

# Inspection report for Coronation Road Children's Centre

Local authority	Bury
Inspection number	366382
Inspection dates	11 – 12 January 2011
Reporting inspector	Steve Isherwood HMI

Centre governance	The Governing Body
Centre leader	Tim Power
Date of previous inspection	Not Previously Inspected
Centre address	Radcliffe Primary School, Coronation Road, Radcliffe, M26 3RD
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Linked school if applicable	Radcliffe Primary School
Linked early years and childcare, if applicable	Mary Kelly's Nursery

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 an additional inspector. The inspectors held meetings with the centre manager, senior leaders, front-line staff and representatives from the local authority. Discussions were also held with members of the advisory board, parents and carers and service users. They observed the centre's work and looked at a range of relevant documentation.

## Information about the centre

Coronation Road Children's Centre is a phase two centre and has developed from a Sure Start local programme. It provides around 70% of the full core offer and became a designated centre in 2008. The centre is located on the same site as Radcliffe Primary School. The area served by the centre is economically and socially disadvantaged being ranked as in the top 10% and 30% of the most deprived wards in the country. The vast majority of families are of White British heritage backgrounds with a small number of minority ethnic groups. The number of children attending schools in the area who are known to be entitled to free school meals is above average as is the proportion of children who live in households which receive benefits for being out of work. Most children enter early education with a lower range of skills than is expected for their age.

The centre is governed and managed in partnership by a small group of governors from Radcliffe Primary School. Joint arrangements for an advisory board serving all centres in the area are in place.

The centre's full day-care provision is provided by Mary Kelly's Nursery. The nursery is privately managed and is subject to separate early years inspection arrangements. It was last inspected in 2007 and the inspection report can be found on the Ofsted website.

## 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**

**3**

### Capacity for sustained improvement

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

**3**

## Main findings

This is a satisfactory centre that offers good levels of care and support to all families that access its services. Parents and carers hold the centre in high regard and greatly value the guidance and support on offer. As one parent commented, 'finding the centre gave us a chance to stop floundering and allowed us to start taking support'.

Staff are committed to inclusion and strive to improve the life chances of all users that are known to them, whatever their circumstances. This means that outcomes for users are generally improving, with increasingly tailored support to families and individuals. However, the centre does not have in place effective systems for evaluation or to show the impact of the services they provide. Detailed information about the proportion of potential users in the community, including those groups who are not currently accessing the centre, is just beginning to emerge. In addition, the centre's plan for improvement is not sufficiently well focused on local or national targets or set against measurable criteria. Some of the centre's evidence, although useful, is anecdotal and limited to attendance and participation rates. It is not yet rigorous enough to enable senior leaders to accurately judge whether services are as effective as they could be and whether the centre is targeting the right users and those in greatest need.

Safeguarding arrangements are clear and understood by staff. All required procedures are in place to safeguard the health and well-being of all users, including the most vulnerable. Staff are caring and vigilant at all times. However, the centre's protocols and procedures for making referrals and the sharing of information are not as consistent as it should be between all partner agencies. Senior leaders are correct in identifying this as an area for improvement.

Senior leaders are working effectively to highlight areas where parents and carers can engage more with the centre in making decisions and shaping provision. They are aware of the need to strengthen the opportunities where the views of users are routinely used to inform planning and make further arrangements to increase their involvement in the governance of the centre.

Considering that outcomes are improving, that senior leaders are well aware of where further improvements are required and along with the commitment of staff, the centre has satisfactory capacity to improve further.

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

### Recommendations for further improvement

- Strengthen self-evaluation by:
  - developing strategies to evaluate and demonstrate impact
  - ensuring that action planning is set against local and national indicators
  - clarifying information which demonstrates the proportion of relevant groups in touch with the centre and those who are not currently accessing the centre's services
  - developing targets for improvement that are specific and measurable and focused on improving outcomes for users
  - improving systems for making referrals and sharing information between the relevant agencies.
- Increase user involvement further by:
  - increasing the contribution of parents and carers to the governance of the centre
  - strengthening the contribution of parents and carers to decision making and shaping services.

## How good are outcomes for users?

3
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The centre provides a broad range of activities across all of the five outcomes which are developed in partnership with other agencies. However, there is insufficient evidence of how these are making a difference to families and improving outcomes. Most parents and carers have a satisfactory understanding of the importance of leading a healthy lifestyle and take full advantage of the services on offer. These include: healthy cooking classes, maintaining a good diet on a budget, support for breastfeeding and weaning, smoking cessation, weight management, keeping fit, baby massage. As a consequence, parents and carers comment that they are more confident and aware of how to keep themselves and their children healthy. For example, with support from community nutritionists they have produced their own recipe book which has encouraged more parents to cook at home with fresh ingredients rather than buying pre-prepared meals.

There are low rates of mothers initiating breast feeding in the locality. Senior leaders are aware that this is a priority for the centre but as yet documentation does not outline clearly enough details of actions to be taken, how outcomes will be measured and how this will be used to improve services.

The centre is a safe environment and there is good attention to keeping users safe through regular advice and signposting to other agencies. Parents and carers have been provided with home safety equipment. Young mothers have received self-defence training. Courses and support have been provided on safe sex, drug and alcohol abuse and cot death guidelines have been shared. Users say that this is helping them to keep their children safe. The most vulnerable children are identified early and support programmes are put in place for the whole family. The Common Assessment Framework is being used adequately when specialist intervention is required. However, protocols and practice for making referrals and the sharing of information between agencies lacks rigour.

There are good links with the centre and the Early Years Foundation Stage in the adjacent school. With joint cooperation between staff, systems are being developed to track the performance and identify gaps in attainment for children aged five who have attended the centre. There are increasing opportunities for parents and carers and children, including those with special educational needs and/or disabilities to enjoy learning and playing together. For example, the 'Kidsrock' sessions are very successful in promoting inclusive play in a stimulating and safe environment.

The centre provides a range of activities for users to make a positive contribution. Increasing numbers of parents and carers, including fathers are accessing parenting classes. There are regular opportunities for parents and carers to express their views. However, senior leaders are aware of the need to strengthen the role of parents and carers in decision-making and to increase their involvement in the governance of the centre. Support provided by the centre helps to promote economic stability, for example, in securing benefits, accessing local training courses, returning to work and through the work of the 'Women's Housing Action Group' (WHAG).

*These are the grades for the outcomes for users*

<b>The extent to which children, including those from vulnerable groups, are physically, mentally and emotionally healthy and families have healthy lifestyles</b>	<b>3</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>3</b>
<b>The extent to which all users 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 users 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 are developing economic stability and independence including access to training</b>	<b>3</b>

## How good is the provision?

3
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The centre is developing its understanding of its users in the reach area and can demonstrate some impact of provision. They are aware, for example, that they are currently reaching around one third of children aged nought to five registered in the area. However, the centre's plans to increase this figure are not clear as yet and baseline data which highlights the proportion of relevant groups in touch with the centre is not sufficiently well analysed. In addition, the centre is still getting to grips in identifying the harder to reach groups in the community and the precise details of those who are not currently accessing the centre's services. For those users who are known to the centre, there are a wide range of activities which take account of their needs and are individualised accordingly. For example, the 'Fun Stuff and Nonsense' sessions have been specially designed to offer support to parents and carers with low self-esteem and who may be feeling isolated in the community.

Opportunities for purposeful learning are developing well and some are of good quality. A range of 'drop in' sessions support families in a range of areas, such as in the development of play activities and modelling good parenting practices. These include a crèche, stay and play opportunities, messy play and little learners' sessions, which help to prepare children for starting nursery. As one parent commented, 'I would never have believed how much fun my child would get out of playing with jelly, dried pasta shells and shredded paper'.

The quality of care for children and their families is good. This is because of strong relationships and the caring and approachable nature of staff. They know their families well and do all they can to help and support them, particularly in times of crisis, such as working with parents suffering from post-natal depression and with those at risk of domestic violence. One parent's view was typical of many: 'the staff help us to solve our problems and are friendly and supportive at all times'. Another commented, 'the centre is a place where we can concentrate on what we need as individuals'.

*These are the grades for the quality of provision*

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

## How effective are the leadership and management?

3

Senior leaders are committed to securing improvement and are beginning to focus the work of the centre more clearly on priorities and outcomes. As a group they are working effectively with other agencies and professionals to improve the life chances of all users who access the centre. There is clear attention to inclusion and the individual needs for all children who are known to staff, including those with special educational needs and/or disabilities. Value for money is satisfactory.

Senior leaders have an improving picture of what the centre does well and where further improvements can be made. They are aware of their shortcomings. For example, they acknowledge that further work is required to identify all potential users in the area, including any groups or individuals that may find it difficult to access services. At present they are not entirely sure whether the right users are coming to the centre and whether what they are providing is exactly what is required. In addition, the centre's plans are not consistently set against measurable targets and are not sufficiently well focused on improving outcomes for users or demonstrating the impact of the centre's work.

The centre's safeguarding arrangements meet required standards and are given high priority. Key staff have been trained at the appropriate level. Everyone employed at the centre is subject to an enhanced Criminal Records Bureau (CRB) check. However, systems and procedures for referrals and the sharing of information lack a consistency of approach between the relevant agencies and are not as effective as they could be.

Governance and accountability arrangements are increasingly clear and understood. Governors are committed to extending their influence and realise the importance of strengthening their ability to hold the centre to account for its performance.

*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 extent to which ambitious targets drive improvement, provision is integrated and there are high expectations for users and the wider community</b>	<b>3</b>
<b>The extent to which resources are used and managed efficiently and effectively to meet the needs of users and the wider community</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 statutory duties</b>	<b>3</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>3</b>

<b>The extent to which evaluation is used to shape and improve services and activities</b>	<b>3</b>
<b>The extent to which partnerships with other agencies ensure the integrated delivery of the range of services the centre has been commissioned to provide</b>	<b>3</b>
<b>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</b>	<b>3</b>

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

None

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**

As you know we inspected Coronation Road Children's Centre on 11 and 12 January 2011. Thank you for your help. We spoke with many of you about the centre's work. You expressed your views very clearly and they were very helpful to us. This is what we found out.

We judged the centre as satisfactory overall. This means that there are some things the centre does well alongside areas where further improvement is required. You told us that the centre looks after you and your families well. We agree. We could see this with our own eyes. It was clear to us that you all enjoy coming to the centre and appreciate the friendly caring support you get from staff. Some of you told us that coming down to the centre has given you more confidence to make new friends and as a result, many of you feel less isolated in the community. You told us how much you have gained from attending the cookery courses and how much more confident you are as parents by attending the parenting classes. It was good to hear that a regular group of fathers are also coming along. The centre tries very hard to make sure the activities are just what you need and it was encouraging to hear how



much you enjoy attending the 'Kidsrock' and messy play sessions. We were pleased to note how much you now know about helping your children to learn through play.

We hope that the Dads and kids group continues to go from strength to strength. I did pass on your views about wanting this session to run more frequently than once a month because you find it so enjoyable. I think your idea about encouraging more fathers to come along by promoting the bacon butties, for example, is a good one.

The staff work very hard to make the centre as good as it can be. To help them we have asked if they can be sure about the different groups and individuals who are not yet attending the centre, particularly those who are hard to reach. We have also asked if they can look more closely at how they plan and judge whether the activities they provide are making a difference to your lives. By doing this they will be clearer in their own minds to know how well they are doing. Finally, we have asked them if you could have more opportunities to make decisions and have a say in how the centre is run. Perhaps some of you might like to become members of the governing body at some stage?

Thank you once again for your help.

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