

Inspection date	18 May 2018
Previous inspection date	17 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff have positive relationships with children and this helps to support their emotional well-being.
- Staff use every opportunity to model initial-letter sounds and help children to learn about the sounds letters represent.
- Children's behaviour is positive. They take turns and show care and consideration for others. They understand the academy's rules and follow instructions well.
- All children make good progress from their starting points and staff help to prepare them for the next stages in their learning, including children who speak English as an additional language.
- Partnerships with parents are strong. Staff encourage parents to play an active role in their children's learning.
- The manager and staff team evaluate the academy to promote continuous improvement. Managers are ambitious and encourage staff to review regularly the activities they offer to help to promote positive outcomes for children.
- Staff present interesting, stimulating environments for children inside and outside.

It is not yet outstanding because:

- Staff do not consistently allow children to think about questions and respond independently.
- The organisation of daily routines does not enable children to develop and follow their own play ideas.

What the setting needs to do to improve further

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

- develop further the interactions between staff and children to help them to think about and respond to questions in their own time
- review the organisation of some daily routines to encourage children to lead and develop their own play.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the area manager and observed the quality of staff's teaching and interactions with children.
- The inspector viewed a range of records and documentation.
- The inspector took account of the views of parents spoken to and through written comments.

Inspector

Cathryn Kinsey

Inspection findings

Effectiveness of the leadership and management is good

The management team understands its roles and responsibilities well. It monitors and evaluates practice effectively and ensures that staff receive feedback on the quality of their teaching. Staff have frequent opportunities for training. For instance, they access in-house as well as external training opportunities to enhance their skills and knowledge. This helps to support staff's good teaching skills. Safeguarding is effective. Staff know how to identify signs and symptoms that would cause concern about a child's welfare and safety. Staff show that they understand the academy's policies and procedures. Staff are deployed effectively to ensure children are always supervised. The manager understands her responsibility to notify Ofsted of significant events and changes. She has robust recruitment procedures to help ensure that staff who work with children are suitable. The manager checks staff's ongoing suitability during regular supervision meetings. Partnerships with local schools and other provisions are strong.

Quality of teaching, learning and assessment is good

Children have access to a good range of activities and are motivated to learn. Staff use every opportunity to model and teach children basic skills, such as numbers and letters. Staff have a good knowledge of children and their interests, which helps them to plan relevant activities. For example, they provide children with jelly and encourage them to explore the feel and texture. Children enjoy breaking ice with small hammers. They weigh the ice using scales and talk about the different weights. Parents share information about their children when they first join the setting and are kept informed about their ongoing progress. Staff monitor children's achievements to help track their learning. They identify gaps in children's development and seek appropriate support and intervention to help children to make good progress in their learning.

Personal development, behaviour and welfare are good

Children arrive happily and settle easily. Key persons ensure that younger children's personal needs are met. They support older children to develop independence when using the toilet. Staff form good relationships with the children and praise them frequently to help develop their self-esteem and confidence. Children take turns during play and show responsibility for their learning environment. For example, they carefully put away resources after use. Staff talk to children about the benefits of healthy eating and where food comes from, for example, during snack times and mealtimes. Children enjoy regular outdoor play. Staff provide a good range of equipment outdoors to challenge and encourage children to take safe risks in their play. They use real food in the outdoor role-play area, making toast and porridge for their friends. Children develop an understanding about keeping themselves safe. They carefully climb stairs, holding onto the banister and remembering to walk sensibly. Staff monitor this well, ensuring that those children who need support are supported, while those who are gaining independence are able to develop these skills.

Outcomes for children are good

Babies, toddlers and older children develop a good range of skills that helps to prepare them for their next stage of learning, such as school. For example, children learn the importance of good hygiene routines and enjoy brushing their teeth daily. Children confidently approach staff to share their thoughts and ideas. Children have good imaginative skills and recreate scenes from their favourite superhero programmes. They speak confidently about their characters and the 'special powers' they have.

Setting details

Unique reference number	EY357369
Local authority	Havering
Inspection number	1068836
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	52
Number of children on roll	23
Name of registered person	Cornerstone Academy Ltd
Registered person unique reference number	RP905870
Date of previous inspection	17 June 2014
Telephone number	01708 709 229

Cornerstone Academy registered in 2007 and is based in Rainham. The academy is open from 7.30am to 6.45pm on Monday to Friday, all year around. The academy employs 10 staff. Of whom, three have a level 6 qualification, five have a level 3 qualification and two are unqualified apprentices. The academy receives funding to provide free early education for children aged two, three and four years.

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