

# Inspection report for Broadhurst Park Children's Centre

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Local authority	Manchester
Inspection number	367763
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Reporting inspector	Jean Webb

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Date of previous inspection	Not applicable
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Linked school if applicable	Not applicable
Linked early years and childcare, if applicable	500028 Broadhurst Park Playgroup

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 registered early years provision was carried out at the same time as the inspection of the centre under Section 49 of the Childcare Act 2006. 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 one additional inspector and one early years inspector.

The inspectors held meetings with senior managers and staff from the centre and the local authority, parents and volunteers, members of the advisory board, and local partners including health, early intervention team, Children and Parents service, police community support and voluntary organisations.

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

## Information about the centre

Broadhurst Park is a phase two centre in Moston, north Manchester which was designated in March 2008. It is a single storey building with a community room, playroom, health room and small training room. It plans its services in close partnership with another centre in Moston. All core services, with the exception of full time day-care provision, are provided. Governance of the centre is provided by the local authority with support from the advisory body. The centre's advisory board is shared with a cluster of two other children's centres and there is a separate parents' forum.

Three out of the six areas covered by the centre are in the top 30% most deprived in England. Two of these are in the most deprived 10% and the other is in the 20% most deprived. The other three areas are in the most deprived 50%. There are significant levels of poverty and poor health. North Manchester residents have the highest levels of mental health problems and suicide rates among adults.

Eighty-nine per cent of residents are of White British heritage. There has been an increase in the Black African and Polish community within Moston. There has been an influx of economic migrants, refugee and asylum seeking families. The percentage of children living in households dependant on workless benefits is 37.9%. Most children enter early education with a range of skills below those expected 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**

**2**

### Capacity for sustained improvement

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

**3**

## Main findings

The overall effectiveness of Broadhurst Children's Centre is good. Both outcomes and quality of provision are good. In spite of the many changes taking place and the uncertainties with regard to the future, the leadership and management at the centre remain well focussed on providing a quality service, making good use of available resources and impacting on the wider community and particularly the most vulnerable groups. Managers use the data they have very well but there is a lack of some national indicator data from the local authority. This restricts how fully the centre can evaluate and measure the impact of some of their services. Also, the performance management cycle used by the local authority to monitor and evaluate improvements has not been implemented. As a result of these restrictions the capacity for improvement is satisfactory.

Safeguarding arrangements are in place and prioritised effectively. Risks of harm are identified and early interventions taken to safeguard and protect children. Key messages are promoted about safeguarding by staff and posters on display. Equality and celebration of diversity are purposely promoted and the centre is further increasing its contact with some target groups. However, actions to include fathers lack sufficient impact.

The self-evaluation document is used as a working document and partners and parents are fully involved with reviewing services and setting challenging targets. A range of measures are used very effectively to accurately identify the strengths and areas for improvement of the centre.

A key strength of the centre is how well it works with partners to deliver services. This is in spite of the challenges of being a small centre without health or full-time day care based at

the centre. Centre resources are used creatively to ensure access to health services, support groups and activities for parents and their children. Strong working relationships with partners also ensure that there are good support, protection and guidance for families. However, the Common Assessment Framework (CAF) is not fully embedded for some partners and the quality of the CAFs is inconsistent.

Children achieve well particularly in language and literacy. Parents and carers extend play activities learned at the playgroup into their home environment. There has been an increase in book and story-sack loans. Parents extend their own learning, attending college courses and some accredited courses at the centre but there are not enough opportunities for training and development to prepare for work. Lack of data also means that the centre cannot fully reflect the impact of this area of its work.

Community groups use the centre frequently. In turn, these groups support the centre and engage users in other activities. A local walking group have their weekly meetings at the centre and organise buggy walking events and help distribute leaflets for the centre. Local community venues are also used by the centre to hold events and raise funds. This helps to increase community cohesion.

Parents are very vocal in the current public consultation. They have organised themselves as a parents' forum with their own bank account and are currently involved in applying for further funding to extend and equip the outdoor play area. Volunteers make a big difference to the services on offer and they are proactive in suggesting and arranging services. They play an important part in the advisory board by directing and organising services.

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

### **Recommendations for further improvement**

- Increase the opportunities for adult training courses that prepare adults for employment and ensure data are collected effectively in order to evaluate the impact on adults of further training and education opportunities.
- Ensure the Common Assessment Framework is fully embedded across all partners and that partners are trained and supported to complete this effectively.
- Ensure the local authority makes certain that national data are collated and made available to the children's centre at a local level.

## **How good are outcomes for families?**

<b>2</b>
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The outcomes for children and their families are good. Attainment levels of targeted children are now above average and the gap between the lowest achieving 20% and the rest continues to decrease. This is particularly evident in children's speech and language. Learning and progress are tracked well and children show good independent learning skills.

Parents are involved in their children's learning and have a good understanding of the Early Years Foundation Stage. A transition booklet is used well to support children as they move to the next stage in their education.

Parents play a big role in the running of the centre by way of their volunteering activities and their role on the parents' forum and advisory board. They offer their varied experience and skills to set up and run activities for other parents. They are involved with local community groups, including fundraising. Parents support each other well. Comments such as, 'It's like walking into a family's house', are typical of the way parents talk about the centre. There are excellent relationships between parents and staff as well as between staff and children. Children behave well in the centre and parents and carers report improved behaviour at home since attending the centre.

The centre has an extremely welcoming and friendly reception area and parents feel the safety of their children is given a high priority. Parents have learned skills of first aid and safety in the home with an emphasis on treating burns and scalds because this was highlighted as a common reason for admissions to hospital. Safety checks are carried out in the home and safety equipment supplied. Although there are no data specific to the centre's reach area, it can be seen that the number of children on child protection plans in the north of the city has decreased. There is good involvement of the local police community support officer. Well-attended road safety sessions increased awareness of how to be safe near roads.

Healthy lifestyles are promoted at the centre with a wide range of popular sessions about healthy nutrition, cooking and physical exercise. A free baby yoga class is well attended. A successful dental health programme is addressing the high level of dental decay. Health partners can see the improvements being made as a result of the distribution of free toothbrushes and toothpaste. Specialist services are available for children with disabilities. Breastfeeding support has encouraged mothers to carry on when they may have given up. However, there are insufficient data to show how big an impact these actions are having and available data show no improvement in breastfeeding rates or levels of obesity.

Parents are signposted effectively to services who can advise them about finances and also in other areas affecting their economic, personal and social well-being. Some parents go on to work and further education as a result of some of the 'positive thinking' and other similar courses available to them. There is insufficient information to show the full range of progress made by parents. Currently, not enough is done to ensure that they have support to help them towards training and employment opportunities.

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>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>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>2</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>2</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?**

**2**

The centre has a good understanding of its reach area and has identified target groups and the areas where levels of deprivation are highest. A quarterly review of data to show the registration and reach of these groups is used well to plan services. As a result, there is an increase in the engagement of a large majority of the target groups and those from the most deprived areas. Services are very well attended and of a high quality. They meet the needs of users well and encourage further engagement in other services.

For those families in target groups not attending, the outreach worker is using a variety of ways to encourage their attendance. Home visits are completed to engage the most vulnerable and this is having a positive impact. Using a mail shot with a card saying, 'we've missed you', has proved to be particularly effective. The centre also uses data to track families from the reach area who attend other children's centres so that services can be planned in close partnership with those centres.

The sessional playgroup gives priority to children from target areas and the quality of learning is good. Partners, including Manchester Adult Education Services, deliver high quality courses to adults. There are high levels of low mood and anxiety in the area and a psychological well-being service delivers specific interventions and courses that have increased levels of parenting skills, confidence and reduced stress levels.

There is good information and advice available at the centre and parents feel they are signposted well to relevant services or agencies. They commented: 'It doesn't matter what it is, the staff will always help and signpost you to make sure you get the support you need.' The early intervention team and the outreach worker work well together to support families. They ensure services from other partners deliver a seamless approach. There are many excellent examples of how families have been supported in crisis. Parents said: 'They have been absolutely fantastic. I did feel like giving up but they made me feel really worthwhile and that I was doing a good job. She really helped me or else I wouldn't be here now.'

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>2</b>
<b>The extent to which the centre promotes purposeful learning, development and enjoyment for all families, including those in target groups</b>	<b>2</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?**

**2**

Leadership and management are good overall. There is a high commitment to ensuring the quality of services and also the training and development of staff. Communication is good between staff and partners, and they share agreed targets for improvement. Staff review services with their manager and are particularly good at trying different ways to engage users and meet their needs. Partners commented, 'Cuts have not stopped their enthusiasm and compassion for children. Even though they are under stress themselves, they do not show it.' Resources available are used particularly well and the centre gives good value for money.

Governance arrangements are in place but some new systems are being introduced and are yet to be implemented. This includes the arrangements for quality assurance of commissioned and non-commissioned services. These will not be finalised until after the public consultation which is currently underway. The local authority is beginning to bring together data sets with health partners but these are still not available at a local level for use by the centre.

Safeguarding arrangements are in place and prioritised effectively. Information is shared appropriately with partners to ensure children are protected. The Children and Parents' service deliver parenting courses and psychological interventions that have a significant impact on parents' emotional well-being and parental stress levels. Staff at the centre are trained in safeguarding and in the use of the CAF. However, use of the CAF is not fully embedded with partners.

The centre celebrates different religious and cultural festivals. There is good engagement of black and minority ethnic groups in the centre. However, fathers are not sufficiently involved. A dads' group is being set up and led by a volunteer dad to increase their involvement. Parents from different backgrounds share their cultures, for example, with different foods and cooking events. The centre is fully accessible and there is portable multi-sensory equipment for children with disabilities. A pre-English for Speakers of Other Languages (ESOL) course was set up because there is a long waiting list for ESOL courses.



Families take pride in their centre. They help to evaluate its performance and to run services. Children's views are recorded by way of observation and carefully assessing their interests and preferred areas of play. All partners are required to monitor and evaluate their services and these are used by the centre to plan and manage further services so they have a bigger impact on their target groups.

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 secures improvement in outcomes</b>	<b>2</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>2</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 partnerships with other agencies ensure the integrated delivery of the range of services provided by the centre to meet its core purpose</b>	<b>2</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>2</b>

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

Information from the concurrent Ofsted inspection of Broadhurst Play Centre has been taken into account when writing about early years' provision and outcomes for children in the report.

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 Broadhurst Park Children's Centre on 14 – 15 December 2011. We judged the centre as good overall.

During our visit we evaluated your centre's work and the quality of its resources, as well as its plans and documents. We talked to a number of you and the professionals who work with you. It is clear that both you and the centre staff are working very hard to give good quality services in spite of the uncertain future and changes in resources available. Your centre is a very warm, friendly and inviting centre that supports and signposts families very well.

It is particularly pleasing to see how the centre has focussed on the most vulnerable families and has had a lot of success in engaging those of you who may have been reluctant in the past to use its services. As a result, your children are learning and developing really well and they continue to get even better, particularly in their communication skills.

Your centre makes sure your children are safe and you also have the knowledge to keep them safe at home. Many of you have completed first aid courses and attended the events during safety week. Your centre promotes a lot of good quality activities that help you to learn more about cooking healthy meals and making physical activity fun. Those of you who attended the buggy exercise group and the baby yoga group said you really enjoyed it.

You are rightly very proud of your centre and many of you take an active part in helping to run some of the activities. You appreciate the training and support you get when volunteering. You said, 'it's nice to know we are listened to', showing that you feel that your voice is heard and staff take on board your suggestions. This is also helped by your very active parents' forum.

Some of you told us about the really good courses you have attended both within the centre and at local colleges or with other partners of your centre. They have helped you in developing your confidence and well-being and this has led some of you getting a job. Your centre feels there should be more of these opportunities for you and we know staff are making plans to organise these.

Your centre is particularly good at working with other community groups. This has helped with bringing you together in the area and helping each other develop community activities. You celebrate with your centre the many different cultural and religious events that reflect the makeup of the local community. Your centre works very well with other partners to make sure they are supporting you well. Some of you kindly shared your experience of the support that was given to you and the huge changes it made to you and your children's lives.

The people in charge of running your centre are doing a good job. They are continuously increasing their reach to vulnerable groups such as lone parents and they are about to set

up a dads' group to engage more of them in the centre's work. Staff are well trained and supported to carry out their role. You said, 'staff are fantastic'. They make sure you get the right support by carefully assessing your needs but some partners do this less well and this could mean that initially not all the right people are involved in your support.

Staff at the centre make good use of data to evaluate how well they are doing and they involve you and partners in helping in the evaluation. However, they cannot always measure the full impact of the services given to you because the local authority does not have all the data that are required to make those judgements.

We have asked the manager and the local authority to look at how they can make things even better. The most important things to do are as follows. First, to ensure that there are more opportunities for training and development that will help you prepare for work. Second, to make sure that the partners your centre works with are completing effective assessments of those families in need of support. Third, for the local authority to prepare better data that your centre can use to measure the impact of the services it delivers.

Many thanks for your contributions during the inspection. We wish you and your families all the best for the future.

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