

# Inspection of an outstanding school: Boundstone Nursery School

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

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Inspection date: 4 May 2023

## **Outcome**

Boundstone 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. Everyone is welcome and valued for who they are. This sense of celebrating each child's unique qualities, talents and interests permeates through the nursery. Children very happily enter the building and are keen to explore the well-chosen activities on offer. This includes the extensive outdoor environment. In this space, children play together and take turns. They know they must use a timer on the bicycles and trikes so that everyone has a go. The children are enthusiastic and eager to share their nursery with visitors.

Adults focus on the principles of positive behaviour. They work with children to help them to understand how to resolve conflicts independently and why there are rules in place. Children follow these high expectations. For example, when someone is using the monkey bars, other children make sure they remain on the bench so everyone is safe.

The school places great emphasis on knowing each child and understanding their specific needs and interests. The high-level support and care that every child receives is recognised by parents, who are grateful that their child can attend this nursery. The vision of every child being central to decision-making at this school is lived out in all that staff do.

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

Leaders' passion for every child to achieve the best possible outcomes motivates the staff team. As a result of this shared ambition, staff ensure that children learn well across the curriculum. Leaders have identified the key skills children must have by the end of nursery. Staff use this information to carefully plan activities which capture children's interests and help them to build on previous learning. There are vast opportunities for children to develop their communication skills throughout the nursery. Adults use every opportunity to ask questions during activities. They have excellent subject knowledge. This helps extend children's vocabulary and understanding. While playing in the sandpit,

for example, children were encouraged to compare their hand sizes using 'larger' and 'smaller'.

Adults are committed to ensuring children have the skills they need for future learning. Literacy has been given the highest priority, and the sharp focus is obvious in every area of the nursery. Children happily recite songs and rhymes. They are able to retell stories and enjoy dressing up to act out different roles. Storyboards help children to identify key characters from shared texts. Adults capture children's own stories and record these as they develop. Children use a variety of resources to make marks and develop their fine motor skills.

Leaders and staff place great emphasis on knowing every child well. This begins with a robust transition programme. This helps children to become familiar with the nursery setting. There is a strong focus on working with families from the start. These positive relationships are recognised by everyone. Staff use their expertise to identify children with special education needs and/or disabilities (SEND). Leaders work tirelessly to ensure that children with SEND have the support they need to access learning. As a result, provision for children with SEND is exemplary. This means that all children, including those attending the resource provision, engage in learning together and can use the bespoke resources the school has. Expert teaching addresses misconceptions or next steps during activities.

Every aspect of children's wider development has been carefully considered and planned. Children develop independence throughout the provision. In the snack area, children butter their own crackers and toast. They use cutlery at lunchtime to cut their own food and are keen to talk about their culinary likes and dislikes. Children also develop an age-appropriate understanding of risks. They know what they must do to safely climb the tree in the outside area and how to use the balance board on the slope. Children's understanding of consent and their bodies being theirs begins in the nursery. Adults ask permission to change children's nappies or dirty clothing.

Adults model respectful relationships and help children to consider how others feel in different situations. Children are polite and courteous. There are clear shared routines. Children understand these and follow these. These routines are so well established that it is not possible to identify which children have only been attending for a short amount of time. The mindfulness project provides children with the skills they need to regulate their behaviour. Staff use this time to reflect on thoughts and feelings so children can start to understand their own emotions.

Leaders, including governors, have supported staff through a period of uncertainty. Throughout this, they have ensured that the emphasis on children's education has remained a priority. As a result, staff feel valued and appreciate the team ethos, which means they can contribute their own ideas. There is a focus on sharing best practice and learning from one another.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is an 'it can happen here' attitude throughout the nursery. They have trained staff so they understand the risks children may face. Leaders understand the need for vigilance. They know that some children may not be able to communicate something that is worrying them. In order to help combat this, there is a focus on every adult being alert to any changes or signs that something isn't right. Adults understand what they must do if there are any concerns about a child's well-being.

## 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 first ungraded inspection since we judged the school to be outstanding in October 2017.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125810
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10256553
<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>	119
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Aedan Kerney
<b>Headteacher</b>	Ruth Campbell (executive headteacher) Kate Wollaston (head of school)
<b>Website</b>	<a href="http://www.boundstone-lancingcfc.co.uk">www.boundstone-lancingcfc.co.uk</a>
<b>Dates of previous inspection</b>	18 and 19 October 2017, under section 8 of the Education Act 2005

## Information about this school

- The current executive headteacher and head of school commenced their posts in January 2023.
- The school has a resourced provision for 16 children. This is for children with speech and language needs.
- The school does not use any alternative provision.
- The school provides breakfast and after-school care.

## Information about this inspection

- 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.
- Inspectors met with three governors, including the chair of governors.

- 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 plans.
- Inspectors reviewed responses to the parent survey, including the 13 free-text comments. The inspector spoke to parents on the morning of the inspection.

### **Inspection team**

Sara Staggs, lead inspector

His Majesty’s Inspector

Judith O’Hare

Ofsted Inspector

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