

Inspection report for Pinmoor Children's Centre

Local authority	Wakefield
Inspection number	365831
Inspection dates	10-11 March 2011
Reporting inspector	Andrew Clark

Centre governance	The governing body of Pinders Primary School
Centre leader	Amanda White
Date of previous inspection	Not previously inspected
Centre address	Eastmoor Road, Wakefield, West Yorkshire, WF1 3SQ
Telephone number	01924 302646
Fax number	No Applicable
Email address	awhite@wakefield.gov.uk

Linked school if applicable	Pinders Primary School
Linked early years and childcare, if applicable	St Swithins Neighbourhood 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 additional inspector and one early years inspector.

The inspectors held meetings with representatives of the local authority, partnership committee, centre leader, staff, parents and carers, and users and representatives of partner organisations.

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

Information about the centre

Pinmoor Children's Centre is a Phase 1 centre opened in 2007 located on site with Pinders Primary school. It delivers a full core offer under the governance of Wakefield Council. The surrounding area is of mixed housing with pockets of significant deprivation. The majority of families are from White British backgrounds. Almost 15% of families are from minority ethnic backgrounds, including South Asian and Eastern European families, which is higher than average. A high proportion of families speak English as an additional language. Most children enter the Early Years Foundation Stage in the crèche and St Swithins Neighbourhood Nursery with skills, which are well below those typically expected for their age. The levels of worklessness and of families receiving benefits are above average at almost 25%.

Pinders Primary school was inspected in the same week as the children's centre. The school report can be viewed at www.ofsted.gov.uk.

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

Pinmoor Children's Centre is a welcoming and safe resource for all users. Parents and carers value the support and advice they receive and feel the centre has enriched their lives. 'It is a fantastic! I can't praise them enough. The staff always make me feel welcome,' is typical of their views. Partnership working is good, leadership is purposeful and the team are enthusiastic. Leaders lead by example and set high standards for others to follow. Staff are enthusiastic, knowledgeable and committed to achieving shared goals, such as improving the health of all users and promoting healthy lifestyles. Self-evaluation is largely accurate and self-critical. It draws on the views of both users and providers. These features give the centre a good capacity for further improvement. However, the use of a good range and quality of data to monitor all aspects of the centres effectiveness is underdeveloped. This limits the centre's ability to evaluate the full impact of all elements of its work. The recently appointed partnership committee, replacing the advisory board, is still becoming established in its role of holding the centre to account. The centre has identified these areas for development in its accurate management plan and is well placed to address them.

Outcomes for users are good. Children and adults demonstrate very positive attitudes towards adopting healthy lifestyles. Health visitors and Parent Support Workers provide good levels of guidance, support and information about children's health and well-being. The home visits, weaning and baby massage groups make a good contribution to babies' healthy development. Almost all those involved in these groups have gone on to take further advantage of all the centre provides and to cement close friendships. Children are helped to understand about behaving safely and sensibly in a way they understand. For example, they learn to take risks sensibly in a safe environment when climbing and crawling on high quality resources. Fathers are increasingly accessing the support the centre provides and this is helping them to develop a better understanding of how to meet the needs of young children. There are good opportunities for adults to improve their skills, which help them into employment. In particular, the centre provides good training and support to adults with English as an additional language.

The centre is fully inclusive. It promotes equality of access well. It is very responsive to the differing needs of families, through good quality multi-agency, outreach and family support work. The hard work and persistence of all key staff in supporting and adults and children in crisis is very evident in all their work. As a result, the number

of families using the centre's services has consistently increased since it opened. It is significantly improving the physical and mental well-being of many in the community and promoting safe and healthy lifestyles.

What does the centre need to do to improve further?

Recommendations for further improvement

- Improve the use and quality of data about the performance of the centre so that areas for improvement can be identified and actions taken to improve provision.
- Extend the work of the partnership committee so that it is increasingly involved in holding centre leaders and managers to account for developing the centre's evaluation and quality assurance processes.

How good are outcomes for users?

2

The 'Food and Mood' training gives parents and carers a good insight into how different food groups affect emotion and well-being. Children and adults relish eating healthy snacks and fresh fruit because the centre promotes this aspect of learning well. Initiatives, such as weaning groups and keep fit and weight reduction sessions, promote healthy lifestyles amongst all groups of users. Such activities also contribute to reducing rates of obesity amongst children. An improving trend in breastfeeding rates, at over 70% of new mothers, is a result of strengthening links with health professionals, inter-agency working and carefully targeted individual support. Baby massage and 'baby start' activities are as much enjoyed by parents and carers as they evidently are by babies and contribute to everyone's health and well-being. The Parent Support Workers, on-site health assessments and the regular midwife drop-in sessions all make a strong contribution to the health and well-being of families in crisis both through specific projects and by carefully planned individual programmes of support.

Outcomes for staying safe are good. Staff are well trained in identifying any safety and child protection concerns and taking swift and appropriate action. This is complemented by the strong multi-agency links and role of the Parent Support Workers. The individual support the centre provides for its most vulnerable families and the work with babies contributes to their future economic well-being. User quotes such as 'The centre has given me back my life. Staff help me, they never judge me. It is like being at home in an extended family,' reflect the views of many adults who have been supported by the centre. The Home Safety Packages provided by the centre staff help to reduce local admissions to hospital. The centre makes a good contribution to children's positive behaviour through training programmes, such as '1,2,3 Magic' and 'Webster Stratton'. Rigorous risk assessment procedures ensure children and adults are safe both when on the premises and at home.

Children attending the crèche, linked day care and other services settle quickly and respond positively to the good care provided by their key workers and other adults.

Children make good progress towards the Early Learning Goals through all the centre’s activities. There is a positive trend of improving standards. Children play well together, displaying positive relationships with others in all aspects of provision. Parents and carers make new friends through attending centre-based sessions, and they display a good sense of enjoyment during activities. A strong focus on language development, particularly through regular links with speech therapy professionals and bilingual services, are helping children to overcome learning and communication barriers. Storytelling sessions and song and rhyme activities help parents and carers become more involved in their children’s early language development. Good links with the primary school and other early years providers contribute to children’s smooth transition to the next stage of learning. However, the sharing of information on children’s progress between the different childcare providers is not fully developed. The centre makes a positive contribution to adult literacy and numeracy skills, particularly for the high proportion of adults with English as an additional language. Other training, such as the very popular sewing club, promotes economically viable skills, which have directly led to future employment. The regular links with Jobcentre Plus and availability of a daily up-dated jobs list also contribute to helping adults back into employment and reducing dependency on benefits. The centre ‘helped me to see that I have something to offer and giving me something to aim for,’ is very typical of the views adults express.

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

How good is the provision?

2

The centre provides good quality services, care, guidance and support through its centre-based activities, family and outreach support and home visits. Constructive relationships with parents and carers help them to feel confident to seek advice and support. This is a very harmonious centre where adults and children of many nationalities and social backgrounds support and care for each other. All staff who work for and with the centre are passionate about their roles and have a good level

of expertise and professional knowledge to successfully help families improve their health, well-being and achievement. Good multi-agency partnerships are increasingly making sure that the individual needs of children and their parents and carers, who are referred to the centre, are assessed quickly so that interventions and support can be targeted appropriately. Assessment of individual cases is robust and the Common Assessment Framework is successfully ensuring that teams can be gathered quickly to support children and families identified as in need. Where a child protection plan is in place, the centre works effectively with social services and the child protection team. Parents and carers report that the timeliness and quality of individual support is good and available for as long as needed. Staff know the community well; they are aware of the needs and demands for services and activities. The centre manager sets a high standards, through her persistence and thoroughness, in leading her team to ensure support is closely matched to individual needs. The centre is proactive in taking services out to groups who are hard to reach and who they know to be vulnerable. These services are supported by good partnership working and the centre's persistence in establishing links with hard-to-reach groups through schools and other partner agencies.

The centre is particularly successful in meeting the needs of the high proportion of minority ethnic families and young mothers. Fathers also feel the centre caters for their needs, 'I feel very included and have been involved in many of the courses', reflects their views. There is an increasing use of a wide range of data to evaluate and support the centre's work. However, this is not always sharply analysed to ensure that all activities provide the highest level of support they can.

Assessment is used effectively to record children's progress and inform teaching and learning in the Early Years Foundation Stage. The childcare facilities receive good and valued support from the children's centre teacher and local authority staff. This is promoted further by a good partnership with the local primary school. All groups of parents and carers contribute to the effectiveness of the centre through the parents' forum and other opportunities for giving feedback. For example, they have made suggestions for extending the range and scope of health and fitness activities which have been quickly acted upon. The centre also has a newly formed partnership committee, replacing the advisory board, to reflect the community and have a voice in the choice of services. They are still developing their roles and do not yet consistently hold the governance to account and contribute to the centre's effectiveness. However, the strong commitment and passion of all those involved in the centre effectively promotes the learning and personal development of children.

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	2

meet the needs of users and the wider community	
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 at all levels. The centre leader and centre manager provide clear leadership with high expectations for the community firmly at the heart of the centre's work. Staff share their aspirations and are well motivated in providing a wide range of good quality and effective services to the community, particularly those that are hard to reach and vulnerable. As a result, the centre has a good understanding of its strengths and areas for development and sets ambitious targets based on good self-evaluation. This leads to good quality action planning, which is supported by good partnerships.

Evaluation of the impact of the work with individual families takes place within team and multi-agency meetings, case studies and through regular supervision of staff. The success of group activities is increasingly monitored. However, this information is not yet consistently collated into manageable data to measure impact at a more strategic level. It occasionally lacks quantifiable measures against which the centre can evaluate the impact of its actions on the outcomes for users, or gauge improvement over time. Consequently, full evaluation of the impact of the improvement plan is not fully established. Despite this, the leader and manager have a good understanding of the priorities and needs of the centre and the community it serves, and a particularly good knowledge of the impact of services.

Resources are used well to provide a welcoming environment, particularly as the limited amount of space available at the centre means it is necessary for some services to be delivered at outreach sites across the area. Financial management systems are in place to monitor day-to-day expenditure and delegation of responsibility for resources is at an appropriate level to ensure timely and effective packages of support to families. This ensures good value for money.

Good safeguarding arrangements are supported by the clear lines of communication and collaboration between agencies to ensure children are safeguarded. All checks, vetting and recruitment processes meet current guidelines and staff have up-to-date training in safeguarding, child protection and first aid. The centre places a strong focus on developing the skills of all staff, through high-quality training, to deliver inclusive provision to be sensitive to the needs and views of users. The impact is well recorded in case studies.

Equality and diversity are promoted successfully. All services are designed to engage users from the range of backgrounds in the local area, including the promotion of inclusive practice for children with special educational needs and/or disabilities. The manager and partner agencies have a reflective approach to working and continually look for new ways to reach into the local community and include groups of users

effectively. However, the partnership committee's role in systematically ensuring the views of all those involved in providing and receiving services are fully reflected in the centre's work, is still developing Governance arrangements are good and partnerships are strong

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

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. If you would like us to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Summary for centre users

We inspected Pinmoor Children's Centre on the 10-11 March 2011. We judged the centre as good overall.

During our visit we attended a number of activities, looked at the centre's plans and documents and talked with a number of you and the professionals who work with you. Many of you told us how much you enjoy the activities provided through the centre. You told us that staff listen to you and make sure that you get the right advice and support. We found that the centre is good at helping people at times in their lives when they most need it. Action is taken quickly and different people and organisations work very well as a team to support both children and families. We found the centre to be warm and welcoming to all families and busy with activity and children's enjoyment. The staff have a good level of expertise and offer good practical and emotional support to families who need it.

The centre is working well with a range of partners and providers, such as social care, and health services, including midwifery and education. We found that services work well together as a team to give help and support to families where a child has physical or emotional difficulties. The centre provides good support for children to make sure they get a good start in life. Adults are guided well so they can realise their potential. You particularly enjoy English lessons, sewing and keep fit courses. Some adults now work as volunteers in the centre and its partner agencies. However, we also found that some chances are missed to use all the information and data available to the centre to ensure they are always doing the very best they can in all their work. The centre agrees and is working to improve this. The childminder, breastfeeding and other groups provide good opportunities for social interaction and further education. The whole family is at the heart of what everyone is doing and this is seen in the wide variety of activities on offer. Sessions related to healthy cooking, child development and practical activities are examples of effective support. Everyone loves the baby massage and 'baby start' sessions. The centre also does well in offering guidance about how you can play with your children at home by, for example, in storytelling and nursery rhyme activities. You borrow books and toys from the centre many of which are in languages other than English that you speak at home.

You told us that you feel safe at the centre. This reflects the good work it does to promote safety, welfare and good safeguarding arrangements. Children are well-behaved and confidently explore the learning environment. You play an important role too. We were impressed by the positive and supportive relationships you have with one another and with your children. The people in charge of running the centre are doing a good job. We do think though that the partnership committee can play a greater part in checking what is going well and that things are as good as they can be. We have asked the centre to take steps to make sure that this happens. The manager and centre leader have worked hard to make sure that everything the children's centre does for you will make a difference to the area in which you live. She makes sure that everyone who works with the Pinmoor Children's Centre share

this commitment and we heard lots of examples from you about how they are making a positive difference to your lives.

Thank you very much for your welcome and openness with inspectors. We are very grateful and wish you every success in the future.

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