, the provider continually improves the care and education of the children.

Staff establish good relationships with parents. They share records of each child's progress and next steps needed in learning with parents. They offer regular parental meetings to discuss children's progress, and inform parents about how they can link learning between home and the pre-school. For example, this is evident through topic work carried out at the pre-school. Staff work effectively with external agencies, so that appropriate interventions are secured and children receive the support they need.

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	EY469230
Local authority	Barking & Dagenham
Inspection number	935709
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	8
Name of provider	Cornerstone Academy Ltd
Date of previous inspection	not applicable
Telephone number	07803602222

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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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