

Inspection report for Beighton Children's Centre

Local authority	Sheffield
Inspection number	383384
Inspection dates	29 February–1 March 2012
Reporting inspector	Sue Pepper HMI

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Date of previous inspection	Not applicable
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Linked school if applicable	Beighton Nursery and Infant School
Linked early years and childcare, if applicable	EY281531 Beighton Bizzy Bee Family Childcare Centre

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.

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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.

An inspection of the registered early years/childcare provision was carried out at the same time as the inspection of the centre under Section 49 of the Childcare Act 2006. The report of this inspection is available on our website www.ofsted.gov.uk.

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

The inspectors held meetings with the centre coordinator, early years professional, representatives from the advisory board, the headteacher who hosts the centre, health partners, the foundation stage consultant, childcare manager, the home based childcare coordinator and a speech and language therapist. They met with representatives from the Multi-Agency Support Team (MAST), a representative from the local authority and parents.

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

Information about the centre

Beighton Children's Centre is a phase two centre which was designated in 2007. The centre became fully operational in 2008. The centre is situated within Beighton Nursery and Infant School grounds and it is nearby to a private childcare provision and Brook House Junior School. The centre offers universal and targeted services, to provide the full core offer, with the support of key partners on site and at venues in Beighton, Waterthorpe and Westfield.

There is low ethnic diversity in the area, most families are White British. Recent data show that the population of children aged nought to five years of age living in the area is 1002. Beighton is generally an area of social and economic advantage. However, some communities within the area are ranked amongst the 30% most deprived areas in the country. Social issues affecting the area are a growing number of families living in workless households and households with low incomes who are dependent on benefits; the most

recent data indicates this applies to 19.6% of families. There are very few teenage parents living in the area but the number of lone parents is increasing.

Early years activity is provided by the centre and also by private and voluntary early years organisations in the local area. Children generally enter early years provision with skills and knowledge broadly in line with the typically expected levels. On-site day care is provided for up to 77 children under eight years of age, and of these not more than nine may be under two years of age. Separate arrangements are in place to inspect this provision and reports can be found at www.ofsted.gov.uk.

The centre is managed by a coordinator who is responsible for four centres. This centre is one of seven centres in the South East Community Assembly area. Governance of the centre is provided by the local authority in conjunction with an advisory board which consists of a range of professionals, parents and partners. The centre is open from 8am until 6pm, Monday to Friday, 48 weeks of the year.

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 families

3

Capacity for sustained improvement

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

3

Main findings

Beighton Children's Centre provides a satisfactory service for the needs of children and families in its reach area.

The centre has limited staff resources and restricted space to offer services from its base. Due to a concerted effort in the local area, data shows that the number of families starting to use the centre is increasing. The centre data confirms a recent increase from 35% to 42% and further information suggests that a majority are now registered. This focused approach to encourage more families to visit the centre and use its resources, demonstrates that the centre has satisfactory capacity to improve. While this is a promising sign more work needs to be done to encourage further users to attend and benefit from the activities and services that the centre and its partners have to offer. The centre receives suitable data

from the local authority and some partners, but the centre has yet to fully utilise the information that it receives to identify and target its work more strategically and to monitor the outcome of its services.

Engagement of target groups is variable. However, the majority of families whose circumstances can make them vulnerable are being well supported. This is due to the impact of the work of the MAST and of an increasing range of services the centre offers with its partners.

Effective procedures and policies are in place to promote safeguarding. Consequently, parents all say they feel safe at the centre. Health outcomes are variable. Obesity levels have slightly increased and remain stubbornly above national average. Although the percentage of mothers sustaining breastfeeding has slightly increased to 41% this is still below national expectations.

The centre promotes equality through inclusive practice. Satisfactory services are available to meet the needs of those with disabilities and special educational needs within the community. Those who use the centre are satisfied with the services. A typical comment was, 'This is a friendly, welcoming atmosphere which is supportive.'

The take-up of funded childcare places is high. Although children's achievements are variable they are generally just below national expectations. The systems in place to track children's achievements when they attend the childcare are good. The centre has yet to develop methods to track children's progress following attendance at centre services. The centre works with schools in the area to ensure they help aid children's transition onto their next stage of learning but this is in the early stages of development.

Users of the centre are appropriately encouraged to develop positive relationships and can access a range of family learning courses. Some parents have completed learning which is accredited and a few have followed routes which have led to employment, but this is relatively low in number. The centre offers very few opportunities for users to access volunteer roles to help develop the skills and experience that they need to enter the workforce and develop economic stability and independence. Some parents confidently express their views and their ideas are used to shape services to meet their needs. The centre has recently engaged a few parents to sit on the advisory board.

Governance is satisfactory. The advisory board is still developing and membership includes a range of partners and users. While the advisory board receives pertinent information from the centre coordinator the board does not always question and challenge some of the information which is being presented.

What does the centre need to do to improve further?

Recommendations for further improvement

- Improve outcomes further by partnership working to:
 - increase the numbers of women sustaining breastfeeding
 - promote healthier lifestyles which can reduce the proportion of overweight children
 - track children’s achievements and improve their readiness for school.

- Develop provision for adult learners to increase their economic well-being by:
 - increasing the opportunities for volunteer roles at the centre
 - raising the take-up of adult learning which could lead to employment.

- Improve marketing and promotion of the centre to:
 - engage further with families who are not accessing services, especially target groups.

- Improve leadership and management further by:
 - continuing to improve data, monitoring and evaluation systems
 - strengthening the way the advisory board act as a critical friend in challenging and holding the centre to account for improving its work.

How good are outcomes for families?

3

Several parents commented on the effective breastfeeding support they had received saying, ‘The support was brilliant and it made a big difference.’ and ‘This support was invaluable.’ This work is a particular strength of the centre. The percentage of mother’s sustaining breastfeeding is below national expectations at 41.7%; however, year-on-year data demonstrates improvement. Take-up of immunisation is variable but generally satisfactory. Similarly there are no particular concerns regarding oral health. Statistics on smoking are much more robust due to more efficient methods used for monitoring this. The number of overweight children on entry to school remains an issue and is currently at 24.3%.

Parents stated that attending the popular ‘Baby Massage’ has enhanced their relationships with their baby. Parenting programmes have had a positive impact on some users’ lives as parents have developed their understanding of the importance and value of play and routines. Some parents have learnt to manage their children’s behaviour better.

Users develop a satisfactory understanding of how to keep their children and themselves safe through regular safety advice offered at the centre. Parents who attended a first aid training course spoke with confidence about their improved knowledge. ‘I am now less fearful about my baby choking on food.’ and ‘I am now more confident to resuscitate if I

need to.' were typical comments. Parents appreciate the road safety talks because attending such sessions has given them a lot to think about. 'I don't let my children run to the end of the road now because of all the drive ways.' and 'I teach my children how to cross the road safely when they have to walk in-between parked cars.' were just some of the typical comments. The Common Assessment Framework is used well to support those families who are experiencing a range of difficulties; effective early intervention prevents the escalation of some social and health issues.

The Early Year Foundation Stage profile data shows children's overall achievements are improving and they are slowly narrowing the achievement gap for children between the lowest 20% and the rest. Children from groups whose circumstances have made them hard to reach are particularly well supported. Data analysis highlights specific areas of development which children may need more support with prior to starting at school, such as communication. Parents enjoy the 'Rhythm 'n Rhyme' music group which promotes early effective communication with babies and young children. Similarly, 'Babytime' encourages more sharing of books and rhymes, which provides parents with the tools, strategies and support they need to help their children reach their full communication potential.

Parents have a voice at a local level due to the regular opportunities created to collect their views and they are being supported to develop this at a more strategic level. A few parents have become 'Learning Champions' and they work with the centre to facilitate specific training requests to meet individual families' needs. A satisfactory number of adults have moved onto further education to develop their skills, which has led to employment for some.

These are the grades for the outcomes for families:

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

How good is the provision?

The accredited childminding network group have strong links with the centre and they meet there regularly. The home-based childcare coordinator encourages quality improvement of childminders by meeting termly with them to share good practice and relevant information.

The current range of services includes 'Stay and Play Toddler' and 'Baby' groups, a regular midwife drop-in and attendance of the Citizens Advice Bureau. All parents attending services stated they appreciate the advice they are provided with and they enjoy socialising and meeting other families. The centre recognises the important role fathers play in their child's development and they are welcome at all groups.

The centre promotes purposeful learning satisfactorily overall. Children have access to good quality childcare. The centre knows the importance of early intervention and the areas of child development which might benefit from further support such as speech and language. Attendance at family learning such as 'Passport to Learning through Play' and 'C'mon Everybody' is increasing as programmes are rolled out. At the Crystal Peaks Art Space and library they successfully now run Peer Early Education Partnership activities. Growing numbers of parents and their children access 'Story Time', 'Babytime' and 'Mums and Tums' groups. Further services run from local schools, such as the 'Early Days Group' and 'Reignhead Toddlers'.

The centre has a sufficient understanding of families who are using the centre and they acknowledge that the engagement of target groups is variable. Timing and types of sessions have been arranged to suit users' needs. Services at the centre base mostly attract families from the surrounding, less disadvantaged area. Case studies suggest that satisfactory care, guidance and support are making a discernible difference to some families, particularly target groups, such as lone parents and those living in workless households.

Adults have access to a range of training programmes and courses which can help develop their knowledge and skills, such as a computer course or an accredited course on childcare. They are signposted to other courses for further adult education and training. The centre is keen to develop opportunities for parents to work as volunteers because opportunities which can lead to economic stability, whilst satisfactory overall, are few.

These are the grades for the quality of provision:

The extent to which the range of services, activities and opportunities meet the needs of families, including those in target groups	3
The extent to which the centre promotes purposeful learning, development and enjoyment for all families, including those in target groups	3

The quality of care, guidance and support offered to families, including those in target groups.	3
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How effective are the leadership and management?

3

The relatively new coordinator of the centre has a small, new but enthusiastic and skilled staff team. They are committed to extending services and providing the best life chances for local children and their families. Feedback from partners suggests the coordinator has achieved a great deal in a short amount of time. Use of local schools and venues in the community to deliver services makes them more sustainable. Close working with other centres in the area prevents the duplication of services, which helps secure satisfactory value for money.

Professional supervision arrangements are clear and understood. Close links with the host school are well established and essential due to the regular lone working. At a more strategic level, the local authority has satisfactorily driven improvement. Target-setting has improved to promote the focus on improving outcomes for users. The collection of data that evidences engagement and the full impact of the centre's work are still developing. More remains to be done to ensure that data evidences the centre's progress sufficiently, particularly with key partners.

The coordinator knows the strengths of the centre well and what needs to be done to secure improvement. The advisory board reflects most key partners and is generally satisfactorily attended. The advisory board acknowledge their current more supportive role. Discussion with members of the board suggests they are enthusiastic about developing their ability to challenge and hold the centre more to account for their work.

Effective safeguarding practice is adopted across all areas of the centre's work. A single central record evidences good vetting and recruitment procedures. The premises are safe and secure. Training for staff is generally up-to-date. Fire evacuations procedures are well recorded. The Common Assessment Framework is used well to target specific support for vulnerable and disadvantaged families. Data suggests the majority of families whose circumstances make them vulnerable are engaged.

Equality of opportunity and the celebration of diversity are satisfactorily promoted. Centre staff are not complacent and they acknowledge that there could be families within their reach area who would benefit from their services who are not yet accessing them. Some parents speak confidently about families differing cultures and their growing understanding of known blockers to some engagement. Crèche facilities are provided when required to enable those with young children to attend sessions. The centre has satisfactory procedures in place to tackle any discrimination.

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 effectiveness of evaluation and its use in setting ambitious targets which secures improvement in outcomes	3
The extent to which resources are used and managed efficiently and effectively to meet the needs of families, including those in target groups	3
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	3
The extent to which partnerships with other agencies ensure the integrated delivery of the range of services provided by the centre to meet its core purpose	3
The extent to which the centre supports and encourages families in the reach area to engage with services and uses their views to develop the range of provision.	3

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

Beighton Bizzy Bee Family Childcare Centre was inspected on 27 February 2012 when it was judged good overall. This inspection has contributed to the children's centre report and judgements. The full report can be found on the Ofsted website.

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Summary for centre users

We inspected the Beighton Children's Centre on 29 February and 1 March 2012. We judged the centre as satisfactory overall.

Those of you we spoke to were generally positive about the centre. You told us that you find the staff friendly and welcoming. You enjoy visiting the centre, attending activities and meeting others families. Some of you were unsure that all families in the area knew about what the centre has to offer. As a consequence we have asked the centre to make sure more families know about their services so that they can also enjoy what the centre offers. In addition, we have asked the centre to use the data that it receives more purposefully so that it is in a better position to see just how well it is helping to improve your outcomes.

Partnerships are particularly strong with health services, the MAST and Beighton Nursery and Infant School. We have asked the centre to consider what more it can do to help ensure your child is well prepared for school. We have also asked the centre to develop opportunities for you to improve your skills which can enable you to follow a route leading to further education or employment. We know the centre is keen to develop opportunities for parents to work as volunteers or become members of a parents' forum. We hope that you will approach staff if you feel this is something you could do. Recently a few parents have become members of the advisory board. We have asked the centre to improve the information it holds on its work so that you can see what the centre has improved and where further work needs to be done. We have asked the advisory board to carefully monitor the centre's progress.

We know a growing number of mothers are successfully sustaining breastfeeding due to the successful support they receive. We have asked the centre to work closely with health partners to make sure that more of you are encouraged to continue to breastfeed once you have decided to do this. We have also asked the centre to review and increase opportunities available for you to enjoy learning about the importance of a healthy diet and to increase your chances to engage in physical activities.

We know that some of you enjoy 'Baby Massage' and you told the inspectors about the benefits of using massage to improve your relationship with your baby. You also told the inspectors that you have increased your understanding of the importance of play and how you can help your young children learn and develop. We know you look forward to sessions such as the 'Stay and Play Toddler Group', 'Baby Group' and 'Rhythm n Rhyme' and that by attending these activities you understand the significance of reading and singing to your child. Some of you prefer to access services at your local schools or at Crystal Peaks Library where 'Peer Early Education Partnership' sessions and 'Story Time', 'Babytime' and 'Mums and Tums' groups run successfully. Some of you have attended the 'First Aid' course, which has raised your awareness of how to resuscitate someone, and this has also lessened your personal anxieties about a young child choking on food.

We would like to thank everyone who was willing to speak to us. We are very grateful for your help and wish you every success in the future.

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