

# Inspection report for Daubeney Children's Centre

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<b>Local authority</b>	Hackney
<b>Inspection number</b>	383345
<b>Inspection dates</b>	7–8 March 2012
<b>Reporting inspector</b>	Michael Blakey

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<b>Date of previous inspection</b>	Not applicable
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<b>Linked school if applicable</b>	Daubeney Primary School
<b>Linked early years and childcare, if applicable</b>	Not 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.

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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 co-located/partner primary school was carried out at the same time as the inspection of the centre under section 5 of the Education Act 2005. The report of this inspection is available on our website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

This inspection was carried out by an additional inspector and an early years inspector.

The inspectors held meetings with representatives of the Learning Trust, the headteacher/centre manager, the extended services managers and the Chair of Governors of Daubeney Primary School. They also met with a health visitor, midwife and speech and language therapist and representatives from a range of commissioned services, including the Citizens Advice Bureau. They observed the centre's work, including a Multi Agency Team (MAT) meeting, and looked at a range of relevant documentation.

## Information about the centre

Daubeney Children's Centre is the strategic centre for a cluster of five children's centres to the east of the London Borough of Hackney. Together, these centres reach the wards of Lower Clapton, Clapton Park, Lea Bridge, Homerton, Hackney Wick and Lee Valley. In 2010, Hackney was the second most deprived local authority in England. The designated reach area for Daubeney includes six Super Output Areas (SOAs), all of which are in the top 25% most deprived in England. Of these, one SOA is in the top 1% and four are in the top 6% most deprived. There are 39% of children under five in the reach area living in workless households.

The children's centre plans and delivers a range of services jointly with four other children's centres: Clapton Park, Gainsborough, Millfields and Wentworth Nursery School and Children's Centre. Together, these centres deliver the full core offer of services including stay and play activities, childcare, community outreach, child and family health services and family support services.

The children’s centre is located approximately 100 metres from Dabueney Primary School, in purpose-built premises which it shares with Dabueney Nursery School. The centre is managed by the headteacher of Daubeney Primary School. An extended services manager reports directly to the headteacher and coordinates and leads the children’s centre staff. The Governing Body of Daubeney Primary School is responsible for the centre and a service level agreement is in place with The Learning Trust. An advisory board and a parents’ forum are established.

African, Caribbean, mixed heritage and Turkish families are the largest minority ethnic communities living in the reach area and approximately 48% of children speak English as an additional language.

Children’s levels of skills and understanding on entry into the Early Years Foundation Stage are below expectations for their age.

## 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
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### Capacity for sustained improvement

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

3
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## Main findings

Since Daubeney Children’s Centre opened on its current site in 2009, it has effectively increased its reach to the large majority of families living in the local area and successfully engaged almost all of the families living in the most deprived Super Output Area (SOA). Outreach work has effectively targeted a wide range of groups, including Turkish families and lone parents, who are well represented at the range of activities offered by the centre. The centre makes a significant contribution to community cohesion. As one father said, ‘This centre doesn’t just make a difference to me and my family. It makes a big difference to our community and helps us to make new friends.’

Safeguarding procedures are robust and effective. The centre’s approach to the identification of issues that impact on the well-being of families and early intervention of services ensures that children and families accessing services are safe. The centre provides very effective care, guidance and support to families whose circumstances may make them more vulnerable. For example, family support workers are currently supporting lone mothers and their children who are applying to

become British citizens, mothers who have been subject to domestic violence and families who face being made homeless.

Partnership working between staff directly delivering services to families is effective. The Multi Agency Team (MAT) meetings ensure that families receive coordinated support from a wide range of professionals. Community midwives, health visitors, clinical psychologists, speech and language therapists and family support workers meet fortnightly to discuss families who have been subject to Common Assessment Framework (CAF) assessments and track these cases securely. For the majority of cases, this leads to a positive outcome. Any families who require more specialist support to ensure that children are safe are referred to children's social care.

Outcomes for families are satisfactory overall, despite some inadequate health outcomes. The achievement of children at the end of the Early Years Foundation Stage is improving in the cluster and the gap between the lowest 20% and their peers is narrowing. However, achievement is well below the Hackney average and the centre has correctly identified improving this, and narrowing the gap, as a continued area of focus. Provision to support parents to develop skills for work is well received by parents. For example, the computing courses are well attended and the free crèche enables parents to learn while their children enjoy playing with their peers. A mother attending the course said, 'This course has helped to improve my confidence and I can now support my children to learn more.'

However, leaders and managers, including representatives of the Learning Trust who support the centre, do not sufficiently analyse the health data that is available to them and do not therefore have a clear understanding of obesity or breastfeeding rates in the local area. Breastfeeding data provided to inspectors was contradictory and did not show a trend of improvement. An analysis of data undertaken by inspectors showed that obesity rates of children in Reception class were significantly above the national average and increasing. In 2008/2009, 20% of children were obese, rising to 21.5% in 2010/2011. Health outcomes are therefore inadequate in at least one major respect and data shows that they are not currently improving.

Some parents are involved in the parents' forum and their views are taken into account by the centre staff. However, the wider engagement of parents in the evaluation and running of services is limited.

The centre manager has a good understanding of what the centre needs to do to improve and has successfully driven recent improvements in outcomes for children in the linked primary school. However, data is not always appropriately collected or analysed by leaders and managers to inform planning and centre priorities. The evaluation of services and activities is basic, and although the centre is improving this aspect of its work, it is not routine practice to seek the views of all. The annual performance assessment of the centre, which took place in November 2011, judged the centre to be satisfactory. The Learning Trust recently provided additional support to the centre but this has not had sufficient time to bring about further discernible improvements in outcomes for families, particularly their health. Capacity for

sustained improvement is therefore satisfactory overall.

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

### Recommendations for further improvement

- Implement processes to continuously drive improvements including:
  - Systematic collection, monitoring and analysis of data to evidence impact and inform planning at a reach and cluster level.
  - Breaking down outcome data by group to ensure that services are appropriately targeted.
  - Systematic evaluation of services and activities.
  - Improving data sharing with health services so that accurate information is available to inform service planning.
  - Involving more parents in the design, delivery and evaluation of services.
- Improve health outcomes. Specifically:
  - Reduce obesity rates of children in the reach area.
  - Establish an accurate baseline for breastfeeding prevalence across the cluster, or reach area, and set a realistic and achievable target with partners to improve breastfeeding rates.
- Further improve the achievement of children at the end of the Early Years Foundation Stage and narrow the gap between the lowest achieving 20% and their peers.

## How good are outcomes for families?

<b>3</b>
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Outcomes are satisfactory overall. However, health outcomes are inadequate as obesity rates are well above average and rising.

Daubeney Primary School, which was inspected concurrently, has increased the percentage of children achieving 78+ points across the Early Years Foundation Profile scales. In 2010, the percentage of children achieving this level was 25%, rising to 43% in 2011. This is well below the Hackney average but improving rapidly from the low base. Data for the cluster of children's centres shows an improvement from 54% to 55% over the same period. The achievement gap between the lowest 20% of children and their peers has narrowed in the reach area from 35% to 33% and in the link school from 64% to 43%.

Children and parents from all the target groups attend the centre and get on well with each other and children behave well. One mother told inspectors, 'My son's behaviour has improved since we started coming to the centre.' Another parent, describing the parenting courses he had attended, said, 'They were fantastic. We celebrated our achievements at the end. I now know so many new people and it has made a big difference to how I treat my children.' Some parents are routinely involved in the running of the centre through the parents' forum, but few parents volunteer.

Case files shows that children who are subject to Common Assessment Framework

assessments or child protection plans are well supported, and those families who are no longer in need of higher-tier social care interventions are referred back to the children's centre for ongoing support. An evaluation of the 'Safe at Home Scheme' showed that most parents thought their home was safer as a result of the scheme. One parent said, 'My little boy used to slip in the bathroom, but not anymore. He cannot go into the kitchen now thanks to the gate. Thank you very much.'

Families are ably supported to improve their economic and social well-being. For example, data provided by the centre shows that 207 parents were supported to access training or employment between April and December 2011 across the cluster. This represents 22% of all parents using the children's centres. Support from the Citizens Advice Bureau, which is commissioned to deliver advice to families, has helped families to access grants for kitchen appliances and to access a wide range of benefits, including carer's allowance. Some families have also been supported to access free nursery places for their children. The latest data analysed by the centre shows that between 2009 and 2010 there was a 5% reduction in the number of children living in workless households in the centre's reach area.

*These are the grades for the outcomes for families*

<b>The extent to which children, including those from target groups, are physically, mentally and emotionally healthy and families have healthy lifestyles</b>	<b>4</b>
<b>The extent to which children are safe and protected, their welfare concerns are identified and appropriate steps taken to address them</b>	<b>2</b>
<b>The extent to which all children and parents, including those from target groups, enjoy and achieve educationally and in their personal and social development</b>	<b>3</b>
<b>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</b>	<b>3</b>
<b>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</b>	<b>3</b>

### **How good is the provision?**

<b>3</b>
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Care, guidance and support is strong, with information produced in a range of selected languages for families. Any parent can access a family support worker at any time when the centre is open and they receive good-quality advice and guidance from a range of multi-agency professionals. Examples given to inspectors by parents clearly show how they have been effectively helped in times of crisis.

'Stay and Play' sessions are well planned and delivered. For example, in a session observed by inspectors, parents were really engaged and enjoying developing 'My Learning Journey Profiles' for their children. A wide range of resources are provided to enable parents to capture these journeys, and the early years teacher provides

valuable support to parents to undertake the activity. Parents really enjoy this. Throughout these sessions, children enjoy being able to move freely between inside and outside play activities. A parent speaking about 'Stay and Play' said, 'The environment is safe and children can enjoy their messy play.'

The centre has made good progress in engaging target groups, for example increasing the number of children with disabilities accessing services across the cluster. However, leaders and managers do not routinely analyse any impact data to establish if there are any variations in outcomes for children or families between the different groups.

A range of universal health services are delivered from the centre. These include health visiting and midwifery services, which are well accessed by families. Data shows that these services have contributed to improving immunisation rates in the local area. However, the centre lacks a coordinated approach to improving childhood obesity and breastfeeding prevalence. For example, the last healthy eating programme ran in 2010, and although the centre has plans to introduce targeted courses again, these have not started.

'Talking Walk In' provides an opportunity for parents who have concerns about their child's language development to meet with speech and language specialist in an informal setting. Ten parents and 13 children, from a wide range of ethnic backgrounds, attended a session observed by inspectors. Each of the children was assessed by a speech and language therapist, while playing with their parents. However, in this session a mother of Chinese origin was unable to engage as an interpreter was not available.

Safety assessments are undertaken by health visitors when visiting families at home. These assessments ensure that families receive the support they need to improve safety in the home.

*These are the grades for the quality of provision*

<b>The extent to which the range of services, activities and opportunities meet the needs of families, including those in target groups</b>	<b>3</b>
<b>The extent to which the centre promotes purposeful learning, development and enjoyment for all families, including those in target groups</b>	<b>3</b>
<b>The quality of care, guidance and support offered to families, including those in target groups</b>	<b>2</b>



## How effective are the leadership and management?

<b>3</b>
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The centre manager fully understands the centre's strengths and has correctly identified a number of priorities for improvement. However, the centre's self-evaluation document, which was jointly developed with, and influenced by, the Learning Trust, lacks sufficient data to evidence impact and support the ambitious judgements made.

The use of effective evaluation processes and data to inform planning is limited. Progress has been slow in improving this since it was identified as an area for development through the Annual Performance Conversation in November 2011. The additional support provided to the centre by the Learning Trust has had little impact on improving systems or processes to date, although some areas of practice have developed well, for example, the introduction of 'Learning Journeys' in 'Stay and Play' sessions. The recently improved close supervision of key members of staff by the centre manager is beginning to drive improvements in practice, and governance and capacity for sustained improvement are therefore satisfactory overall.

The centre promotes equality and diversity well and families from a diverse range of minority ethnic backgrounds are well represented at the centre. The centre is beginning to narrow the achievement gap between groups, but has not sufficiently analysed the data available at a cluster level to target services further. Children with disabilities are well supported and the number accessing services has increased over the last twelve months.

Safeguarding processes are effective. Criminal Record Bureau checks are undertaken on all staff and accurate and up-to-date records are maintained. Staff receive regular safeguarding training and they know what to do if they suspect a child is being abused or neglected. The Multi Agency Team approach to using CAF and planning support ensures that families receive timely support, no matter what their needs might be. This includes families who may have been subject to domestic violence or mothers with postnatal depression. Value for money is satisfactory overall.

*These are the grades for leadership and management*

<b>The extent to which governance, accountability, professional supervision and day-to-day management arrangements are clear and understood</b>	<b>3</b>
<b>The effectiveness of evaluation and its use in setting ambitious targets which secure improvement in outcomes</b>	<b>3</b>
<b>The extent to which resources are used and managed efficiently and effectively to meet the needs of families, including those in target groups</b>	<b>3</b>
<b>The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its</b>	<b>3</b>

<b>statutory duties</b>	
<b>The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults</b>	<b>2</b>
<b>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</b>	<b>3</b>
<b>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</b>	<b>3</b>

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

The coordinated inspection of Daubeney Primary School which took place on 5–6 March 2012.

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](http://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](mailto:enquiries@ofsted.gov.uk).

### **Summary for centre users**

We inspected the Daubeney Centre on 6–7 March 2012. We judged the centre as satisfactory overall.

Thank you to those of you who spoke to us during the inspection. Your help was greatly appreciated and helped us to reach our judgements about the centre.

Since the children's centre opened in 2009, it has effectively reached the large majority of families living in the local area. The work of the family support and outreach workers has effectively engaged a wide range of people living in the local area, including Turkish families and lone parents, who are well represented at the range of activities offered by the centre. We judged that the centre makes a significant contribution to bringing people together in the local community. As one of you said to us, 'This centre doesn't just make a difference to me and my family. It makes a big difference to our community and helps us to make new friends.'

The centre identifies issues early and intervenes to ensure that parents and their children are safe. The centre provides very effective care, guidance and support to those of you whose circumstances may make you more vulnerable. For example, we heard about family support workers who are currently supporting lone mothers and their children who are applying to become British citizens, mothers who have been subject to domestic violence and families who face being made homeless.

We conclude that the Multi Agency Team (MAT) meetings help some families to receive coordinated support from a wide range of professionals. For example, community midwives, health visitors, clinical psychologists, speech and language therapists and family support workers.

We judged the centre's provision to support you to develop skills for work as effective. For example, the computing courses are well attended and the free crèche enables you to learn while your children enjoy playing with their peers. One of you told us, 'This course has helped to improve my confidence and I can now support my children to learn more.' However, the centre's impact on the achievement of children at the end of the Early Years Foundation Stage is an area for more focus so that children do better at school in the future. We have asked the centre to improve this and to ensure that those children who are achieving less well catch up with their peers.

Breastfeeding data provided to us during the inspection was contradictory and did not show a trend of improvement. In 2008/2009, 20% of children were obese and in 2010/2011, this had risen to 21.5%. We therefore judged health outcomes as inadequate as they are poor and not currently improving. We have asked the centre to improve this situation.

We heard that some parents are involved in the parents' forum and that their views are taken into account by the centre staff. However, we have asked the centre to engage more of you in the design, delivery and evaluation of services.

We know that the centre manager has a good understanding of what the centre needs to do to improve and has successfully driven recent improvements in outcomes for children in the linked primary school. However, we judged that the centre do not use data as well as they could to target their services further. The evaluation of services and activities is still underdeveloped and although the centre is improving this aspect of its work, it is not routine practice to seek the views of all. We have again asked the centre to improve this aspect of their work.

Overall, we judged that the centre has satisfactory capacity for sustained improvement.

Thank you for your time. We wish the centre and you well for the future.

The full report is available from your centre or on our website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).