

Inspection report for Jubilee Primary School and Children's Centre

Local authority	Lambeth
Inspection number	362504
Inspection dates	10–11 November 2010
Reporting inspector	Chris Kessell

Centre governance	Jubilee Primary School governing body
Centre leader	Carole Mole
Date of previous inspection	N/A
Centre address	Jubilee Primary School
	Tulse Hill
	London
	SW2 2JE
Telephone number	020 8678 9160
Email address	cmole@jubilee.lambeth.sch.uk

Linked school if applicable	Jubilee Primary School
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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 two additional inspectors. The inspectors held meetings with parents, staff, centre partners and representatives of the local authority linked to the centre. They observed the centre's work, and looked at a range of relevant documentation.

Information about the centre

The centre was designated in 2002 and is managed by the Jubilee Primary School governing body. The centre shares the same site as the primary school and is made up of a central classroom, sleep room and community room. Currently, space at the centre is limited. It serves a disadvantaged area of south-east Lambeth which is recognised as one of the 20% most deprived areas nationally. The local population is ethnically diverse and a significant number speak English as an additional language. The majority of the local population come from White British, Black or Black British African and Black or Black British Caribbean backgrounds. A high proportion of children belong to lone parent families and 36.36% of children live in households that claim workless benefits. Within the centre's catchment area there are a high number of teenage families.

The centre offers all elements of the core offer and provides a full range of integrated services for children and their families including nursery and childcare provision for five days a week, 48 weeks of the year. The centre offers 26 full-time places. There is a waiting list for this provision. Many children attending the nursery and childcare provision have skills and levels of development below those expected for their age, especially in their language and communication skills. The centre staff team has changed completely over the last 12 to 14 months.

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

Jubilee is a good children’s centre. It has a positive impact on the lives of those who use its facilities, who take part in activities that the centre organises or those it directs to other organisations. Adults and children who attend the centre talk positively about what it offers. A parent, representing the views of many, stated, ‘There’s always lots of good things going on.’ Staff relationships with users are good and users feel that they are well supported in tackling the challenges they face in their lives. ‘I feel confident in discussing sensitive issues,’ said a regular user.

The centre has developed significantly over the last year. It now offers more activities and is engaging with many more users. Its profile has been raised and this is reflected in the popularity of its activities which are often oversubscribed. The significant improvement in its overall performance, the positive outcomes for users and its realistic strategic plan indicate that the centre’s capacity for improvement is good.

The centre is well managed. The centre manager and headteacher work well in partnership to ensure that the day-to-day running of the centre is effective and well organised. Together with the centre team and other senior staff, they have contributed much to the centre’s recent improvement and development. Users’ views are highly regarded and taken into account. They are always asked to comment on the quality of services provided. The centre advisory board is new and is not yet fulfilling its role in supporting and advising the centre manager. Equally, only a few parents are represented on the board which limits their influence on the management of the centre and its future development.

The centre has a very inclusive approach to all of its work. It ensures that users who have difficulties in accessing services are well directed to specific activities. Users are supported well in attending training by the provision of crèche facilities and good support is provided to those from minority ethnic groups who speak English as an additional language. An adult education class for learning English is well attended

and provides participants with a stepping stone to move on to other courses or improve their employment opportunities. 'It wouldn't have happened without the children's centre help,' was a phrase often used with inspectors when talking to users. The welfare and safety of anyone attending Jubilee are given a high priority. Children are properly safeguarded and families and individuals who need additional help and guidance are well supported by the strong inter-agency work between the centre and external providers. All staff undergo appropriate checks on their suitability to work with children.

Self-evaluation is accurate and centre staff have a good understanding of what they do well and the impact they have on the lives of the local community. The focus on rapid improvement over the last year means that this process is too informal and the centre is only beginning to use data to evaluate the effectiveness of its work, especially over a sustained period of time. Despite the successes of the centre, target setting is not yet challenging enough.

What does the centre need to do to improve further?

Recommendations for further improvement

- Ensure that the new advisory board effectively supports and advises the centre manager, and parents and other users have significant representation on the board so that they can contribute to the management of the centre and its strategic development.
- Use data analysis as part of centre self-evaluation to ensure that all provision is effective over a sustained period of time and set challenging targets for the future.

How good are outcomes for users?

2

Outcomes are good in all areas. The centre is effective in promoting healthy outcomes through its guidance, activities and strong links with other agencies. Group sessions such as 'tea and teddies' and 'wriggle and rhyme' emphasise the importance of exercise and good health. The Healthy Start course is especially effective in helping young mothers plan healthy meals on a limited budget and providing a focus on other aspects of living a healthy lifestyle like good dental health. Strong links with other partners such as health visitors ensure that emotional and physical health is promoted well. Children who use the centre benefit from healthy meals and many opportunities to improve their physical well-being by exercising and playing in the outdoor area. Standards of hygiene in the centre are very high.

Parents state that they feel their children are safe and secure at the centre. The children are encouraged by staff to behave sensibly. They move around the centre

carefully and use resources in a safe and mature manner. The centre is able to provide a number of examples of how users have benefited from parenting advice, guidance on behaviour management and child development. Users are effectively signposted to courses if they require additional support about aspects of home safety. The common assessment framework process is well understood by the centre and all of its partners. It is used effectively to support families and individuals. Children and adults with additional needs are well cared for by the centre.

Children behave very well and show a high level of respect for each other. The centre is a very cohesive community. Children welcome each other politely in the morning and say goodbye sensitively to everyone at the end of the day. They welcome visitors and confidently ask questions about why they are visiting the centre. On November 11, all children sat quietly for a minute while thinking of someone special. The childcare and nursery provision is good. Children make good progress in relation to their starting points especially in developing their personal, social, language and communication skills. As one parent observed, 'It's so good my child doesn't want to leave at the end of the day.'

Users are able to communicate their views about the services offered by the centre through evaluations and questionnaires. Centre staff are always prepared to listen to ideas. A few users have a role on the governing body. This ensures that users' representatives are informed about management decisions. Adults receive effective support in looking for work or moving into higher education. An employment and outreach worker successfully promotes Job Centre Plus. Adults have been provided with courses to improve their literacy and numeracy skills as well as good advice on how to apply for employment. Users have also benefited from a course that develops individuals' potential. Participants have built their confidence and been encouraged to 'look forward'. This course enabled a number of vulnerable users to look more positively at their lives and move on to other pathways in education and employment.

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 parents are developing economic stability and independence including access to training	2
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How good is the provision?

2

Centre staff know their users well. Although the analysis of data is a relatively new process, staff have a good local knowledge. Strong links with other agencies and providers ensure that users' needs are well catered for, including those who are most vulnerable. A wide range of case study evidence indicates that users who face challenges can show improvement in their lives as a result of their engagement with the centre. The needs of users are well met. Staff interact with the children who attend the centre well. Good assessments, based on accurate staff observations, ensure that children make good progress against all of the areas of learning in the Early Years Foundation Stage. Parents are well informed about their child's progress and attend regular review meetings with staff where they are involved in the 'next steps' in their child's learning. A parent commented how 'eager and ready' the staff were to discuss their child's progress.

Activities observed by inspectors were of good quality. For example, a 'tea and teddies' session was effectively planned to ensure the children had good access to important areas of the Early Years Foundation Stage curriculum. Good support was provided for parents who speak English as an additional language. Parents felt safe and there was obvious enjoyment among the children. Non-attendance is followed up rigorously to ensure that it is not the result of a safeguarding issue. The quality of care, guidance and support offered to young children, parents and other users is a significant strength of the centre. Families receive a high level of care and they are well supported in times of personal difficulty. Adults regularly ask for, and receive, a range of good advice to support them when they experience challenges with their children or have more personal issues.

Outreach work is good and the centre is targeting its services efficiently across the wider community to meet users' needs including families and individuals who are hard to reach and vulnerable. Inspectors spoke to a number of users whose lives had been improved as a result of the support provided by the centre. Parents and other users are provided with a number of opportunities to identify further services that they require. The centre does its best to accommodate these or will direct users to other local providers. For example, another local children's centre was offering a childcare course which was attended by Jubilee users.

These are the grades for the quality of provision

The effectiveness of the assessment of the needs of children, parents and other users	2
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

Leadership and management are good. Leaders and managers have worked hard to improve the effectiveness of the centre in a relatively short period of time. Arrangements for governance are well organised. Governors have developed their support and involvement over the last twelve months, contributing to recent improvements. The centre is popular with its users and many activities are oversubscribed. Inter-agency work is of high quality and ensures that the local community is provided with the range of services that it requires. There are good processes in place to ensure strong cross-referral of different needs across services. There is good evaluation of services through questionnaires and user feedback and centre leaders are accurate in their evaluation of their effectiveness. Despite this, self-evaluation does not involve an effective evaluation of data and targets are not yet challenging enough. Consequently, the centre's view of performance is not supported by objective, independent figures and statistics. The centre provides good value for money because outcomes for users are good. Staff are well deployed to ensure that provision is well planned for users and good use is made of the limited centre space. Plans are in place to develop the school and centre site. This will enable the centre to have more space and offer more places for its popular activities in the very near future.

Partnerships with other services are good and enable the centre to provide relevant and cohesive provision. Links with health services are effective and ensure that the Every Child Matter outcomes are improved for all users especially in the aspects of healthy lifestyles, safety and welfare and developing skills for the future. The centre fosters good working relationships with a wide range of services such as St Michael's Fellowship that supports young parents and the Brockwell One o'Clock Club that offers stay-and-play sessions in a nearby community centre. Although the advisory board is underdeveloped, partnership between parents and centre are good. Inspectors received a great number of positive views: 'I liked it straight away,' was a frequently used comment and 'Staff are very welcoming and approachable.'

Equality and diversity are promoted well. Children and adults with disabilities can use the centre with ease because of appropriate accessibility. Case study evidence

indicates that the centre has been successful in working with children and adults who have special educational needs and/or disabilities. The needs of the community are represented well at the centre. Barriers to attendance are broken down because staff are prepared to go 'the extra mile' to ensure that everyone's requirements are met. Regular partners ensure that users are able to access a nutritionist, speech and language services and midwifery support, and groups such as Muslim mums, teenage parents and fathers have many opportunities to meet.

Safeguarding arrangements are good. Inter-agency working is of high quality ensuring that the systems that promote and safeguard children's and adult's welfare are effective. Inspectors spoke with many different service providers and it was clear that all staff are focused on early intervention and strong levels of cooperation. Overall, the centre demonstrates high levels of care for the emotional and physical well-being of each child and user.

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	2
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	2
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	2
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

The centre's nursery and childcare provision were inspected in April 2010 and the report's findings were used to support the judgements for the children's centre's provision for children in the Early Years Foundation Stage.

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Summary for centre users

We inspected the Jubilee Primary School Children's Centre on 10–11 November 2010. We judged the centre as good. During the inspection, we talked with parents, children, representatives of the governing body, staff, partners and members of the local authority linked to the centre. We would like to thank those of you who spared the time to speak to us to share your thoughts about the centre.

All of you we spoke to told us how much you enjoyed using the centre. It has made a significant difference in many children's, families' and individuals' lives. For example, children make good progress in the nursery and those who speak English as an additional language are well supported. The centre works well with its partners to deliver services such as health and access to employment and further education. The centre is effective at making sure that children and families are safe when visiting the setting and children are protected well. It comes as no surprise that you find the staff at the centre very friendly and welcoming. This was our view as well.

The centre is successful because it is well led and managed. Its rate of improvement over the last year has been impressive. The centre team works well together and is ambitious for its future. It has many good ideas on how it wants to improve the centre even more and new building work at the primary school will provide well-needed space to offer even more activities. Centre users are given many opportunities to express their views and offer ideas for future activities. These are taken seriously by the management team and included in centre decisions. To make this process even more effective, we have asked the centre to quickly improve the role of the advisory board and to involve more parents and users in this process.

The centre staff have a good understanding of what they do well and how to improve further. Activities are well planned so that services are targeted to users most in need. The centre has started to use data to evaluate how successful provision is over a period of time. We have asked that information from data and self-evaluation is used to set challenging improvement targets for the future.

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