

Cornerstone Nursery

Abbey Court, 52-53 Popley Way, Basingstoke, Hampshire, RG24 9DX

Inspection date	24/11/2014
Previous inspection date	23/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 give priority to safeguarding children. They attend regular training courses and know what to do if they are concerned about a child's well-being. As a result, children are protected from harm.
- Parents feel very included in their child's learning because staff use regular reports, daily discussions and formal meetings to share information about children's progress.
- Children are making good progress in their learning and development. This is because staff know children well and plan activities that interest and motivate them to learn.
- The range of resources in the garden areas is good. Children have lots of opportunities to explore and investigate.

It is not yet outstanding because

- At times, staff do not always use effective questioning to encourage children to consider new ways to do things and to express their own ideas.
- Children do not always have access to resources and activities which represent their home languages. This limits the support they receive to reflect on their home experiences in their play.

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 observed activities in the main base rooms and garden.
- The inspector carried out a joint observation with the manager and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journals, planning documentation, a selection of policies and children's records.
- The inspector held meetings with the manager, the deputy and the operations manager of the nursery, and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

Cornerstone Nursery opened in 1990 and registered under its current ownership in 2007. The nursery operates from four rooms in a two storey, self-contained building in Abbey Court, 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 who use English as an additional language. The nursery opens five days a week, all year around, from 7am to 6pm excluding Christmas and bank holidays. There are currently 61 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 14 members of staff who work with the children, the majority of whom hold relevant early years qualifications. In addition, the nursery employs a cook.

What the setting needs to do to improve further

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

- increase opportunities for more able children to communicate their thoughts and express their ideas to maximise learning opportunities, particularly during planned activities
- enhance opportunities and resources to support children whose home language is not English to more fully reflect all children's backgrounds in their play and further their sense of belonging.

Inspection judgements

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

Staff have a good understanding of how children learn and have clear systems for observation, assessment and planning. Children's learning records, assessments and monitoring systems show that they are making good progress and developing the necessary skills for their future move to school. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for them. Activities are interesting and keep children engaged. Staff clearly identify children's next steps in learning and share these with parents. This means both staff and parents work harmoniously to support children to make good progress from their starting points. Regular assessments are completed and this means staff are aware of any emerging gaps in children's progress. They encourage parents to take an active role in children's learning. For example, staff share learning journals regularly with parents. This includes them in setting targets for their child's future development and helps them to understand how to

support their child's learning at home.

Overall, children are able to explore a good selection of resources all clearly labelled with text and pictures to help them learn that print carries meaning. Resources include water, mud and sand play, books, construction, role play, musical instruments and puzzles. There is also a good selection of natural resources. These support young children to learn through their senses as they explore and investigate objects in the world around them. Children confidently try the activities on offer. They enjoy free play as they move between the resources and activities, and staff are on hand to enhance their learning and development. For example, children explore and experiment with different paints, crayons and pencils to draw and practise writing. This supports their early literacy skills. Children demonstrate a positive approach to learning and, in the main, attentive staff play alongside them offering them gentle encouragement and support. For example, children enjoy the sensory experience of making salt dough. They pat, poke and lift pieces, which they squeeze in their hands. This also supports children's physical development as they use resources that help to develop their coordination. However, at times staff do not always use skilful questioning to create opportunities for more able children to think through and respond to questions during planned activities. The outdoor play area provides opportunities for all children to develop their physical skills. For example, children use wheeled toys to move around the space and enjoy knocking down skittles.

There are appropriate arrangements to complete the required progress checks for two-year-old children. These are completed by each child's key person, with contributions from parents. They identify the child's development and provide relevant information to aid their progress. The nursery has a solid transfer procedure in place for children as they move on to school. They pass on children's progress records to their schools and welcome visits from reception class teachers. This gives all children a secure foundation for their future learning and development, and ensures that they are ready for school.

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

Staff maintain good relationships with children and parents. Children freely explore their environment but often return to their key person for reassurance, support or a cuddle. Staff understand the importance of creating strong bonds with children and their families. They gather detailed information during the initial settling-in period and liaise with parents regarding children's individual routines. Staff talk to parents and learn about children's backgrounds. However, they do not fully reflect children's individual home lives in everyday play experiences as there are few resources and activities to represent the languages spoken in children's homes.

Staff provide good support as children prepare to move to a different base room in the nursery. Staff know all children well because they see them regularly. Key persons communicate effectively with each other to share information regarding children's well-being, care and learning. This helps to ensure each child's move is as easy as possible. Staff carefully plan for their key children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs.

Children behave very well. Staff allow children space to resolve minor disagreements and solve their own problems. They remind children of the 'golden rules' and boundaries. As a result, children know the behaviour expected of them. Children concentrate and persevere very well as they enjoy their activities, those that they develop for themselves and those led by adults. All children receive gentle reminders to say 'please' and 'thank you'. Older children take on small responsibilities such as tidying away resources and preparing for mealtimes. This effectively promotes their independence.

Children of all ages develop their understanding of a healthy lifestyle. They enjoy regular opportunities to play in the very well-resourced outdoor area, eagerly putting on their coats and playing happily, even in the cold. Staff understand the benefits of playing in the fresh air daily and ensure all children regularly use the outdoor area and exercise. Meals are healthy and nutritious and the cook follows a seasonal weekly menu. All meals are freshly prepared on the premises and are thoroughly enjoyed by children. Those with special dietary needs are well supported, and a list is displayed in all rooms and the kitchen so that all staff are aware. Staff ensure that children play in a safe environment by completing thorough daily safety checks. They continually talk to children about the importance of walking when inside, and tidying toys up to prevent accidents. All children have a good awareness of the fire evacuation procedure as staff give clear explanations when the alarm is set off at the regular fire drills. This ensures children play in a safe environment. Staff maintain good standards of hygiene throughout the nursery and there are good procedures to prevent the spread of infection.

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

Staff clearly know their roles and responsibilities to safeguard children. They know the signs and symptoms that may cause concern, and know who to contact should the need arise. All staff receive safeguarding training during their induction and the management team attend external courses. The nursery has a safeguarding policy that includes details of the professionals who can advise and support staff if necessary. All staff are subject to a rigorous recruitment procedure. They attend interviews that include a trial session working directly with children, so that staff can assess how well they interact. All staff have an in-depth induction and the management team process the required suitability checks. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. Staff keep thorough records of accidents, and ask parents to sign these. Staff monitor the accident records to identify, and address, any potential risks. There are also detailed risk assessments, which staff also monitor regularly to make sure that the premises and activities are safe. Fire safety is prioritised and access to the provision is secure. Most staff have paediatric first-aid qualifications, enabling them to protect children well in the event of an accident.

The management team work closely with all staff. They monitor the planning and observe staff practice. The management team track children's progress and take action to address any emerging gaps in learning and development. All staff receive support to develop

professionally. The management team sources training for staff and information learned is shared at staff meetings. This means all staff benefit from a wide range of training opportunities. This, in turn, improves outcomes for children. The staff team have a positive and proactive attitude to continuous evaluation and improvement of their practice. They successfully identify strengths and areas for development, and have clear plans in place to bring about improvement. For example, the nursery garden has recently been significantly refurbished, making it an even more inviting and a practical space for children to play and learn. Staff have positively addressed the recommendations made at the last inspection. For example, they have created good partnerships with other professionals at settings that children attend. This benefits the children to ensure they have a smooth transfer when leaving.

There are appropriate procedures to care for children with special educational needs and/or disabilities and staff know where to obtain advice and support should they require it. Staff seek parents' views through daily conversations and regular questionnaires. Parents are very happy with the service they receive and praise staff for being approachable and kind. Staff inform parents well about the nursery's policies and procedures and make them feel welcome in the nursery. Parents also receive regular newsletters. They say that their children are always keen and happy to come to the nursery. This creates a positive environment for children and parents.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY366542
Local authority	Hampshire
Inspection number	829002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	61
Name of provider	Leybright Ltd
Date of previous inspection	23/02/2011
Telephone number	01256 840 300

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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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