

Clyde Early Childhood Centre

Inspection report

Unique Reference Number	100667
Local Authority	Lewisham
Inspection number	307433
Inspection date	4 July 2008
Reporting inspector	Sue Vale

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

Type of school	Nursery
School category	Community
Age range of pupils	3-5
Gender of pupils	Mixed
Number on roll	
School	108
Appropriate authority	The governing body
Chair	Mr Sunday Epoyun
Headteacher	Mr David Westmore
Date of previous school inspection	5 July 2004
School address	Alverton Street Deptford London SE8 5NH
Telephone number	020 8692 3653
Fax number	020 8692 8978

Age group	3-5
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Clyde Early Childhood Centre is located in Lewisham which is an area of significant economic deprivation. Approximately two thirds of children who attend the centre are learning English as an additional language, and there are 28 different languages spoken. Nearly two thirds of children are entitled to free school meals. There is an above average number of children identified with learning difficulties and/or disabilities and a large proportion are on the autistic spectrum. Travellers' children attend the Nursery when they are in the area. The Centre achieved the Healthy Schools award in 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

During their time in the Nursery at Clyde Children's Centre, children receive a good start to their education. The centre rightly prides itself on the integration and support it gives to the children and their families. As one mother summed up for many, 'I am very happy that my child is attending the Clyde.'

Most of the children begin Nursery with skills and abilities which are below those expected for children of their age, with around two thirds of children having specific needs in communication language and literacy and in their personal and social development. Good teaching and a real interest in the welfare of individuals enables the children to gain in confidence and helps them to swiftly settle in and achieve well. As one governor commented, 'The children here are really confident.'

By the time they leave Nursery, children have made good progress in developing spoken English and in their personal, social and emotional development. Most children reach the standards expected for their age. The stimulating curriculum and excellent use of the outside areas both encourage and allow children to develop their own interests and abilities independently. This provides them with a strong foundation for the next stage of their education. As a result, children achieve and progress well towards the goals expected of them.

The curriculum is broad and well planned with practical and engaging activities that allow children to learn through play. The free flow of movement between the inside and outside areas means that children widen their learning experiences and grow in confidence. The outside areas are particularly effective in supporting children's learning and have won a number of awards for their organisation.

Children's personal development and well-being are good. They are very happy and keen to be at Nursery, although attendance amongst some families does not always reflect this as they take holidays during term time. Children become confident learners and they work and play together very well. They understand about a healthy lifestyle and enjoy their fruit snacks, which are on offer throughout the day.

The care of the children is outstanding, and their academic guidance is good. Good observations are made of what the children know, understand and can do. Children's special books which tell their 'learning stories' are a delightful way of recording the good progress they make. There is, however, a missing link. The staff are not using their observations of the children's progress and performance well enough to define the next steps in children's learning to support, challenge and move children on in their learning. Excellent use is made of external agencies many of whom are closely linked with the centre itself.

Leadership and management are good overall. The governing body are keen, knowledgeable and supportive. The headteacher leads the Nursery well and has a clear vision for its future development. The Nursery's view of itself is accurate and good progress has been made since the last inspection. The school's successful record of improvement shows that its capacity to improve further is good.

Effectiveness of the Foundation Stage

Grade: 2

As a nursery school, the Foundation Stage is completely covered in the Overall Effectiveness section.

What the school should do to improve further

- Review the way that observations are used in order to define more clearly the next steps in children's learning.

Achievement and standards

Grade: 2

Children's attainment on entry is below national expectations with significant difficulties in personal, social and emotional development and communication language and literacy. They make good progress so that by the time they leave the Nursery they reach standards expected for their age in all areas of learning. This represents good achievement. The Nursery is aware of the unevenness in achievement between boys and girls performance, and have adapted the curriculum appropriately, for example, through the introduction of play through 'popular culture' so that the gap is closing and boys are increasingly reaching similar standards to girls. Children with learning difficulties and/or disabilities and those learning English as an additional language benefit from the good network of support, which helps them to make similar progress and achieve as well as their peers.

Personal development and well-being

Grade: 2

Personal development is good, including the children's spiritual, moral, social and cultural development. Pupils enjoy the Nursery, which is demonstrated in their high level of enthusiasm in undertaking the range of stimulating activities on offer. They feel safe and are reassured by the good level of care and supervision of staff during activities. They are developing an awareness of the importance of adopting a healthy lifestyle and during the inspectors' visit thoroughly enjoyed their strawberries and organic ice cream! Children's regular trips to the local area such as the nearby church, supermarket and park, help children develop a strong sense of community. Despite all that the Nursery does to encourage attendance, it remains broadly satisfactory.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers know the children very well and this helps them to plan activities that support individual children's learning. This is why children make good progress. The Nursery rightly puts an emphasis on developing and improving children's communication and language skills and in developing their personal, social and emotional skills. Good use of questioning by most adults helps the children to improve their spoken language in response to the questions asked, and this extends their vocabulary, as was seen when the children were wrapping 'special treasure parcels'. This is of particular help to the large numbers of children who are learning English as an additional language. It is also an important means

of developing young children's communication skills, and is why they achieve as well as they do. The support for children with learning difficulties and disabilities is good and allows these children to also make good progress. As one mother wrote to the inspectors, 'My child is autistic and the centre staff really support me and my son.'

Curriculum and other activities

Grade: 2

The quality of the curriculum is diverse and promotes good personal development. Children participate in a range of rich and varied activities that effectively promote their learning and development. The stimulating outside environment really engages children in their learning and is used very well. They are developing an awareness of the use of information and communication technology to support their learning through regular game sessions about mathematics, which helps to develop their awareness of numbers. The strong focus on educational trips allows curriculum enrichment opportunities and ensures strong links with the community. It also supports those children who are new to learning English and who need extra support in their language development. Purposeful trips to the London City Airport and events such as the International Day Celebrations and firework display provides pupils with opportunities to experience a range of cultures and lifestyles. Regular music lessons contribute to pupils' enjoyable learning experience.

Care, guidance and support

Grade: 2

The care given to the children and their families is outstanding. Academic guidance and support is good. Children receive a positive start to their school life because the staff show a real commitment to meeting the personal and welfare needs of children. Safeguarding procedures are in place and are understood and followed by staff. Risk assessments for school visits and procedures for monitoring the health and safety of the children are in place. Good observations are made by staff about what children know and can do and their individual interests. These observations form the basis of future planning. Whilst key workers at the centre know the children in their groups very well, it is not always clear for all staff about the next step to be taken to challenge and move children on in their learning.

Leadership and management

Grade: 2

Leadership and management are good. There is a strong sense of teamwork throughout the Nursery. The headteacher clearly understands the centre's strengths and areas for development, consequently, self-evaluation is good. Equality of opportunity for all children is important and opportunities are managed very well which ensure that all participate fully. There are good procedures for day-to-day management to ensure that things run smoothly. The governing body has a good knowledge and understanding of the needs of the local community that the Nursery serves, and successfully acts as a critical friend. The Nursery's view of itself is accurate and good progress has been made since the last inspection. Parents are really encouraged to be involved in their children's learning and the majority of respondents to the questionnaire are delighted with the care given to their children and the progress their children make.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 July 2008

Dear Children

Inspection of Clyde Early Childhood Centre, London, SE8 5NH

It was lovely to meet you when the inspectors came to visit your Nursery. We enjoyed sharing lunch with you and talking to some of you.

Your Nursery is a good school.

There are many things, which you do well.

- You are very happy and like coming to your Nursery.
- There are many interesting things for you to try to have a go at.
- You really enjoy going to Nursery and playing outside in the lovely outside learning areas.
- You have good teachers who look after you and arrange many different activities for you to try out.
- You receive excellent care during your time at Nursery.
- The Nursery is well led by your headteacher and the Governing Body.

Your headteacher manages the Nursery very well, but there is one area that could be improved. I have asked the teachers to help you to understand clearly, what the next steps in your learning are to help you do even better. You and your families can help too by making sure that you all come to the Nursery every day. I hope that you will explain to your families how much you enjoy Nursery and try to go every day.

Yours sincerely

Sue Vale

Lead Inspector