

# Inspection report for Randolph Beresford Early Years Centre

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Local authority	London Borough of Hammersmith and Fulham
Inspection number	362546
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Reporting inspector	Graham Lee

Centre governance	London Borough of Hammersmith and Fulham
Centre leader	Michael Pettavel
Date of previous inspection	Not applicable
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Linked school, if applicable	Randolph Beresford Early Years Centre
Linked early years and childcare, if applicable	Not applicable

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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 maintained nursery 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 two additional inspectors.

The inspectors held meetings with members of the centre's leadership group, the chair of governors, representatives of the local community, a range of partnership agencies and users of the centre.

They observed the centre's work, and looked at a range of relevant documentation including key policies, the centre's self-evaluation form and development plan, data about users of the centre and the views of users expressed in a variety of questionnaires.

## Inspection judgements

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

## Information about the centre

Randolph Beresford Early Years Centre is a phase one children's centre maintained by Hammersmith and Fulham Council and managed by the governing body on its behalf. The centre was created in 1999 as part of the Early Excellence scheme following the merger of the local nursery school with a day nursery and drop-in centre. The centre is located in its own premises from which it delivers its core offer of Early Years Foundation Stage provision and a range of other services. It also has satellite accommodation in close proximity at the Family Centre Annex, at which a

'drop-in' service is provided to parents on a daily basis as well as other activities. It has also just taken over responsibility for the nearby Play Project, which is now open for community use in the evenings. The centre offers a wide range of services to parents and the community, and works in close partnership with local schools and nurseries, health agencies and other services to extend its core offer.

The centre is open for 50 weeks each year from 0800 to 1800 hours, as well as opening its doors for some community functions in the evenings. It currently has 149 children on roll. Of these, 29 are aged from 0–3 and are funded through government early years provision and attend on a part-time basis. Children entering the nursery classes have skill and understanding levels that are often well below those of most children of similar age, particularly in their communication and social skills. The centre also provides 'wrap-around' care through its breakfast and after-school clubs.

The centre serves the densely populated ward of White City, which is one of the three most deprived wards in Hammersmith and Fulham and amongst the 15% most deprived wards in the country. Unemployment is high and the ward has a high proportion of children living in out-of-work, low income families. Around half the children in the centre are of White British origin and there is a significant proportion of children with Black Caribbean, African and Eastern European heritage. There are increasing numbers of asylum seekers from a wide range of Asian and African backgrounds.

### **Overall effectiveness**

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

<b>1</b>
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### **Capacity for sustained improvement**

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

<b>1</b>
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## Main findings

Randolph Beresford is an outstanding setting which is at the heart of the community and has built up a well-deserved reputation for the quality of its work over many years. The centre makes a considerable difference to the lives of children and their families and is very successful in ameliorating the impact of deprivation. Consequently, children are very well prepared to start school and their life chances are considerably enhanced. There are also many striking examples of the centre's successful work with parents and the community in helping them to overcome difficulties and enabling children to thrive.

Under the resourceful and passionate leadership of the head of centre and leadership team, the centre provides high quality education for children in the Early Years Foundation Stage. Leaders are constantly seeking ways in which they can help to improve the lives of people in the area through innovative partnerships and galvanising the enthusiasm of the local community. This is evident in rigorous and perceptive self-evaluation and planning which makes it clear that the centre is not content to rest on its laurels but is constantly seeking ways to improve. In order to do this, leaders seek the views of parents and users regularly on a range of topics. Centre staff use data very effectively to track the progress of children and to plan the next steps in their learning. However, the data are not yet used well enough to analyse the impact of the centre's services and to use this analysis to develop further. Nevertheless, the pursuit of excellence is embedded in all of the centre's activities, demonstrating that it has excellent capacity to get even better.

The centre is a very safe and happy environment in which to work and play. It is very warm and welcoming to all and strikes a very effective balance between being open and accessible and ensuring that children are safe. Arrangements for the safeguarding of children are rigorous and effective, while at the same time providing young children with every opportunity to explore the world around them. The centre is an extremely harmonious place, which illustrates the success of its commitment to promoting equality of opportunity and eradicating discrimination.

Children achieve outstandingly well, often from very low starting points, and have often made up significant ground by the time they transfer to a range of schools. They are encouraged in many ways to adopt healthy lifestyles and their active learning considerably enhances their emotional well-being. Parents are helped to support their children's learning and well-being in a variety of ways and are encouraged to become full partners in their children's education. An increasing number of parents are involved with the work of the centre and leaders are keen to do even more. They are aware, for example, that efforts to engage groups of fathers and male carers have thus far not been as successful as they would have liked.

As part of its successful outreach, the centre also works in close partnerships with a range of agencies and other centres to ensure that it offers a cohesive package of activities that make a significant difference to the lives of the families in the community and the children within them. There are good mechanisms for identifying

the most vulnerable children and families and to work with agencies to target support where it is most needed through individualised counselling and training. Many parents are also helped to return to training and work and thus improve the economic stability of their families. In this regard, the centre's well-used drop-in provision and wrap-around care is an invaluable resource for parents.

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

### Recommendations for further improvement

- Ensure that centre uses its data to analyse its performance and develop an even greater range of services to engage all groups of users, particularly male parents and family members.

## How good are outcomes for users?

<b>1</b>
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Children really enjoy their learning at Randolph Beresford and this is evident in the laughter and buzz of excitement throughout the centre. They quickly become enthusiastic learners and learn to choose from the plethora of exciting opportunities on offer. During the inspection, for example, children were enjoying discovering pumpkins and making soup for their parents later that evening. Others were outside investigating the effect of the bonfire on the burnt wood. Every opportunity was taken to use these activities to develop children's social, behavioural and language skills. Consequently, children make outstanding progress, often from well-below-average starting points. They are developing skills for the future extremely well and rapidly closing the gap with their more advantaged peers.

Children feel very safe and secure in the setting because the staff are very welcoming and attentive to their needs. They are very well looked after but given every opportunity to roam and explore the extensive garden area for themselves. Adults supervise them carefully, reinforcing potential dangers wherever possible. For example, children were using real tools and developing an understanding of the risks involved under close adult scrutiny. Children are extremely well safeguarded and every potential risk assessed rigorously.

Healthy outcomes for children are embedded in all aspects of the centre's work. Every child has a healthy hot meal each day and the vegetarian menu ensures that meals are acceptable to families with a range of cultural and religious backgrounds. Children are very active through much of the day as they learn through first-hand exploration of the environment. At a wider level the breastfeeding classes and initiatives such as the drop-in gym are helping to improve the awareness and adoption of more healthy lives amongst families. In the community the opening of the play centre in the evenings is considerably enhancing families' access to physical activities in a dense urban area.

Adults also feel very comfortable at Randolph Beresford and work in close partnership with the staff, thus contributing to decision making. Many parents told

inspectors how much they enjoy their contact with the setting and this is also reflected in their responses to the centre's numerous questionnaires. They feel very secure and are able to discuss any concerns that they may have. Those that are more vulnerable are able to access a range of services, including the support of the child and adolescent psychotherapist who is at the centre two days each week. Children who are identified as being at risk and their families are provided with intensive support which enables them to make the most of their time in the setting. A range of parenting classes such as 'bump to butterfly' successfully reinforces aspects of good parenting and helps parents to become real partners in their children's education.

The centre works closely with agencies such as Jobcentre Plus to help parents access training and employment. Parents told inspectors that the centre's 'wrap-around' care before and after school and during holidays is invaluable. There are also a large number of examples of parents volunteering to help in the centre and progressing to employment, gaining early years qualifications, and with some going on to study for degrees. In consequence, parents are improving their economic stability and independence and, as a result, there are notable improvements in their children's well-being.

<b>The extent to which children, including those from vulnerable groups, are physically, mentally and emotionally healthy and families have healthy lifestyles</b>	<b>1</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>1</b>
<b>The extent to which all users enjoy and achieve educationally and in their personal and social development</b>	<b>1</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>1</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>1</b>

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

<b>1</b>
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The centre provides exceptional levels of care for children, their parents and others that access their services and facilities. A number of parents spoke appreciatively of the support provided for them by the centre in times of crisis. Where necessary, highly individualised support is provided, for example, through counselling, child psychotherapy and the centre's family liaison service. In the latter case there are striking examples of where the centre's outreach work has helped reduce the isolation of lone mothers on low incomes and helped parents to access services such as housing and benefits. In turn, this has had a considerable impact on the well-being of their children.

The centre has a very good understanding of the needs of its users and assesses these sensitively to ensure that its activities are tailored to the needs and interests of children and their families. Leaders have a particularly acute understanding of the needs of those who are most vulnerable, for example children with a child protection plan. A further example of the centre’s outreach is the way in which it works in close partnership with a range of agencies to ensure that everything possible is done to meet the needs of these children and their families. These agencies include other centres, local schools and nurseries and health agencies. The views of users are sought regularly to assess needs and adjust services accordingly. For example, the opening of the play centre in the evenings was undertaken in response to the views of the community.

In consequence, the centre offers a wide range of services which are often of high quality and meet the needs of users. The quality of provision in the Early Years Foundation Stage is excellent, enabling all children to thrive and make exceptionally good progress. The provision for the under-threes is also of high quality and provides excellent support for some of the most vulnerable children as well as much-needed respite for their parents. Similarly, the drop-in facility is very well used and provides productive interactions and activities for parents and young children as well as signposting them towards a range of other services. The centre also takes a leading role in supporting local childminders to carry out their role effectively, for example, providing support through access to the ‘drop-in’ gym. Although a number of male carers are involved with the centre’s activities as volunteers, the centre has not yet been entirely successful in tapping into their interests and recognises the need to involve them more fully in their children’s education.

<b>The effectiveness of the assessment of the needs of children, parents and other users</b>	<b>1</b>
<b>The extent to which the centre promotes purposeful learning, development and enjoyment for all users</b>	<b>1</b>
<b>The extent to which the range of services, activities and opportunities meet the needs of users and the wider community</b>	<b>1</b>
<b>The quality of care, guidance and support offered to users within the centre and the wider community</b>	<b>1</b>

### **How effective are the leadership and management?**

<b>1</b>
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The centre’s leaders are creative and innovative in seeking ways to extend the reach of its services even further in the community. This is evident in its ambitious targets and planning for the future. In particular, the centre works in close partnership with a wide range of agencies such as health, police and social services to deliver a highly cohesive package of integrated services to children and their families. The centre also takes the views of the local community very seriously in establishing its plans. The centre leader sits on the Residents’ Association and as a result residents see



Randolph Beresford 'as our centre', as their leader put it.

The centre's understanding of the needs of the community is very well supported by accurate data supplied by the local authority showing a range of indicators of deprivation. However, the data are not yet used effectively enough to analyse and the impact of the centre's services and to build on this.

There are very clear and distinct lines of accountability which ensure that everyone knows their roles and responsibilities within the complex layers of the centre's activities. All partners take an active role in promoting high quality provision. Centre leaders monitor the provision rigorously and, where services are provided by other agencies, ensure that the providers are accountable for their quality. The centre takes a lead in coordinating and supporting some of the work that goes on in the local cluster of schools and the Childminders' Partnerships.

Arrangements for the safeguarding of children are exemplary and what the leader described as a 'culture of vigilance' is evident in the centre's daily practices and procedures. Leaders ensure that everybody working with children at whatever level has been appropriately checked. All staff receive regular training on the safeguarding of children, particularly child protection. The centre has a number of children deemed to be 'at risk' and support for these children is robust. Referrals are made whenever concerns are raised and leaders are proactive in ensuring that the right support is put in place. There are a number of examples of issues being pursued relentlessly until other agencies act in a timely and effective manner.

The inclusion of all children and their families is central to all aspects of the centre's work. The outcomes for all groups of learners are monitored rigorously with the result that any gaps are quickly closed and all groups of children are achieving equally well. The centre's commitment to equal opportunities is evident in the exceptional support it provides for those with special educational needs and those who are learning English as an additional language.

<b>The extent to which governance, accountability, professional supervision and day to day management arrangements are clear and understood</b>	<b>1</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>1</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>1</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>1</b>
<b>The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable</b>	<b>1</b>

<b>adults</b>	
<b>The extent to which evaluation is used to shape and improve services and activities</b>	<b>2</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>1</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>1</b>

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

The inspectors took account of the inspection findings from the concurrent Section 5 inspection of the maintained nursery.

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### **Summary for centre users**

We inspected the Randolph Beresford Early Years Centre on 4–5 November 2010. We judged the centre to be outstanding. We found that the centre has built up a very well-deserved reputation for excellence over many years. It is very important to the local community and has a great impact on the lives of young children and their families. Under the inspiring leadership of the head of centre and his team, Randolph Beresford is not content to rest on its laurels but is constantly seeking ways to improve its contribution to the local community. As a result, it is well placed to get even better.

The centre is very welcoming for children and their families. There is a buzz of excitement as you come through the doors. Children settle very quickly in the warm and welcoming environment of the nursery and soon become enthusiastic learners. They love to explore the extensive outdoor area which is a real oasis in a densely populated urban area. The centre also provides many opportunities for parents to learn new skills, for example through the 'Triple P' parenting scheme. A number of parents have been able to return to training and employment with the support of the setting. Some of you told us that the centre's wrap-around care at the beginning and end of the day and during the holidays has helped you to do these things.

The centre is at the heart of the community and it works very well in partnership with local schools, the health services and social services amongst others to provide parents with access to a wide range of services. The family liaison officers are able to offer advice and point users in the right direction to get the help they need. The

drop-in centre has also been a great help to many parents, enabling parents to get together and to meet people connected with the centre while their children play safely and purposefully. Parents show that they are happy with these services in their responses to the questionnaires that are sent out from time to time. The leaders take parents' ideas very seriously and look to bring in their ideas wherever it is possible. We would also like to see more fathers getting involved with the work of the centre.

The centre is a very safe and happy environment in which to work and play. It is very warm and welcoming to all and yet makes sure that the children are safe at all times. Children are the priority for everybody and they are extremely well protected. Everybody gets on very well together whatever their background and the centre does everything to make sure that it gives equal chances to everybody. Leaders at the centre are well aware of its success but need to do more to use the rich amount of data they hold to analyse the centre's performance and then use this analysis to improve even further. Leaders are also well aware that they need to be able to show more clearly how all of these activities and partnerships are having an impact on people in the community.

Finally, the inspection team would like to thank everybody who talked to inspectors or who made a contribution in other ways.

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