

Inspection of Cornerstone Nursery

Abbey Court, Basingstoke RG24 9DX

Inspection date: 8 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. Staff provide a warm and welcoming environment where all children form secure attachments. Staff interact well with children and respond positively to them. Children are delighted to come into the nursery and quickly become engrossed in their play. They confidently make choices from a good range of resources and play materials. They are inquisitive and enthusiastic to learn.

Children behave well and are polite, kind and caring. Good relationships between the staff and children are evident. Children feel safe and secure in their care. Staff act as positive role models. They provide guidance and effective strategies to promote children's positive behaviour and well-being.

The dedicated manager and staff share consistently high expectations for every child. They are committed to providing an inclusive environment where all children and their families are welcomed. Staff work very closely with parents and other professionals involved in children's care. They regularly liaise with them to seek advice, review children's progress and set them learning and development goals. All children, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress from their individual starting points.

What does the early years setting do well and what does it need to do better?

- Children have rich learning experiences that help them to develop skills essential for their future education. Children of all ages have access to a good variety of books. They listen with interest to familiar stories and predict what might happen next.
- Overall, staff demonstrate a good understanding of how children learn and develop across the seven areas of learning. They use assessment well to identify what children already know and can do. However, they do not consistently use this information to precisely plan activities and respond to individual children's learning needs.
- Partnerships with parents are good. Staff effectively gather information from them about what children can already do on entering the setting. This enables them to plan for children's learning from the outset. Parents report favourably about the setting and how well staff communicate with them about how their children are progressing.
- Children have a positive attitude to learning. They manage their feelings and behaviour well. Staff have implemented effective strategies to support children who find it difficult to regulate their behaviour. Children recognise the need to take turns and share and they respond positively to staff.

- Overall, staff actively promote children's communication and language skills. Children enjoy singing along to favourite songs and rhymes and enthusiastically join in. However, occasionally, some staff do not use every opportunity to encourage children to participate in conversations appropriate to their stage of development.
- Staff provide children with a rich set of experiences to promote their understanding of the people, families, and communities beyond their own. For example, children learn about different types of families and make links to their own experiences. Older children talk confidently and recognise the similarities and differences between their family and others.
- The manager monitors the quality of teaching well. She provides staff with effective support to develop their good teaching skills further. However, there is scope for further development in helping staff to focus their teaching more precisely on what children need to learn next.
- Children are encouraged to adopt healthy and active lifestyles. This is evident when they engage in daily opportunities to play outdoors. Staff also talk to children about the importance of eating healthy foods and having a balanced diet.
- Children who are in receipt of additional funding are supported well. They are developing the skills they need for their future learning, including starting school. Managers use additional funding to support children's unique needs. This helps to promote a consistent approach for children in preparation for their next setting.
- Leaders continually reflect on ways to improve the provision. They value the views of parents and welcome their suggestions on how they can support their children further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team demonstrate a secure understanding of the procedures to keep children safe from harm. They are aware of the possible signs that might indicate that a child is at risk. The staff know how to report any concerns they may have about a child in their care. The manager ensures that staff attend regular child protection training to ensure that they keep their knowledge up to date. Regular checks on the environment enable staff to identify and eliminate any risks to children. Robust recruitment procedures are in place to ensure those working with children are suitable to do so.

What does the setting need to do to improve?

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

- enhance how staff planning focuses sharply on what children need to learn next

in order to inform how activities are tailored to support children's individual needs

- refine staff supervisions to develop staff's knowledge of how to focus their teaching to support children's individual learning needs more precisely.

Setting details

Unique reference number	EY553044
Local authority	Hampshire
Inspection number	10130876
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	77
Name of registered person	Fencebright Limited
Registered person unique reference number	RP524314
Telephone number	01256 840300
Date of previous inspection	Not applicable

Information about this early years setting

The setting registered in 2017 and is located in Basingstoke, Hampshire. The nursery operates all year round, Monday to Friday, between 8am and 6pm. The setting receives funding to provide free early education for children aged two, three and four years. There are currently 17 staff working within the setting. Of these, one holds a level 5 qualification, one a level 4 qualification and 12 staff hold qualifications at level 2 and 3.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between staff and children and evaluated the quality of teaching.
- Parents' views were gathered through face-to-face discussions and emails.
- The inspector viewed relevant documents, including evidence of staff's qualifications and paediatric first-aid training.
- Staff were spoken to throughout the inspection to establish how they support children's learning and development and keep them safe.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021