

# Inspection of The Cornerstone Pre-school

149 Canterbury Road, Leyton, London E10 6EH

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Inspection date: 7 February 2023

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| <b>Overall effectiveness</b>                 | <b>Good</b>          |
| The quality of education                     | <b>Good</b>          |
| Behaviour and attitudes                      | <b>Good</b>          |
| Personal development                         | <b>Good</b>          |
| Leadership and management                    | <b>Good</b>          |
| Overall effectiveness at previous inspection | Requires improvement |

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

### **The provision is good**

Children enjoy their time at this highly inclusive community pre-school. They show that they feel safe and keenly play with each other. Children are confident and take pride in their achievements. For example, they want adults to see the models they make and what they can do. Children have the freedom to explore a variety of resources. They show a positive attitude to taking part in new experiences. For example, children persist at breaking blocks of ice with wooden hammers to free their toy frogs. Children have strong bonds with their key persons. They freely approach adults for cuddles and share their news from home with them.

Staff have high expectations of what children can do. They encourage children to take age-appropriate risks, such as by climbing, travelling and jumping off play equipment. Children are independent. They serve themselves and clear their own plates at mealtimes. Children confidently manage their own toileting and respiratory hygiene needs. They develop good control over their hand and finger muscles. Children enjoy squeezing colouring into flour using pipettes. This helps children as they learn to use pens, pencils and crayons for drawing and writing.

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

- Staff promote children's love of books and stories. Children listen well during whole group times. They enjoy hearing their favourite stories and become familiar with the events. Children confidently finish rhyming phrases and staff's sentences.
- Children play energetically together outdoors. They display good balance and coordination as they travel across the tunnel and throw bean bags at targets. Staff encourage children to discuss their feelings and support them to resolve conflicts. Older children enjoy being with their friends and seek each other out for cooperative play.
- Children with special educational needs and/or disabilities (SEND) receive good support. The special educational needs coordinator (SENCo) ensures that staff working with children are knowledgeable and experienced. She follows the advice of external professionals. Leaders use additional funding appropriately to provide individual interventions for children. This helps all children to make good progress.
- Staff make consistent efforts to broaden children's vocabulary. Children learn to use words, such as, 'rescue' or 'free'. However, at times, some children are not supported to communicate what they know or have learned. They become distracted by other children playing noisily around them. When this happens, staff speak loudly to make themselves heard. They do not sufficiently help children to understand the impact their noisier play has on others.
- Children have opportunities to learn about themselves and community

celebrations. For example, the learn the significance of Guru Nanak from stories. Children enjoy making crafts when they learn about Christmas, Eid and Chinese New Year.

- Children enjoy learning to count as they transfer pine cones into various sized metal containers. Staff sit with children and encourage them to solve simple mathematical problems involving addition.
- Children enjoy using technology with age-appropriate software. Staff ensure that children are fully supervised and there are control filters to restrict what children can view. However, staff do not provide consistent opportunities for children to learn how to keep themselves safe when using the internet.
- Leaders build strong partnerships with parents. They have an open-door policy. Leaders welcome parents into the pre-school during and beyond their children's settling-in process. Parents describe the pre-school as a 'trusted environment'.
- Staff say that they are valued as professionals and have a high morale. Leaders proactively seek staff's input when considering areas for improvement. They provide regular training opportunities for staff to develop their childcare knowledge and practice.
- Leaders are approachable and advocate for children. They are sensitive to individual families' circumstances and offer them practical support, advice and guidance. Leaders place a sharp focus on staff's coaching, monitoring and supervision. This has resulted in them successfully addressing their previous inspection's action and recommendation. It has also led to several improvements in the quality of children's education.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff display good safeguarding knowledge. They know the potential signs and symptoms of abuse, such as neglect, and understand their legal responsibility to protect children from harm. Staff know which external agencies to contact if they have concerns about a child's safety and welfare. They also know what to do if an allegation is made about a member of staff. Staff complete daily checks and risk assessments to ensure that the environment is suitable for children to use. Staff teach children about how to keep themselves safe when moving around the nursery premises.

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

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

- promote children's awareness of when they should play more calmly so that others can hear and contribute to discussions during adult-led activities
- increase opportunities for children to learn to keep themselves safe when they are online.

## Setting details

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| <b>Unique reference number</b>                     | 155085   |
| <b>Local authority</b>                             | London Borough of Waltham Forest   |
| <b>Inspection number</b>                           | 10243431   |
| <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>                               | Sessional day care   |
| <b>Age range of children at time of inspection</b> | 2 to 4   |
| <b>Total number of places</b>                      | 30   |
| <b>Number of children on roll</b>                  | 39   |
| <b>Name of registered person</b>                   | The Parochial Church Council of the Ecclesiastical Parish of Leyton St Catherine and St Paul |
| <b>Registered person unique reference number</b>   | RP907758   |
| <b>Telephone number</b>                            | 0208 5568585   |
| <b>Date of previous inspection</b>                 | 22 March 2022  |

## Information about this early years setting

The Cornerstone Pre-school registered in 1998. It is situated in Leyton, in the London Borough of Waltham Forest. The pre-school is open each weekday from 9am to 3.30pm, during school term time. The provider is in receipt of funding for the provision of early education to children aged two, three and four years. There are 11 members of staff employed, all of whom hold appropriate early years qualifications from level 3 to level 6.

## Information about this inspection

**Inspector**  
Olivia Awolola

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector met with parents to discuss and take account of their views about the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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