

# Selhurst Early Years Centre

## Inspection report

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<b>Unique Reference Number</b>	131724
<b>Local Authority</b>	Croydon
<b>Inspection number</b>	360311
<b>Inspection dates</b>	8–9 June 2011
<b>Reporting inspector</b>	Jacqueline Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	79
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sara Licordari
<b>Headteacher</b>	Anita Mohindra
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	23 Dagnall Park Selhurst London SE25 5PL
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<b>Age group</b>	3–5
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in five lessons and observed two teachers as well as other Early Years educators. They held meetings with staff, centre leaders and representatives of the governing body as well as talking to the children. They observed the centre's work and looked at the centre's documentation, including policies such as those relating to safeguarding, data on children's progress, attendance figures and the centre's improvement planning. They also scrutinised children's portfolios and a range of children's work and evaluated 50 questionnaire responses received from parents and carers.

The inspection team reviewed many aspects of the centre's work. It looked in detail at a number of key areas.

- The extent to which staff use assessment to support and challenge children's learning, especially those with special educational needs and/or disabilities and those at the early stages of learning English, and secure good or better achievement.
- The effectiveness of leaders, including governors, in checking, reviewing and taking actions to raise the quality of provision in order to raise attainment, particularly for boys.
- The effectiveness of the school's care, guidance and support in ensuring children achieve at least well in their personal development and well-being.

## Information about the school

Selhurst Children's Centre serves the local area and the wider catchment area of Croydon. The children come from predominantly Black African, Black Caribbean and White British families as well as from a range of other minority ethnic backgrounds. A few children are at the early stages of learning English as an additional language. The proportion of children with special educational needs and/or disabilities is above average. They have a range of needs that includes speech language and communication issues and behavioural, emotional and social needs.

The centre's facilities include day care for 03 year olds and a nursery for 35 year olds managed by the governing body as well as a children's centre.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The nursery at Selhurst Children's Centre is good. It has several outstanding features. Since the last inspection, staff and governors have worked hard to focus on every aspect of the centre's pastoral care. Outstandingly high levels of care, guidance and support are provided for children, ensuring that they and their families are extremely well supported. All staff work effectively to ensure that children achieve well in their learning and develop exceptionally well for their age as mature and caring individuals. Children benefit from very supportive relationships with all staff and display a great deal of enthusiasm for learning. Their behaviour is exemplary, both when working with an adult or playing independently, and they show considerable support for one another regardless of age, gender or ethnicity. Children have exceptional spiritual, moral and social skills, and their cultural awareness within the centre is excellent. They are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the centre very safe and welcoming.

The centre has effectively focused on improving the quality of the learning experience both indoors and in the extensive outdoor learning environment. Senior leaders have a clear awareness of the centre's effectiveness and what it needs to do to bring about improvement. For example, there is a strong shared commitment to raising achievement and the centre has focused effectively on developing and refining the regular checks it makes on children's progress in order to track just what children can do. This is enabling staff to focus increasingly effectively on systematically developing children's basic literacy and numeracy skills. The centre is now focusing on developing opportunities to develop children's skills in using information and communication technology. The effective focus on looking for ways to improve, together with leaders' accurate self-evaluation, shows the school has a good capacity for further improvement.

Children achieve well because teaching is good and enables them to progress well when learning through a wide range of activities planned to encourage them to learn through play. In this caring nursery, all staff know children's abilities well because teachers regularly check on how well pupils are doing and are effective in sharing this information with them and their parents and carers. Although there is some variability in the quality of adult intervention and support, all groups of children, including boys, make at least good and sometimes better progress from their starting points in the nursery until they leave to join their Reception classes. This is because the centre is effective in how it adapts and targets the well-focused support it gives children of different abilities, such as those at the early stages of learning English or those with special educational needs and/or disabilities. Across the nursery, adults use questioning well to encourage children to talk about their learning. However, not all children are regularly made aware of the next small steps needed and this limits their understanding of what they are learning and how to get better. Similarly, some inconsistencies in the use of assessment remain and opportunities

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are sometimes missed to plan activities that are suitably challenging for all children, particularly the most able.

## What does the school need to do to improve further?

- Accelerate pupils' progress by:
  - making better use of assessment information to ensure that planned activities always challenge and engage children well
  - ensuring all activities are closely matched to next steps in children's learning.
- Improve the quality of information and communication technology by:
  - providing greater opportunities for children to use a wide range of technology as they learn
  - increasing staff skill and knowledge in order to plan activities that systematically develop children's technology skills.

## Outcomes for individuals and groups of children

2

Throughout the nursery, children achieve well in their personal, social and emotional development. Above-average attendance reflects the children's evident enthusiasm for learning. Their keenness to attend and their ability to work well together from an early age are key factors in children's good development of workplace skills. However, their skills in using information and communication technology are less well developed. Their understanding of how to stay safe is excellent. This is demonstrated particularly well by the enthusiasm and knowledge children show as they make very good use of the extensive outdoor learning environment. Not only are they aware of their own safety but also take care of younger children's safety as they play and learn together. Children have a good understanding of how to keep healthy through their willingness to exercise and they enjoy their healthy snacks daily.

Children achieve well academically. They are clear about their learning and frequently talk with confidence about this, sharing their ideas willingly. During a group session discovering their senses, children were keen to talk and describe the different smells, textures and tastes to each other. They confidently discussed the different foods they were exploring, from 'soft and squashy' banana to 'Mmm, sweet like sugar' honey. Their enthusiasm was fuelled by the real hands-on experience and excitement at taking turns to be blindfolded to guess the mystery foods. Attainment by the time children leave to join primary school is in line with expected levels in all areas of learning. It is above in their personal, social and emotional development. Over time, children make good progress from starting points that are below expected levels as they enter the school. The school ensures different groups and individuals, such as those with special educational needs and/or disabilities are well targeted, enabling them to learn effectively. Consequently, all children make the same good progress.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Children's keenness to learn is due in a large part to the wide and varied curriculum and good quality teaching. The learning environment, both indoors and outdoors, is well resourced and inviting. Children freely move between the two as they take ownership of their own learning, keen to explore and investigate all that is on offer. Effective links are regularly planned between subjects that help to stimulate and foster children's considerable interest. In one activity, a group of children were keen to use straws to blow masses of brightly coloured bubbles and use them to make bubble prints. The learning came alive as they were encouraged to explore the bubbles through the quality interventions from the adult working with them. Soon buckets of bubbly mixture were being poured into large shallow trays and all manner of objects dipped to create bubbles. Racquets, hoops and quoits were pressed into action as children discussed how the wind or amount of washing-up liquid affected the bubbles they created. Opportunities for developing many areas of learning were provided from this one simple starting point.

However, not all staff are as skilled in facilitating learning in this way and not all the activities on offer are of the same high quality, particularly those using information and communication technology. All staff play their part in delivering a stimulating and engaging curriculum which is enriched particularly well with the regular visits and visitors. These contribute extremely well to children's very positive attitudes to learning. Boys and

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girls alike are fully engaged. Some of the key features of the good teaching seen were the very good relationships all adults have with children and the effective questioning used to engage children in their learning. However, not all staff are as successful in using their knowledge of just what a child can do in order to target their questioning closely or adapt the activity sufficiently to extend children's learning and accelerate progress.

Children's welfare, and personal, social and health needs are catered for outstandingly well because the centre works exceptionally closely with parents and carers as well as outside agencies where needed. Key workers build up an extremely close relationship with children and their families, regularly sharing children's progress as well as being there to support when needed. This really is a nursery where 'every child matters' and staff at all levels go the extra mile to make a difference.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher has a particularly clear vision for the centre, which is shared by the governing body as well as other senior leaders. Staff at the centre are encouraged to take on responsibilities and have recently begun to share expertise as they observe each other's sessions. Over the last two years, leaders have become fully involved in analysing performance data to see how well the centre is doing, to plan actions for improvement and hold staff to account for the children's progress. The governing body play an increasingly effective role in checking how well the centre is doing, ensuring that children's achievement and enjoyment in learning continue to be the centre's main aims. Extremely good links with parents and carers are helping the centre to achieve its goals. These, along with outstanding links with other partners, are another of the contributory factors to the centre's considerable successes, particularly in its pastoral care.

All staff play their part in ensuring that safeguarding procedures are good and are followed by all new staff as well as visitors. Similarly the governing body are conscientious in making regular and appropriate checks on the centre's procedures and systems. The promotion of equality and diversity is good because the centre takes effective steps to tackle discrimination to make sure that children from all backgrounds perform to a similar standard, whilst ensuring the most vulnerable children have the opportunities to achieve as well as their peers. Pupils are encouraged to play their part within the centre and their understanding and contribution are developing well in these areas. The centre is making good progress in promoting children's understanding of communities and cultures in national and global contexts.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The return of questionnaires from parents and carers was above average for this type of school. The vast majority of responses were positive and most of the written comments expressed considerable satisfaction with the centre. They commended the caring attitude of the centre, and how well the centre takes account of their views and keeps them informed of their child's progress as well as their children's enjoyment of school. Typical comments about the centre included, 'I am constantly touched and moved by the warm, nurturing environment,' 'It's excellent to see how much fun my child and the other children seem to have there,' 'A fabulous place, the whole family wish they could spend their days there' and 'My child has enjoyed every moment here, and her progress has been amazing.'

A small minority reported concerns over how the centre helped them to support their child's learning and meets their child's particular needs. Evidence gathered during the inspection showed that the centre has already taken actions and responded effectively to parents' and carers' concerns in these areas. As a result of the very successful parents' forums, these concerns were shared and workshops have already taken place to develop their understanding of how the centre promotes children's mathematical development through play and ideas they can use themselves at home. Following their success, more such workshops are planned and are welcomed by parents and carers, as evidenced in some questionnaires which commented positively on this aspect of the school's work.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Selhurst Children's 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.

The inspection team received 50 completed questionnaires by the end of the on-site inspection. In total, there are 79 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	72	12	24	0	0	0	0
The school keeps my child safe	27	54	20	40	1	2	0	0
My school informs me about my child's progress	25	50	20	40	1	2	1	2
My child is making enough progress at this school	24	48	18	36	5	10	1	2
The teaching is good at this school	21	42	22	44	3	6	1	2
The school helps me to support my child's learning	24	48	13	26	9	18	1	2
The school helps my child to have a healthy lifestyle	20	40	24	48	2	4	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)	22	44	20	40	4	8	0	0
The school meets my child's particular needs	25	50	14	28	7	14	1	2
The school deals effectively with unacceptable behaviour	22	44	23	46	2	4	0	0
The school takes account of my suggestions and concerns	24	48	21	42	1	2	0	0
The school is led and managed effectively	27	54	15	30	4	8	0	0
Overall, I am happy with my child's experience at this school	32	64	12	24	3	6	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 June 2011

Dear Children

**Inspection of Selhurst Children's Centre, London, SE25 5PL**

Thank you for talking to us and showing us your work when we visited. We were pleased to hear how much you enjoy coming to the nursery and that your teachers plan such a lot of interesting things for you to do. You get on extremely well with one another and your behaviour around the centre is first rate. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are lots of interesting visitors to your nursery and activities to get involved in. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your nursery is good. The curriculum planned for you meets your needs well. Teachers and other adults are effective at helping you to make good progress in everything you do. The leaders in your nursery run it well. They know just what needs to be done to make it even better.

In order to help make your nursery become even better, we have asked the adults to work on two things.

- Make sure the activities planned are always challenging enough and interesting and help you all with the next steps in your learning.
- Make sure there are lots more opportunities to use technology as you learn both indoors and outside.

You can all help by continuing to be kind and considerate to one another and always following the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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