

Boundstone Nursery School

Upper Boundstone Lane, Lancing, West Sussex, BN15 9QX

Inspection date	26/03/2013
Previous inspection date	15/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff interactions with children are very positive and help to make sure that key workers build a comprehensive knowledge of what each child enjoys and can do.
- Children with special educational needs and/or disabilities receive high levels of support which helps them to make excellent progress when taking into account their abilities and starting points.
- The management arrangements are well established and clear. Systems in place are very effective in supporting staff to develop their skills and knowledge through regular training. Underperformance is tackled promptly and action is taken to ensure that it does not impact on children.

It is not yet outstanding because

- not all children who are learning English as an addition language have good opportunities to hear their home language in the setting.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held discussions with the manager and member of staff.
- The inspector observed activities provided and the practitioner's interaction during these.
- The inspector took account of the views of parents spoken to on the day.
- The manager was offered the opportunity to carry out a joint observation of an activity.

Inspector

Stacey Sangster

Full Report

Information about the setting

Boundstone Nursery School has been registered to provide full day care since 2004 and is managed by a governing body.

The setting currently offers full day care or sessional places to children from three months to three years. It offers wrap around care, through a lunch club and afterschool club, to the children who attend the maintained nursery school on the same site.

The setting is open from Monday to Friday from 8am to 6pm during throughout the year.

The setting is situated in a purpose built annexe to Boundstone Nursery School in Lancing and serves the surrounding areas.

There is disabled access to the building and a disabled toilet. An enclosed outdoor play area is provided.

A team of 16 qualified and experienced staff are employed to work with the children.

What the setting needs to do to improve further

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

- learn and use key words in the home languages of all children in the setting to further support their development of English.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of the educational programmes in this setting is good. All children take part in a wide range of activities, which link to children's individual interests. Communication and language, physical development and children's personal, social and emotional progress is given high priority when planning children's learning opportunities. The focus on making good progress in these important areas of learning successfully helps the children's overall development. They are therefore developing the skills they need to prepare them for nursery school.

Staff are well qualified and demonstrate a good knowledge of how to motivate children to take part in all activities. They show enthusiasm when talking to children who respond with interest.

The quality of teaching techniques is very good. Staff effectively engage all children and extend their thinking by asking open-ended questions. Staff in the baby unit continually name items as babies touch or look at play equipment. This helps the youngest children to build a vocabulary that is relevant to them.

The children have good opportunities to build on their physical skills when they use climbing equipment and small tools such as scissors, paintbrushes and pencils. Babies receive high levels of attention and all children receive good levels of supervision. They are supervised effectively to make sure that they are kept safe.

Planning is organised to offer children challenging and exciting learning opportunities. They have regular visitors who help to provide variety and interest to the experiences offered. Local community police talk to children about road safety. Visiting mobile farms give children opportunities to see animals up close. Circus performers entertain and inspire children to be energetic and have fun practising new skills.

Each child's key person monitors their progress, and promptly identifies any gaps in their knowledge or skills. Steps taken to close gaps are very successful and some children have made significant progress since attending the nursery. Arrangements to identify and help children with special educational needs and/or disabilities are strong and very effective.

The special educational needs co-ordinator shares information with parents about other professionals who can offer support. She keeps the staff team up to date about agreed specialist strategies if a child's condition requires a specific response.

Some children who speak other languages at home hear their home language in the setting to support the development of English. This support is not yet offered to all children because some parents prefer their children to speak only English in the setting. Staff complete a detailed assessment of children's progress between the ages of two and three years. They share this with parents who are encouraged to share it with other professionals, such as Health Visitors.

Staff are considering ways to more systematically collect information about what children can do when they start at the group. Key workers provide parents with regular ideas about how to support their child's learning at home. Open sessions where parents can come and learn how staff use equipment and activities to promote a specific area of learning are gaining in popularity. Parents feel well informed and are very happy with the care and education that their children receive. All children make good progress, given their abilities and starting points and some make outstanding progress.

The contribution of the early years provision to the well-being of children

The key person system is effective in providing children with secure relationships. They help children to settle when they first come to the setting. Key workers provide parents with information about how children have spent their day. They request information from

parents that help them tailor the care and education provided to their child. All staff support children successfully to behave well and to be independent. Staff model how to do something or talk children through the process, rather than do things for them.

Staff monitor children to make sure that they are happy and well occupied. Children and staff form warm and affectionate relationships. Children are helped to understand how to play together cooperatively and treat each other with care and concern. This helps to encourage behaviour and interaction between children that is gentle and safe. Babies climb onto practitioners' laps and put their arms up for a cuddle. Older children ask for help without hesitation. This shows that children feel safe in the setting.

All ages have opportunities to engage in age appropriate risk taking in their play. Babies play with shaving foam and toddlers use scissors carefully. Staff help children to cut their food at snack time. Children show increasing confidence as they safely move chairs, and climb over larger equipment in the garden.

Children learn about healthy eating through project work and discussions with staff. Toddlers begin to understand hygiene practices through the consistently applied routines. They wash their hands before eating and after using the toilet and some children are beginning to do this without a reminder. Babies put their hands out when approached by staff with a wet wipe, showing that they understand that someone will clean their hands after eating. The children's knowledge of how this helps them to keep them healthy is developing successfully. Children talk about washing germs off their hands and make links to how this helps them stay well.

The equipment and toys in the setting are of good quality and staff use them very effectively to promote all areas of learning. The environment is light, bright and very child friendly. Children enjoy seeing their artwork displayed and point out their work to parents, when they come into the setting. All children confidently demonstrate that they know where to find equipment. They help themselves to a wide range of resources from the low-level storage.

There are good arrangements in place to help children to cope with change as they move from the baby room to the toddler room and beyond. Staff use tried and tested methods and work with parents to support each child's individual needs as they develop.

The skills that staff help children to develop mean that they are well prepared for nursery school and future learning. They are inquisitive and active learners who are motivated to try new things. Children enjoy learning in this setting and they are inspired to experiment and explore.

The effectiveness of the leadership and management of the early years provision

The management structure is very clear. Information sharing systems are excellent. This means that all staff are very aware of their individual roles and responsibilities. Staff are

deployed very effectively and manage the care and education provided, so that all children have their needs fully met.

Safeguarding arrangements are clear and all staff attend training. As a result, they all know how to respond if they have any concerns about children in their care, or the behaviour of adults in the setting. Recruitment procedures are robust, include a health check and no staff member begins work until all checks are satisfactorily completed. The inspection was brought forward following concerns about an injury to a child attending the lunch club, that was not witnessed by staff, and how complaints are managed. The inspection found that management have acted swiftly to ensure that children are always well supervised. Management have tackled staff underperformance effectively and ensure those who need it are provided with support, coaching and monitoring. Evidence showed that all complaints are dealt with appropriately and in a timely manner.

There are effective systems in place to monitor the educational programmes. Management monitor children's files and meets regularly with staff. They discuss staff's professional development and children's progress. Training opportunities are very good with most staff regularly attending training. The increased knowledge that staff gain from attending courses helps the setting to continually improve.

Only suitable adults have unsupervised access to children. The quality of the self-evaluation is good. Staff have an active role in improving the setting. They speak positively of the opportunities that they have to contribute ideas that shape the provision. Staff demonstrate passion and commitment to providing high quality care.

The management have a clear understanding of the strengths and weaknesses of the setting. They successfully build on what they do well and promptly take action to address any weaknesses identified. The setting priorities for improvement are those that have the best outcomes for children.

Staff have a successful partnership with all parents. They offer a range of ways to do this, such as newsletters, emails and face-to-face discussions. This makes sure all parents receive information in a way that suits them best. Partnerships exist with a wide range of specialists and professionals. This enables all children to receive appropriate expert support if needed.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY294497
Local authority	West Sussex
Inspection number	910146
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	81
Name of provider	Boundstone Nursery School Governing Body
Date of previous inspection	15/06/2010
Telephone number	01903 276850

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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