

# Cornerstones Pre-School

Pound Close Youth And Community Centre, Stanstead Road, Hoddesdon,  
Hertfordshire, EN11 0PE



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 5 June 2018    |
| Previous inspection date | Not applicable |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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

- Children are confident learners. They respond positively to staff's encouragement and relish the praise given for their efforts and achievements. This helps to promote children's high levels of self-esteem. Children are making good progress in their learning.
- Children develop strong bonds with their key person and other staff. They look to them for support when needed and enjoy including them in some of their imaginary games. For example, they pretend to be a nurse as they work out how to unravel and wrap a bandage around a member of staff's 'broken arm'.
- Parents describe the provider and staff as approachable and friendly. They talk about how they are regularly provided with information about their children's ongoing progress. Parents are kept well informed about what is happening in the pre-school through discussion and regular newsletters.

### It is not yet outstanding because:

- Staff do not consistently make the most effective use of observations and assessments to focus more precisely on what children need to learn next in order to help them to make better than good progress.
- Although the provider checks staff's practice each term, she does not precisely identify how they can raise the quality of their practice to a higher level.

## What the setting needs to do to improve further

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

- make more effective use of observations and assessments to focus precisely on what the children need to learn next in order to help them achieve at the highest levels
- extend the use of more targeted professional development opportunities to strengthen staff's existing knowledge and teaching skills further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector held a number of discussions with the provider, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion provided at inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider regularly updates her policies and procedures to ensure that information remains current. The provider and her staff have completed training to improve their understanding of how to manage any potential allegations. Staff show a good understanding of how to promote the safety of children. They have easy access to relevant guidance should they have any concerns about a child. Parents talk about regularly meeting with key persons to discuss their child's progress and how they can support learning at home. The provider reflects on practice using a wide range of feedback from other professionals, staff, children and parents. This helps her to make informed decisions about future improvements.

### Quality of teaching, learning and assessment is good

Staff plan activities that they know children will enjoy. This helps to gain their attention and involve them in a wide range of learning opportunities. Children show a keen interest in what others are doing. They demonstrate very good physical skills as they climb to the top of large play equipment. Children problem solve as they skilfully negotiate their way down the other side onto a large cushion. Showing great pride in this achievement they excitedly tell the adults nearby, 'I did it'. Children are supported to extend their ideas as staff ensure that requested equipment is available to them. For example, when they want to have a go at carrying a pretend egg on a spoon. Children have fun making marks in sand and are helped to understand that some of these carry meaning. Children have vivid imaginations. They use boxes as a pretend bus and become a delivery man dropping off packages at their chosen destination. Older children learn about sounds as part of large-group activities.

### Personal development, behaviour and welfare are good

Children are keen to do things independently and make plenty of choices about what they want to play with next. They behave well. Staff provide guidance that helps them learn about what is acceptable behaviour. Children are learning how to risk assess as part of their play, helping to keep themselves safe. Staff are deployed well, which ensures that they are close by should children need any support. Children's ongoing health and well-being are supported well. They can choose from a balanced range of snacks and enjoy regular outdoor play opportunities.

### Outcomes for children are good

Children show good hand-to-eye coordination and balance as they take part in activities and games. They express their likes and dislikes in food. For example, they confidently tell staff that they like cucumber but do not want any hummus. Children show growing control over their physical movement as they skilfully use tongs to serve themselves at snack time. Children are developing the skills needed for their next stage in development and in preparation for school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY501646  |
| <b>Local authority</b>                           | Hertfordshire                                       |
| <b>Inspection number</b>                         | 1052700   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 51  |
| <b>Name of registered person</b>                 | Cornerstones Pre-School Limited                     |
| <b>Registered person unique reference number</b> | RP911047  |
| <b>Date of previous inspection</b>               | Not applicable                                      |
| <b>Telephone number</b>                          | 01992 462818  |

Cornerstones Pre-School registered in 2016. The pre-school employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Thursday from 9.15am to 2.15pm and on Friday from 9.15am to 12.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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