

Cornerstone Pre-school Group

The Flame Community Church, Cardale Street, Rowley Regis, West Midlands, B65 0LY



Inspection date

28 June 2016

Previous inspection date

9 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The setting has made good improvements since the last inspection. The unsafe ground cover has been replaced with safer, imitation grass turf. Furthermore, effective risk assessments and the checking of the suitability of all staff and the management committee, makes sure that children are kept safe.
- Children develop close emotional attachments with their key person. An effective behaviour management strategy makes sure children behave well and have a high regard for others.
- Relationships with other providers, professionals and parents are strong. An effective, ongoing exchange of information between all parties supports children's care, learning and development and promotes their readiness for school very well.
- The management makes sure they gain the views of all parents, staff and children with regard to the strengths and weaknesses of the setting. They use this information to make sure that the improvements implemented help to raise standards and improve the outcomes for children.

It is not yet outstanding because:

- Staff do not always provide enough opportunities for children who prefer to play and learn outdoors to make their own choices about where they want to play.
- Staff do not always encourage parents to share information about what their child already knows and can do when they first start at the setting, in order to inform the assessment of starting points for all children's learning from the outset.

What the setting needs to do to improve further

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

- provide further opportunities for children who like to play outdoors to build successfully on their learning in their preferred environment
- support parents to share information about what their child already knows and can do when they first start at the setting, in order to inform the assessments of the starting points for children's learning more accurately from the outset.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a selection of the staff during the inspection.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management makes sure that all staff attend child protection training and implement the comprehensive safeguarding policy and procedure. The manager holds regular supervision meetings with all staff. This helps them to talk about confidential issues, discuss their key children and identify and plan for their training needs. The manager works with the staff to make sure that assessment and planning for the children's next steps in learning impacts positively on their overall progression.

Quality of teaching, learning and assessment is good

Staff make the most of everyday routines to support and challenge children's learning. As children settle for snack time they identify their own name with help from the staff. They count how many children are on their table and fetch enough plates and cups for everyone. Children look at the picture list to choose their own job, including laying the table and clearing away. During this time staff encourage children to talk about their interests and their lives beyond the setting. These are some of the purposeful activities that children engage in that helps to develop their learning, confidence and independence and fosters their readiness for school. Children thoroughly enjoy circle time. They sing welcome songs to all their friends, accompanied by a staff member playing the guitar. Children take turns as they enjoy strumming on the guitar. Staff support children's awareness of positional language as they join in with their imaginary play. They use effective questioning techniques as they help children to explore and understand the concept of up, down, in and out.

Personal development, behaviour and welfare are good

Children learn about the importance of a healthy lifestyle. They talk about the benefits of being physically active and they are provided with a broad range of fruits and vegetables for snacks. Staff support children's physical development well. Children take manageable risks in their play as they use outdoor equipment to climb and balance. They run around chasing their friends and ride their tricycles around chalked roadways. Children build good friendships as they learn to take turns and share their toys in the well-resourced play areas. Their 'can do' attitude to learning helps children to be well settled and ready to learn.

Outcomes for children are good

Children are confident learners. They develop good manners through ongoing support from the staff who interact positive with them throughout the day. Children learn about the world around them. They play with toys that positively reflect diversity and enjoy learning about various festivals throughout the year. This helps children to learn and respect similarities and differences of others. All children, including those in receipt of funding, make good progress and are well prepared for their eventual move to school.

Setting details

Unique reference number	255186
Local authority	Sandwell
Inspection number	1043548
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	22
Name of registered person	Elim Foursquare Gospel Alliance
Registered person unique reference number	RP520159
Date of previous inspection	9 March 2016
Telephone number	0121 559 0204

Cornerstone Pre-school Group was registered in 1999. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Thursday, term time only. Sessions are from 8.50am until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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