

Boundstone Nursery School

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

Inspection date	08/10/2013
Previous inspection date	26/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children enjoy themselves at this welcoming nursery and form positive relationships with each other and staff.
- Strong leadership and management result in a well-supported and enthusiastic team of staff. They work successfully together, thereby, creating a well-organised setting where children make good progress in their learning and development.
- Staff give high priority to safeguarding children and providing a very safe and secure environment for them to play and learn. This means children are well protected and kept free from harm.
- Partnerships with parents are good, because staff work hard to establish effective relationships with them. As a result, parents' views and wishes are respected, which supports children's continuity of care and learning.

It is not yet outstanding because

- Staff do not fully explore opportunities for older children to fully develop independence skills.
- The outdoor area is not currently used to its full potential to enable children to explore a wide range of resources.

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 observed activities and children at play throughout the inspection.
- The inspector carried out joint observations with the head of centre and the manager.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.

Inspector

Shan Jones

Full Report

Information about the setting

Boundstone Nursery School registered in 2004 and is managed by a governing body. It operates from a purpose built annexe in Boundstone Nursery School in Lancing and serves the surrounding areas. Children use two playrooms and have access to an enclosed outdoor area. The nursery is registered on the Early Years Register. The nursery is open each weekday from 8am to 6pm, all year.

There are currently 71 children on roll. The nursery receives funding for the provision of free early education for children aged two years. The nursery currently supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 16 members of staff; of these 13 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop further opportunities for children to build their independence, for example, by pouring their own drinks during lunch time

- extend the range of resources outdoors so children can use, move and combine them in a variety of ways.

Inspection judgements

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

Children are making good progress in their learning and development. This is because staff have a good knowledge of the learning and development requirements and they seek detailed information about children's starting points. In addition, staff plan well to support each child in making progress. Staff carefully observe and assess children's learning and keep clear records of their progress. This includes the required progress check at age two. Parents are regularly invited to review their child's development record and any areas where children may need additional support are discussed. Strategies are then agreed for working together to ensure children reach their full potential. Any achievements from home that parents share with staff are embraced and included in their child's record. This promotes an effective shared approach to promoting children's learning and development. Staff give high priority to supporting children's communication and language skills. For instance, they engage children in conversation as they play, such as encouraging younger

children to name the colour of the trains on the train track. Children are encouraged to develop a love of books and they are easily accessible. Staff emphasise and repeat new words while looking at picture books, and singing rhymes. Younger children can help themselves to paper and pencils. Some children become engrossed in making marks, and others create collage pictures. Younger children also like to sit and look at books, turning over the pages, and enjoy listening to their favourite stories and singing action songs. Children use a range of resources to make marks, such as chalks and paintbrushes. This helps children develop their early writing skills.

Children's physical development is given good attention. They enjoy time spent outside, playing in sand and water. All children are active and keen learners. They have frequent opportunities to play outdoors, and benefit from fresh air and exercise. Older children show they can negotiate space successfully when they carefully ride their bikes and cars. Children are interested and engaged in their play and they can choose from a wide range of well-organised and stimulating resources, which enhance their development. However, there are fewer open-ended resources outdoors for children to use, move and combine in a variety of ways. For example, there are no large cardboard tubes, milk crates and scarves for children to use to extend their own play and learning outdoors. Children are absorbed and creative as they act out scenarios from home cooking and making tea for their friends and staff in the play house. Children get excited as they extend their imaginations in role-play as they fight off an imaginary attack from a whale in the sea. Staff are on hand to offer ideas and extend children's critical thinking. Children are confident and make their needs known very well. For example, babies point to make their needs known, toddlers gain staff's attention by physically showing them things, while older children confidently make requests and lead their own play. This demonstrates children are confident communicators.

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

Children play a full and active role in their learning in this warm and welcoming environment. On arrival, children settle swiftly to an activity of their choice and confidently seek assistance and reassurance if needed. Babies and toddlers share a warm relationship with their key carer and other staff, who are kind and gentle towards them. From an early age, they explore their surroundings, supported effectively by attentive staff. Regular praise and encouragement helps to promote children's self-esteem. Children's transitions into the nursery are managed very well. For example, parents are asked to complete a comprehensive 'all about me' document to ensure staff are well informed about their child's individual needs, interests and prior learning before the placement commences. Settling-in visits are also offered. As children move through the nursery they make several visits to their new room so they can get to know their new carers and become familiar with any changes in their routines. All of which, ensures they have emotional security and stability and develop close and trusting bonds with their key carer.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Staff provide children with nutritious snacks and meals, which include fruit and vegetables that meet individual dietary

requirements. However, staff do not fully explore all opportunities to encourage older children to learn independence skills by pouring their own drinks at meal times. Safety in the setting is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, staff are well deployed, and they are vigilant and supervise the children well by giving them the support they need. Children's behaviour is good. Staff are good role models and speak respectfully to children at all times. Positive friendships between children are clearly evolving, and this is evident as they play together well. Staff help them to recognise and understand the rules for being together with others, such as waiting for a turn, being kind and sharing. Staff praise children for their achievements and this helps to boost their confidence and self-esteem, making them feel good about themselves. Children learn how to keep themselves safe as staff help them to use resources and equipment in a safe way, and they take part in regular emergency evacuation drills.

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

Leadership and management are good. The head of centre, manager and staff team place a strong focus on quality improvement to help the nursery move forward. They demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes in the nursery to benefit children. Staff target areas for development well and challenging improvements continue to be made. The senior management team has a good understanding of the safeguarding and welfare requirements. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. All procedures for dealing with and recording accidents to children are robust. There are robust procedures in place for selection and recruitment of staff. When staff are appointed they are supported through induction procedures, regular appraisals and supervisions, monthly staff meetings and by taking part in peer observations. The senior management team keeps well-organised records, and policies and procedures to support the children's safety and welfare. This means parents are well informed about how the nursery operates and staff are supported to implement them consistently. The senior management team works alongside staff so they role model good practice and observes them to identify any areas of their practice that require improvement. There are good processes for supervision as the senior management team have regular meetings and hold appraisals with all staff. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages staff to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. Partnerships with parents and carers are a clear strength of the nursery. Parents warmly praise the 'caring and supportive' staff team and the progress their children are making. Staff keep parents informed about the nursery's policies, such as the complaints procedure. Staff regularly inform parents about their child's learning through daily verbal feedback and written

information is regularly exchanged. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at home. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings. Good liaison with local agencies and other professionals benefits children who may need additional help to support their learning and development.

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	934895
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	71
Name of provider	Boundstone Nursery School Governing Body
Date of previous inspection	26/03/2013
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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