

# Inspection of Cornerstone Day Nursery

Priestley Road, BASINGSTOKE, Hampshire RG24 9PU

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Inspection date: 2 March 2022

**Overall effectiveness** **Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have a lot of fun in the nursery. They play cooperatively and explore a good range of activities which interest them and help them learn. For instance, babies are encouraged by staff to explore paint and baskets of toys which have different textures. This helps them to strengthen the muscles in their arms and develop warm relationships with staff. Toddlers sing songs and delight as they select pictures from a bag to accompany each song. They learn to take turns and the noises animals make. Older toddlers have fun exploring a range of natural resources, such as bark and lavender. This helps them to learn about volume and sharing as they scoop and pour their chosen materials together. Pre-school children have good opportunities to develop their imaginary play. For example, they dress up in their realistic home corner and look after their 'babies'. All children feel safe and confident to explore their surroundings.

Children develop positive relationships with each other. They learn the 'golden rules' at the nursery from a young age, such as using kind hands and listening ears. Staff ensure that children are appropriately challenged to develop their independence skills. For example, children in each age group have targets such as using cutlery to eat, drinking from a cup and learning to use the toilet. They play cooperatively and explore a challenging learning environment which links to children's interests and the skills that they need to learn to progress in their development.

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

- Managers have worked hard to address the actions and recommendations from the previous inspection. They have implemented a range of initiatives to raise the level of teaching. Managers encourage staff to undertake training to learn more about delivering a varied curriculum. For example, following a training day, they have implemented a new 'curiosity approach' to children's learning. Children now use more natural and recycled resources. Staff explain that this encourages more imaginative play and say that the children love real-life items to explore, including toasters, vegetables and a microwave.
- Children spend a lot of time in the large outdoor area. They get plenty of exercise and play games which encourage an understanding of early mathematics. For example, small groups of children play 'What's the time Mr Wolf?' Children show awareness of their own safety, for example as they put on helmets before riding bikes and scooters. They push each other around in sit-on cars and trikes and generally have plenty of fun outdoors.
- Children have many opportunities to learn as a group. Overall, these experiences are positive, such as reading, singing and playing with beanbags. However, on occasions, children are distracted by staff's requests to complete other tasks,

which means that they miss out on some of the learning experiences offered.

- Partnerships with parents are strong. Parents are encouraged to contribute to their children's learning through the use of online learning journals. Staff create home learning packs to help parents to address changes positively with their children. For instance, they share resources to learn about potty training. Parents report that they are happy with the progress their children make. They are impressed by the standard of healthy home-cooked food and the support given to children who speak English as an additional language.
- Children have a focus week each term. This helps staff to find out what children know and can do. Parents contribute to the assessment and share information about their children's interests at home. Following focus weeks, staff plan for children's learning effectively and identify the progress children are making.
- Overall, staff support children's communication and language skills. For example, staff read lots of books and sing songs with children in all the rooms. However, staff do not always recognise the potential impact that the use of dummies, other than when comfort is required, can have on children's emerging language development.
- Children have many opportunities to develop their creativity and explore different media and materials. For example, they make pancakes with felt and paper resources. They recall how they made pancakes the day before with staff and discuss their favourite toppings. Children explore 'dinosaur eggs' and feel the consistency of 'gloop' underneath as they play imaginatively in the pre-school room.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff confidently explain what they would do if they had any concerns about a child. They identify a wide range of indicators that would cause them concern about a child's welfare. Attendance records are kept up to date in every room, and room leaders monitor the individual welfare of children closely. Staff are all encouraged to keep their safeguarding training up to date. Managers provide regular refresher training during staff meetings. Managers all undertake designated safeguarding lead training. This helps them to develop their knowledge to high levels. Staff ensure that technology is used safely at the nursery, and they supervise children closely during indoor and outdoor play.

## **What does the setting need to do to improve?**

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

- review the organisation of group times to keep interruptions to a minimum so that children fully benefit from the planned learning intentions
- develop further strategies which enable children to self-soothe and develop their

communication skills to the highest levels.

## Setting details

<b>Unique reference number</b>	EY285254
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10147696
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	150
<b>Number of children on roll</b>	224
<b>Name of registered person</b>	Fencebright Limited
<b>Registered person unique reference number</b>	RP524314
<b>Telephone number</b>	01256 818118
<b>Date of previous inspection</b>	18 February 2020

## Information about this early years setting

Cornerstone Day Nursery opened in 2002 and re-registered under new ownership in 2004. It is situated on the outskirts of Basingstoke, Hampshire. The nursery employs 40 members of staff. Of these, two hold recognised childcare qualifications at level 2, and 23 hold qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Charlotte Foster  
Aileen Finan

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The manager, deputy manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspectors.
- The inspectors assessed staff's understanding of how to keep children 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.

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