

Inspection report for Newbold Riverside Children's Centre

Local authority	Warwickshire
Inspection number	365704
Inspection dates	19–20 January 2011
Reporting inspector	Susan Crawford HMI

Centre governance	Governing Body of Newbold Riverside Primary School
Centre leader	Julie Payne
Date of previous inspection	N/A
Centre address	Newbold Road
	Rugby
	CV21 1EH
Telephone number	01788 568554
Fax number	01788 568554
Email address	Centremanager2627@we-learn.com

Linked school if applicable	Newbold Riverside Primary School and Long Lawford Primary School
Linked early years and childcare, if applicable	

The inspection of this Sure Start Children's Centre was carried out under Part 3A of the Childcare Act 2006 as inserted by section 199 of the Apprenticeships, Skills, Children and Learning Act 2009.

Introduction

The inspection addresses the centre's contribution to:

- facilitating access to early childhood services by parents, prospective parents and young children
- maximising the benefit of those services to parents, prospective parents and young children
- improving the well-being of young children.

The report is made to the local authority and a copy is sent to the children's centre. The local authority may send the report to such persons it considers appropriate and must arrange for an action plan to be produced in relation to the findings in this report.

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector.

The inspectors held meetings with the centre manager, the senior management team, representatives from the advisory board, the local authority and a range of agencies, and parents, carers and other users of the centre.

They observed the centre's work, and looked at a range of relevant documentation.

Information about the centre

Newbold Riverside Children's Centre was designated as a phase one children's centre in July 2006 and provides the full core offer of services. It became a split site in October 2008, offering additional services at a satellite centre based in the grounds of Long Lawford Primary School. The local authority has delegated the management and governance of the centre to the governing body of Newbold Riverside Primary School, on whose site the centre is located. It serves the Newbold, Lawford and Kings Newnham, and the Avon and Swift wards, where there are pockets of high levels of deprivation. The predominant cultural group is White British. Unemployment is slightly higher than the county rate.

Some children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. The local authority's onsite nursery and the children's centre provide full day care for 42 children, 16 children from three to five years can be accommodated at any one time.

Health staff deliver a range of services from the centre including health visitor support, breastfeeding support, well baby clinic, parenting advice, and specialist support for children with a wide range of disabilities, including speech and language difficulties. A childminder network meets at the centre. Training is provided for a

range of personnel including childminders, and staff from the school and children's centre.

Inspection judgements

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

Overall effectiveness

The effectiveness of the children's centre in meeting the needs of and improving outcomes for users and the wider community

2

Capacity for sustained improvement

The centre's capacity for sustained improvement, including the quality of its leadership and management

2

Main findings

Newbold Riverside Children's Centre is a well-established and effective children's centre that users say is 'at the heart of the community'. This is because strong leadership of the centre has ensured that families, particularly those that are vulnerable, benefit from a range of good-quality services that are carefully tailored to meet most users needs. Good links exist with the school where the children's centre is located. Procedures for safeguarding are comprehensive and robust. The centre is rightly recognised by users as a place of safety.

Relationships with parents and carers are good, and the centre rightly prides itself on the warm welcome it extends to all. Users speak very positively about what the centre provides and say that all staff without exception are welcoming and very helpful. Particular strengths are the work of the speech and language therapist, health visitors, family support workers and early years staff.

The centre encourages adults to take part in a range of activities and values their feedback, making changes and introducing their ideas in response to their views. For example by providing further opportunities for adult learning. However this does not always provide sufficient detail to provide evidence of the impact of the services that users have received and the difference that it has made. This hinders the governing body's and advisory board's ability to fully evaluate the impact of the centre's work and provide challenge. Users' views inform practice and they influence the content of the centre's development plan. All members are fully supportive of the work of the centre.

The centre's self-evaluation covers all the necessary areas but it is not yet securely based on sufficient and up-to-date local authority data showing the impact of the centre's work, such as immunisation rates, parents on benefit or the increase in mothers who are breastfeeding. The centre is able to successfully identify some areas of need and shortfalls in provision because of the good-quality information that health visitors and other professionals provide. This enables the centre to target

some of the groups of people to ensure that their needs are met. Equality is promoted within the centre and they strive to be inclusive. Due to the lack of data the centre is unaware if all hard-to-reach groups have been identified.

One reason that provision is good is because of the way that outreach is tailored to meet individual needs and provides a range of services for those hard-to-reach and vulnerable families who access the centre. They are provided with a wide variety of advice and support which is communicated to them effectively.

The children's centre demonstrates good capacity for improvement. The leadership of the centre's manager is good. She demonstrates a passion and relentless determination to improve the life chances of families in the local community. The centre has clear management and staffing structures. There is a strong sense of teamwork and shared goals, and staff show a clear commitment to the centre's work and to improving services in order to reach more families. Members of the senior leadership team work well together and have a shared ethos which is evident throughout the centre.

What does the centre need to do to improve further?

Recommendations for further improvement

- Improve the rigour of self-evaluation by ensuring it is sharply linked to the impact of services on outcomes for users, taking into account their views, and informs planning for further development.
- Work with the local authority and other agencies to obtain more refined data in a timely manner to ensure that all hard-to-reach groups can be targeted effectively.

How good are outcomes for users?

2

Health services delivered from the centre, such as the baby clinic, are effective in ensuring that parents gain good advice which is improving their parenting skills. Health services are well attended; for example, during the 'Stay and Play' baby clinic session on average 15 to 18 parents and babies attend.

Health is promoted well through successful initiatives such as the 'Walk and Talk' group which encourages families to discover their local area and provides opportunities for children to explore the countryside while gaining exercise, which supports their emotional and physical well being. A wide range of professionals, such as health visitors, educational psychologist, mental health worker and speech and language services, provide good advice and support. A range of projects, such as 'Baby Massage', the allotment project and 'Baby Nosh', is making a difference in developing parents understanding of how to keep themselves and their families healthy. Good links exist with the integrated disability service to support children with

special needs and their parents.

The centre is a safe environment and there is good attention to keeping safe. Staff model safe practices well and continually risk assess all activities such as 'Stay and Play sessions'. This ensures children using services at the centre are safeguarded. The fire service provide home safety checks and talk to users about fire prevention, this helps to develop parents understanding of how to keep their family safe. Partner agencies, such as social care, use the centre for access visits because they recognise that families feel safe and secure in the environment.

The speaking and listening skills of children are improving. Speech and language therapists provide good support to children through a variety of methods such as individual sessions, 'Stay and Play', 'Chatter Matters'. Centre staff are trained to have an overview of communication, a 'speech and language champion' has been trained to work alongside the speech and language therapist. The skills that staff obtain are used during the wrap-around sessions which promote children's learning. The Early Years Foundation Stage is promoted well, children have the use of the nursery classroom in the afternoons which provides a stimulating environment with free flow between the indoors and outdoors. A good range of activities is provided to promote all areas of learning. This ensures children are prepared well for school.

The centre staff successfully promote a sense of belonging and respect which users appreciate. As a result, users and staff enjoy their time spent in the centre. The adults spoken to report how much they enjoy the courses they have successfully completed. Parents recognise that, as their self-confidence and belief grow, this has a positive impact on their parenting skills because they enjoy their children more. The 'Triple P' programme focuses on good behaviour and promotes positive attitudes and skills which help to foster good family relationships. Children's own confidence is growing as a result of this. A parent forum has been developed and a parent representative now sits on the advisory board and another parent is chair of governors. There is some evidence to support progression in adult education and how users' needs are met however this is less clear regarding opportunities to develop individual's employability.

These are the grades for the outcomes for users

The extent to which children, including those from vulnerable groups, are physically, mentally and emotionally healthy and families have healthy lifestyles	2
The extent to which children are safe and protected, their welfare concerns are identified and appropriate steps taken to address them	2
The extent to which all users enjoy and achieve educationally and in their personal and social development	2
The extent to which children engage in positive behaviour and develop positive relationships and users contribute to decision-making and governance of the centre	2
The extent to which children are developing skills for the future and	3

parents are developing economic stability and independence including access to training	
--	--

How good is the provision?

2

The centre provides good quality services, which are helping to improve outcomes for families attending the centre and for those who receive more targeted support in their homes. Provision is enhanced through some good partnerships and effective teamwork between health visitors, speech and language therapists, social care workers, education professionals and all centre staff. There are capacity issues with some partners, such as Jobcentre Plus, which prevent their regular attendance at the centre. The needs of vulnerable families referred to the centre are assessed effectively, and support is well organised between agencies. Three staff are trained in the use of the Common Assessment Framework which is implemented across the reach area with good engagement of agencies and parents. The transition arrangements that exist between the centre and school for individual families promote a smooth hand-over process which parents appreciate.

The quality of care, guidance and support for young children, parents and carers in centre-based activities is consistently good. The assessment of children's learning needs and progress has been enhanced by support and advice from the qualified teacher who visits the centre. Assessments within the wraparound element of the Early Years Foundation Stage unit are being developed in conjunction with the school. Good quality professional development promotes good practice in implementation of the Early Years Foundation Stage framework. This is enabling practitioners to make informed decisions about the developmental progress children are making and plan effectively to ensure children's purposeful learning and high levels of enjoyment. The quality of care, guidance and support for families in crisis or facing particular challenges is good. Case studies indicate that well-coordinated multi-agency support has brought about positive outcomes.

The success of the outreach service provided by the family support workers is instrumental to the achievements of the centre. Staff employed at the centre provide a wide range of good-quality on-site and outreach support to children and families. They work with ease across different agencies with a clear aim of providing a seamless service to users. Partner agencies hold the centre in high regard. Parents and families talk proudly of the work of the centre in terms of reducing isolation. Family support workers are experienced at breaking down barriers and encouraging users to access the required services. The centre is successfully engaging with childminders through network meetings and regular sessions supported by 'Stay and Play'. Childminders told inspectors that they feel well supported and have access to a wide range of professional advice to promote good-quality provision. There is good engagement with nearby Long Lawford Primary School and Newbold Riverside Primary School, which supports continuity and progression in learning for children attending both schools. Transition arrangements are a particular strength at Newbold Riverside Primary School because of the good relationships and shared use of the

Early Years Foundation Stage unit. There is a good range of universal activities which are well attended. Parents know they can always seek advice and say that they generally receive good-quality responses and information. Advice relating to health matters and access to benefits is readily available.

The inclusive approach and welcoming environment ensure that once users register with the centre they go on to engage with a range of activities. However, centre leaders and the governing body are aware that some groups are under-represented in these activities, such as hard-to-reach groups. Some partners are not fully engaged.

These are the grades for the quality of provision

The effectiveness of the assessment of the needs of children, parents and other users	3
The extent to which the centre promotes purposeful learning, development and enjoyment for all users	2
The extent to which the range of services, activities and opportunities meet the needs of users and the wider community	2
The quality of care, guidance and support offered to users within the centre and the wider community	2

How effective are the leadership and management?

2

The centre's leaders work well as a team with a shared vision across the children's centre and school. They have built strong and effective links with some agencies and providers in order to provide good-quality services, which are matched to users' needs. Line management arrangements are clear and understood, and staff value the regular supervision and professional development they receive. Value for money is good because resources are used well.

The centre has a commitment to providing an inclusive environment and removing barriers. Good individual support is given to families who speak English as an additional language to support them in accessing services, combating isolation and promoting their children's learning and development. Staff assist users to access the centre by meeting them either at home or outside the centre and escort them in. The centre is unaware if they are narrowing the achievement gap because of the lack of evaluation against outcomes.

The centre has strong and effective relationships with current partners and professionals. The head of centre and the centre manager involve most staff and users in the process of self-evaluation in order to identify strengths and areas to improve. Further training across all children's centres in the Rugby area is planned to strengthen the links between self-evaluation and the development plan with a focus on ensuring that impact is recorded clearly.

Parents are represented on the parents' forum and are keen to share their views to shape services, such as requests for particular parenting courses. Staff use a variety of ways, including the use of a comments box, to evaluate enjoyment of services and some impact.

Because of the lack of data and the lack of evaluation against outcomes, the governing body does not have the tools to sufficiently challenge the work of the children's centre to ensure they help to shape and improve services and activities. The governing body is working well with the local authority to ensure all front-line services for users are in place. They have a clear understanding of safeguarding arrangements and have effective systems in place to ensure these are met. The centre has robust safeguarding policies and procedures, including risk assessments. Centre staff demonstrate a good knowledge of the procedures to follow if they have a child protection concern.

These are the grades for leadership and management

The extent to which governance, accountability, professional supervision and day to day management arrangements are clear and understood	3
The extent to which ambitious targets drive improvement, provision is integrated and there are high expectations for users and the wider community	2
The extent to which resources are used and managed efficiently and effectively to meet the needs of users and the wider community	2
The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its statutory duties	3
The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults	2
The extent to which evaluation is used to shape and improve services and activities	3
The extent to which partnerships with other agencies ensure the integrated delivery of the range of services the centre has been commissioned to provide	2
The extent to which the centre supports and encourages the wider community to engage with services and uses their views to develop the range of provision	2

Any other information used to inform the judgements made during this inspection

NA

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from our website: www.ofsted.gov.uk. If you would like us to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Summary for centre users

We inspected the Newbold Riverside Children's Centre on 19–20 January 2011. We judged the centre as good overall.

Your children's centre is at the heart of the community and is relied upon for the well-being of large numbers of people. The good leadership and successful teamwork mean families are provided with a wide range of good services tailored to meet their particular needs.

The centre is making a positive difference to children's well-being and learning. It is particularly making a difference in helping children to experience a safe start to childhood. Children have good opportunities to develop their play and learning within the centre and this is helping them to prepare for their next steps into nursery.

Thank you for contributing to the inspection. Your comments proved invaluable to inspectors. With the centre's encouragement, many of you now make a positive contribution to the centre's services and the life of the community. Indeed, several of you are on the parents' forum and there is representation on the advisory board. You are unanimous in your praise of the work of the centre and in particular the family support workers. You were really keen to tell inspectors about how well staff supported your families, helped to raise your self-esteem and confidence and encouraged you to achieve.

The care, guidance and support provided for your families and children are good. This is largely as a result of the extremely successful close partnerships that staff forge with yourselves and the way they engage you in the work they do with you. The good work of the staff from across the different agencies ensures that you access the right services as quickly as possible. Several of you believe that your contact with the centre has been life changing. Professionals working in multi-agency teams have developed good working partnerships with the children's centre. They speak with high regard about the children's centre and the work of its support staff.

The centre's leaders understand the needs of your families who attend. They have good systems to monitor that staff are doing a good job. They show that they are determined to improve the lives of users even more.

We have asked the centre to make some improvements by improving the process by which the work of the centre is evaluated so that leaders can show what impact their services have had. We have also asked the local authority to provide data promptly and to give better detail so that the centre can identify which other people in your community need to be helped so that the centre can be even more effective in improving outcomes for children and users.

The full report is available from your centre or on our website www.ofsted.gov.uk.