

# Inspection of an outstanding school: Bognor Regis Nursery School

85 Victoria Drive, Bognor Regis, West Sussex PO21 2TB

---

Inspection dates:

9 May 2024

## **Outcome**

Bognor Regis Nursery School continues to be an outstanding school.

## **What is it like to attend this school?**

This is a highly inclusive nursery where children flourish. Staff take time to build positive relationships with the children. This helps build a clear sense of belonging and community throughout the nursery. Parents recognise what a special place this nursery is. They comment on the caring environment and the support that their children experience.

Children come happily into nursery. They understand the well-established routines and enjoy choosing which area to play in. When they first join the school, well-planned transition sessions, attended with their parents, help children to quickly become familiar with their key worker and the setting.

Adults help to keep children safe. They expertly balance supporting children with encouraging them to develop independence. This can particularly be seen when children are playing outdoors. Staff supervise the children carefully as they explore the climbing equipment and help them to navigate the structures safely.

Children achieve really well due to the carefully planned curriculum that is in place. Different areas of learning are matched skilfully to children's interests. For example, adults place non-fiction books about mini-beasts in the garden area to help develop children's literacy skills while having giant snails in one of the classrooms which help children to develop their understanding of the natural world.

## **What does the school do well and what does it need to do better?**

Precise curriculum plans are in place which identify what children will learn before they leave nursery. Staff have a robust understanding of what children need to do to achieve the defined milestones. They adapt activities and the support needed to enable children meet these expectations. Adults make the most of every opportunity throughout the day to develop children's understanding. During activities, staff ask questions to deepen children's thinking and regularly repeat key vocabulary. Staff are excellent role models. They understand the sharp focus on communication and language which helps children to

learn to communicate effectively. As a result, children are prepared extremely well for moving into Reception class.

Staff have an excellent understanding of children's needs. They tailor learning specifically to meet these needs. The provision for children with special educational needs and/or disabilities (SEND) is exceptional. Children from the specially resourced provision integrate seamlessly into the mainstream setting. Within group sessions, staff support children expertly to develop focus and attention as well as speech and language skills. Training sessions equip staff with the skills and awareness they need to deliver and adapt the curriculum effectively.

Children's personal, social and emotional development is at the heart of the nursery's work. This is promoted by the warm relationships staff build with children. There is a strong emphasis on helping children to recognise their own emotions. Children are given support to communicate how they feel and use the taught mindfulness strategies such as shaking the glitter container or playing with the puppets. These self-regulation skills help to prepare children really well for the next stage of their education. Throughout the provision, children develop their resilience and independence successfully. Staff provide children with time and space to try things out first. For example, in the snack area the children are able to prepare their own food. The school has planned a range of opportunities for children to learn about different cultures and broaden their horizons. A highlight for the children is attending beach school where they can explore the local area while developing knowledge about road safety as they walk to the beach.

The school has high expectations for children's behaviour. These are woven carefully through the curriculum. Rules and routines are embedded throughout the nursery. Children know how to walk up and down the stairs safely. They understand why this is important. Children play well together. They readily share equipment and make sure everyone has a turn. The school teaches children the value of being kind and having empathy. This can be seen in the interactions throughout the provision. The highly positive relationships between staff and children are evident. When a child struggles to meet the expected standards for behaviour, adults take time to understand why. They offer appropriate support quickly.

The school is outward looking. Staff are keen to share examples of exemplary practice with other nurseries in order to positively impact the lives of more children. There is a sharp focus on equipping staff with the skills they need to be as effective as possible. Leaders have an accurate awareness of the impact that staffing limitations have on workload. They mitigate these as much as possible and offer support to all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in April 2015.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125807
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10321889
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	144
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sophie Elsdon
<b>Headteacher</b>	Ruth Campbell (Executive headteacher) Alison Stead (Head of school)
<b>Website</b>	<a href="http://www.brns.org">www.brns.org</a>
<b>Date(s) of previous inspection</b>	20 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the West Sussex Nursery Schools federation.
- The school does not currently use any alternative provision.
- The school has a specially resourced provision providing 8 full time spaces for children with SEND. The provision caters for pupils with a speech, language or communication need.
- The executive headteacher and head of school commenced their roles since the previous inspection.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the executive headteacher, head of school and special educational needs and disabilities coordinator (SENDCo).
- Inspectors met with the chair of governors and spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: communication and language, personal, social and emotional development and understanding the world. Within the deep dives, inspectors talked to leaders about the curriculum, looked at curriculum plans, visited classrooms and outdoor learning environments, spoke to staff, spoke to some children about their learning and observed children learning, playing and interacting with staff.
- Inspectors also spoke to leaders and staff about children’s learning in other areas of the early years foundation stage.
- To inspect safeguarding, inspectors checked the single central record, reviewed safeguarding records and spoke to leaders, staff and governors. The inspector considered how well the school manage safer recruitment, and how they manage allegations about adults.
- Inspectors reviewed a range of documentation, including the school’s self-evaluation and school development plan.
- Inspectors reviewed responses to the parent survey, including the 12 free text comments. The inspector spoke to parents on the morning of the inspection.

## **Inspection team**

Sara Staggs, lead inspector

His Majesty's Inspector

Marian Feeley

His Majesty's Inspector

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 children looked after, 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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024