

Boundstone Nursery School

Inspection report

Unique Reference Number	125810
Local Authority	West Sussex
Inspection number	340837
Inspection dates	15–16 June 2010
Reporting inspector	David Curtis

This inspection of the school was carried out under section 5 of the Education Act 2005.
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	0–4
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Chris Fitton
Headteacher	Becky Linford
Date of previous school inspection	9 May 2007
School address	Upper Boundstone Lane Lancing BN15 9QY
Telephone number	01903 753995
Fax number	
Email address	office@boundstone-nur.w-sussex.sch.uk

Age group	0–4
Inspection dates	15–16 June 2010
Inspection number	340837

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed children working both independently and in group sessions with three teachers, one unqualified teacher and all key carers across the Centre. They observed the school's work and looked at documentation and policies relating to the safeguarding and welfare of children, how the school tracks children's progress, planning done by key carers and the 107 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- specific information showing children's progress in the six areas of learning
- why the work of the governing body is still judged to be satisfactory in the school's self-evaluation and its effectiveness in managing Day Care provision.

Information about the school

In addition to the maintained Nursery, there is a Special Support Centre for speech and language with 16 places. Since the last inspection, the governing body has taken responsibility for managing the Day Care provision for 0-3 year olds and the Children and Family Centre. In addition, it is responsible for providing a breakfast club, lunch provision, an after-school club and a Holiday Club for 3-5 year olds. The inspection of the Children and Family Centre will take place at a later date. In the period since the last inspection, the school was identified as being 'at risk' by the local authority, with the result that the current headteacher was appointed on an interim basis for the current academic year. A substantive Head of Centre will be in post on 1 September 2010.

Most children are White British. The majority of children identified with special educational needs and/or disabilities have speech, language and communication difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The Nursery works as an inclusive and harmonious community with seamless links between all aspects of its provision. The headteacher, supported by a dedicated and enthusiastic team, is totally committed to meeting the needs of children and their families within the community it serves. In the last year, the governing body has made a significant leap forward in challenging the headteacher in relation to provision and outcomes for children. It has taken on board its new areas of responsibilities rigorously and is particularly robust in ensuring that all requirements for safeguarding and the welfare of young children are implemented fully and to excellent effect.

Children's achievement is outstanding, including for those in the Special Support Centre. The Nursery has an excellent system in place by which it tracks children's progress by gender and ability in all six areas of learning. Immediate action is taken to support children who are identified as potentially falling behind and/or identified in need of specialist support. Children make excellent progress in all areas of learning. They are happy, secure and confident and thrive on all the exciting opportunities offered to them including babies in the Day Care provision.

A significant strength is the quality of planning by teachers and key carers. Planning is based very closely on the identified interests and needs of individual children. It is amended and adapted regularly to identify next steps in learning as the result of high-quality day-to-day assessment of children's learning. The 'Learning Journals' provide children and their parents and carers with an excellent record of their progress from the very first day they start in Day Care or in the Nursery. Another excellent feature is that children are encouraged to identify their own next steps in learning. Teachers and key carers make outstanding use of the exciting learning environment, both indoors and outdoors, to support children's development. However, in the Nursery, the reading corner is not quite as exciting and does not give children enough opportunities to sit and read quietly and calmly.

□ A very high proportion of parents and carers completed the questionnaire and were overwhelmingly positive in their support and praise. Taking into consideration that the Nursery, the Special Support Centre and Day Care have improved from good to outstanding since its last inspection and the way the headteacher, staff and governing body have embraced change and emerged with strength from a difficult period, the Centre has outstanding capacity for future improvement.

What does the school need to do to improve further?

- Make the reading corner in the Nursery more stimulating and exciting and a place

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of calm and quiet for young readers.

Outcomes for individuals and groups of children

1

Children are confident and independent young learners. They show impressive levels of concentration. For example, a group of boys were totally engrossed in experimenting with drain pipes, balls and ramps so they could adjust the speed of the dropping balls and place a bucket in the correct position to catch them. Children enjoy using information and communication technology. They are confident in using the mouse to select, for example, 'video clips' of favourite stories and rhymes. They show total confidence in pulling the interactive whiteboard down to their level before turning it on and using it for 'mark making' which is a key early writing skill. Children enjoy listening to stories and in Day Care, the 2 to 3 year olds took great delight in choosing the book they wanted the key carer to read at the end of the morning. Outdoors, they show great confidence in taking risks (fully supervised) when climbing trees or devising their own 'gymnastic routines' on the climbing frame and/or mats.

□ Children's behaviour is excellent because they are so engaged in learning. Relations with other children, key carers and visitors are outstanding. Many children introduced themselves to inspectors and were very keen to talk about what they were doing. Prior to snack time and the end of sessions, children are very cooperative in tidying up and sitting quietly reading a book in the area where they spend group time with their key carer. Children talk most confidently about the importance of eating fruit and drinking milk for their own health and are very aware of the need for good hygiene. Attendance is good, with staff placing great emphasis on encouraging regular attendance. Children in Day Care are prepared exceptionally well for moving into the Nursery, as are Nursery children for their transfer to Reception classes in the primary school.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children's attainment ¹	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being Taking into account: Children's attendance ¹	1
	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers and key carers are highly skilled in responding to the interests of individual children and writing detailed plans to promote their learning and welfare. Relationships are excellent and staff are highly astute at knowing when to intervene to take children's learning forward and, where necessary, provide reassurance. Teachers and key carers are skilled at asking questions that encourage children to think and explain. They show good skills in demonstrating and modelling learning. The performance of one member of staff as an 'emerging butterfly' was worthy of an Oscar! Staff use the indoor and outdoor areas effectively to provide an exciting and stimulating curriculum for children, including a strong emphasis on including children from the Special Support Centre in the main Nursery programme of activities. The free-flow between the Day Care for 2 to 3 year olds and Nursery for both indoor and outdoor activities is a strength of the setting and is particularly beneficial for children with a sibling. Assessment is an outstanding strength and underpins the excellent progress that children make. Staff are proactive in the use of photographs, video and note-taking to record significant moments in children's learning and including these milestones in their 'Learning Journals'. Great emphasis is placed on children's ownership of these documents and their importance in the dialogue between home and school.

Staff work exceptionally hard to engage parents and carers and will go to great lengths to engage with them. For example, staff use e-mails and telephone calls to establish links with parents and carers whose children are in the Centre from 8am until 6pm. Staff have a deep understanding of the developmental needs of young children, including babies in Day Care, those with special educational needs and/or disabilities and especially children in the Special Support Unit. Excellent use is made of outside agencies to support children and their families, including speech therapists and the educational psychologist.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
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The quality of teaching Taking into account: The use of assessment to support learning	1 1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

During the current academic year, the headteacher has revitalised the staff and worked in strong partnership with the governing body to strengthen its effectiveness. Staff are totally committed to improvement and constantly review and refine their practice in order to meet the needs of children and their families. There is an excellent sense of teamwork and oneness in driving improvement. Partnerships with parents and carers and other partners are excellent. The vital role of parents and carers as partners in children's learning is integral to the ethos of the Centre. A striking feature of partnerships is the way in which pupils from Year 5 in a neighbouring primary school come to the Centre to 'work with' children, for example, when reading stories to them. The importance of safeguarding, child protection and welfare is paramount and all policies and procedures are implemented robustly, with the result that children are totally safe and secure. This is confirmed by the vast majority of parents and carers, who say their children are safe. The Day Care complies fully with requirements for their registration. The effectiveness with which the provision promotes equality of opportunity and tackles discrimination is outstanding. There is no discrimination and the way in which all children, including those in the Special Support Centre, are included in all aspects of day-to-day life confirms that there is equality of opportunity for all.

Community cohesion is at the heart of the Centre's success. The headteacher, staff and governing body constantly review and amend provision to meet the needs of families with young children within its local community. Events such as 'Bring a man to school' day reflect the emphasis placed on encouraging 'dads' to play a full part in supporting their children's development.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1 1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers are extremely positive about the work of the Centre and how it supports their children's learning and development. All agree that their children are happy at school. The views of many are summed up by one who wrote, 'Boundstone Nursery is an excellent nursery school. The interim head of centre has really developed a sense of community.' Inspectors found no evidence to support the concerns raised by a very few parents and carers.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 198 children registered at the school, including Day Care.

Ofsted invited all the registered parents and carers of children registered at Boundstone Nursery, Children and Family Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	80	21	20	0	0	0	0
The school keeps my child safe	80	75	26	24	1	1	0	0
The school informs me about my child's progress	70	65	36	34	1	1	0	0
My child is making enough progress at this school	71	68	34	32	2	2	0	0
The teaching is good at this school	77	72	28	26	2	2	0	0
The school helps me to support my child's learning	63	59	40	37	3	3	0	0
The school helps my child to have a healthy lifestyle	72	67	34	32	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	56	36	34	2	2	0	0
The school meets my child's particular needs	71	66	34	32	2	2	0	0
The school deals effectively with unacceptable behaviour	51	48	48	45	2	2	1	1
The school takes account of my suggestions and concerns	55	51	45	42	4	4	0	0
The school is led and managed effectively	63	59	42	39	1	1	0	0
Overall, I am happy with my child's experience at this school	81	76	26	24	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Children

Inspection of Boundstone Nursery School Children and Family Centre, Lancing BN15 9QY
□

Thank you very much for the very warm welcome you gave my colleagues and me when we visited your school. I thought it was wonderful that so many of you came and introduced yourselves and wanted to tell us what you were learning. I am absolutely delighted to tell you that you go to an outstanding Nursery.

Here are some of the things we liked most of all:

- you make excellent progress in your learning
- your behaviour is excellent and you get on extremely well with each other and your key carers
- the 'Learning Journals' are wonderful and I really like the way you can tell your key carers what you want to learn next
- key carers plan your learning exceptionally well
- your parents and carers all tell me that you enjoy school
- you are very helpful at tidying up and know why it is so important to eat a healthy snack.

I think that there is one thing that could be even better. □ So, I have asked your headteacher, key carers and the governing body to:

- provide you with a more exciting reading corner where you can quietly sit and enjoy the books.

I know that you will continue to enjoy learning and playing with your friends.

Yours sincerely

David Curtis Lead inspector

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