

# Inspection report for Boughton Leigh Children's Centre

---

<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	383749
<b>Inspection dates</b>	3–4 July 2012
<b>Reporting inspector</b>	Susan Walsh

<b>Centre leader</b>	Helen Miller
<b>Date of previous inspection</b>	Not applicable
<b>Centre address</b>	Wetherall Way Hollowell Way Rugby CV21 1LT
<b>Telephone number</b>	01788 570347
<b>Fax number</b>	01788 570347
<b>Email address</b>	Admin2598@we-learn.com

<b>Linked school if applicable</b>	Boughton Leigh Infant School
<b>Linked early years and childcare, if applicable</b>	Connect Out of School and Holiday Club

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.

---

**Report published:** July 2012



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/publications/100080](http://www.ofsted.gov.uk/publications/100080).

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

No.100080

© Crown copyright 2011



## 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

An inspection of the partner primary school 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 an additional inspector and an early years inspector.

The inspectors held meetings with the head of the centre, the centre manager and the family outreach worker. They met health and education professionals, and representatives of the local authority and the governing body. They observed the centre's work, and looked at a range of relevant documentation and spoke with users of the centre

## Information about the centre

Boughton Leigh Children's Centre is located at Boughton Leigh Infant School. It has operated as a phase two children's centre since November 2008. There are two contrasting areas served by the centre. Brownsover North is relatively advantaged but Brownsover South contains significant pockets of deprivation. The centre is located in Brownsover South. Across the reach area, 25% of children live in workless households. The lack of education, skills and training is the most prominent form of deprivation. Children in Brownsover North enter early years provision with skills and abilities which are in line with those expected for their age, but children enter the Nursery at the linked school with skills that are below expectations. Although most local families are from White British backgrounds there is an increasing number of families from Eastern European heritages.

The local authority has devolved governance of the centre to the governing body of Boughton Leigh Infant School. There is also an advisory board that helps to provide accountability. The head of the centre is also the head of the co-located infant school and was appointed in January 2012. The day-to-day management of the centre is the responsibility of the centre manager. There are three full-time members of staff including the centre manager and the office manager. Other members of staff are

part time and often on fixed-term contracts; their responsibilities usually involve aspects of childcare.

The centre fulfils its core purpose by offering a range of health, education and family support services. However, the centre's main focus is on outreach work with families who may be potentially vulnerable due to their individual circumstances. The centre also offers health advice, parenting guidance and a range of courses for adults including for those who wish to improve their literacy and numeracy skills. The centre provides staff for the wrap-around childcare which the school provides for children who attend the nursery in the mornings. Staff from the centre also support a group of children who attend school in the afternoons in order to support transition.

The centre has provided extensive support to the Connect Out of School and Holiday Club that provides care for children before and after school and is situated within the school. This provision has been reported upon separately.

## 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**

**2**

## Main findings

Boughton Leigh Children's Centre provides a good service for the majority of young children and families who live within its reach area. The relentless drive and huge enthusiasm of the centre manager have resulted in a centre that provides a wide range of good-quality services while operating with a very small staff team. Parents describe the centre as 'warm and welcoming' and say that it 'lifts the self-worth of all who attend'. A good range of services results in good outcomes because families are actively encouraged to extend their understanding of how to live healthy lifestyles and keep themselves safe. The centre is especially good at reaching potentially vulnerable families who live close to the centre.

Early contact with families means that support can be given as soon as it is needed and have the maximum impact. This has been particularly important in improving the number of mothers who breastfeed their babies. Other strengths include work to improve parenting skills, the emotional support provided for families, and the efforts to improve users' educational attainment and financial stability. Childcare, such as

that provided by the crèche and wrap-around care, is of good quality. These high-quality sessions effectively accelerate children's learning. The centre is particularly good at enhancing children's social skills and improving their speaking and listening. Users are very keen to point out that their contact with the centre has improved their parenting skills and their ability to manage their children's behaviour. They are especially appreciative of the 'Nurture' course and the 'Triple P' parenting course. The way that the centre works in partnership with a wide range of other agencies is good and has been pivotal in ensuring that children are kept safe. However, staff have limited opportunities to be directly involved with staff who work in the Early Years Foundation Stage in local schools. The Common Assessment Framework is used well by the centre to ensure that families can access the type of support that is most suitable to their individual needs. The centre is especially good at supporting families in times of crisis and is robust in its endeavours to keep children safe from harm.

Despite the centre's efforts, the historical divisions between Brownsover North and Brownsover South remain, and the centre is having more impact on families in the Brownsover South area. This is because the centre has been more successful in establishing good working partnerships with the full range of providers of early years education in Brownsover South, including those in the private and voluntary sector. Additionally, the lack of for example a website makes it difficult for some families from further away to find out more about the centre, therefore fewer attend the centre. Lines of accountability are generally understandable and the local authority carefully monitors the work of the centre. Together with the centre manager, it provides the centre with a clear pathway for further development. However, the governing body does not fully appreciate its role in leading and managing the centre. It has not made sufficiently robust checks on the work of the centre or the organisation of additional provision such as wrap-around care. The advisory board does not make up for these shortcomings. Moreover, the users of the centre have limited opportunities to contribute to the management of the centre. However, capacity for further development is good and is illustrated by a pattern of continuous improvement that has been a result of the strong management provided by the centre manager and the local authority. The capacity has been enhanced by the appointment of a new head of centre who has already improved working partnerships, including those with other schools in the area.

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

### **Recommendations for further improvement**

- Improve the governance of the centre by:
  - developing the governors' understanding of their responsibilities for the quality of provision and outcomes in the children's centre and their ability to provide effective challenge
  - make certain that governors are clear about who is accountable for additional provision including wrap-around care
  - ensuring that users are fully involved with strategic decision making.

- Make sure that the children's centre has an equitable impact on all of its reach area by:
  - enhancing partnerships with providers of the Early Years Foundation Stage in all schools within the reach area
  - for example, developing a website that provides easily accessible information for users
  - increasing its efforts to work with the full range of providers in the Brownsover North Area.

## How good are outcomes for families?

2
---

Good partnerships with health workers ensure that families who are potentially vulnerable are quickly identified and can then be offered appropriate levels of support. Rates of initiating and sustaining breastfeeding are below average. The centre has responded by providing 'Milk Mates', a popular breastfeeding support group, and training peer supporters. There are some telling examples of peer supporters helping mothers to continue to breastfeed when they could have easily given up. Rates for sustaining breastfeeding are starting to rise and have recently gone up from 28% to 34%. The centre is building on this early success by appointing a midwife who will work between local children's centres and provide timely support and advice. Good-quality personal support for families makes an important contribution to the mental health of parents and children. Many users say that the staff in the centre have provided pivotal emotional support at times when they were experiencing numerous difficulties. The number of children who join the Reception Year and who are obese is below average. Nevertheless, the centre focuses well on developing healthy lifestyles. Activities such as 'Family Nosh' cookery courses, buggy walks and family picnics have helped families to increase their understanding of how to keep healthy and active. The centre is aware that teenage pregnancies are relatively high in some parts of its reach area. Family matters meetings are used well to ensure that young parents and other users are directed to the services that can offer the most suitable support. This can include support from the family support worker or invitations to sessions within the centre as well as assisting families to access other service providers.

There is a good emphasis on helping children and parents to be aware of how to keep themselves and their families safe. Parents say that they feel very safe and secure in the centre. This is because relationships between staff and families are warm and supportive, and managers and staff have a robust focus on safeguarding. Where there are concerns about the well-being of children, staff take prompt and effective action. They continue to contact other agencies if they feel that issues have not been satisfactorily resolved. Parents' views are sought and acted upon, especially regarding the quality and range of activities. However, they have made a limited contribution to shaping the strategic direction of the centre. Although there are a number of volunteers who make an important contribution to the centre, including helping with maintaining the informative displays, examples of enterprising behaviour across the wider community are more limited.

Children make good progress in their learning when they attend the centre's provision. They are developing good levels of concentration, important social skills such as taking turns, as well as improving their speaking and listening. The centre has been particularly successful at helping to reduce the gap in the neighbouring infant school between the lowest achieving 20% in the Early Years Foundation Stage and the rest of the children. This is because it supports high-quality wrap-around care for Nursery age children. Additional activities such as 'Chatter Matters' and 'Little Talkers' have helped parents to understand how they can help boost their children's ability to use language. Courses such as 'Nurture' and 'Triple P' parenting, as well as access to books from the 'Micro Library', help parents to support their children's learning at home. The centre's impact on its other partner primary school has not been as good because the centre has had less contact with families and providers in that area. Many users have advanced in their personal and social development, improved their economic stability and have developed their academic skills. Courses in literacy and numeracy are well attended and highly valued by users and there are striking examples of parents raising their aspirations for themselves and their families. The centre has been particularly successful in helping families to manage debt and in improving their housing.

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>2</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>3</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>2</b>

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

**2**

Expectant mothers come into the centre for antenatal checks and new mothers for postnatal care, and this ensures that the centre is able to make swift contact with prospective users of the centre. Consequently, the centre manages to reach over three quarters of children who are under five that reside in the area. Referrals from health visitors, midwives and other external agencies also ensure that families who are in most need benefit from the services provided by the centre. The centre is good at sensitively assessing families' needs. It uses the Common Assessment Framework well to target support. It is particularly good at helping to identify children who have additional needs and assisting parents to access the extra support

they need. For example, the centre has provided courses in Makaton. Services are usually adapted to meet local needs. Although the needs are clearly the most pressing in Brownsover South, the provision of services in Brownsover North has not been quite as carefully considered.

The activities provided for and supported by the centre, including the wrap-around care that is located in the school, are of good quality and successfully promote the enjoyment of learning. Ultimately, they successfully improve outcomes for children and their families. Many of the activities focus on improving children's social skills and their ability to communicate with others. The centre provides an exciting high-quality environment that encourages children to have fun. For example, messy play is a strong feature and is clearly appreciated by the babies and young children who attend. Staff in the crèche and in the wrap-around care ask children relevant open questions that develop their understanding and thinking as well as their verbal communication. They are particularly good at modelling speech but also help children to understanding difficult concepts such as time. They are good at checking and recording children's learning in 'learning journeys' and use this information well to plan future activities. The centre has limited information regarding the outcomes in different areas of learning at the end of the Early Years Foundation Stage in local schools. This makes it hard for it to judge its impact on specific areas of learning and to see where further work would have the most impact.

Parents are offered important support in times of crisis. The centre ensures that good-quality information about many aspects of parenting, including advice about how to keep children healthy and safe, is freely available to parents. Drop-in sessions with health visitors provide easy access to information about health matters and are very popular with families. Other well-attended sessions such as 'Bumps and Babes' offer parenting advice as well as valuable opportunities for parents and their babies to make friends. The centre always evaluates sessions and takes note of users' responses using this information to shape its services. The centre has struggled to establish an active working partnership with Jobcentre Plus. However, it has sought the help of other agencies such as Orbit Housing in its endeavours to encourage users back into employment. Additionally, with the help of volunteers it has established a credit union, and the 'Money Matters' course offers users the chance to improve their finances in a lively forum.

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?

<b>2</b>
----------

The centre manager responds well to the robust checks provided by the local authority. This monitoring, together with the analysis of data, effectively informs improvement planning. As a result of this robust cycle of monitoring, evaluation and development planning and the determination and dedication of the centre manager, the centre has improved its provision and outcomes year on year. It provides good value for money. Lines of accountability are clear. Although the local authority has provided strong direction and challenge, there has been limited supportive monitoring at a local level. In particular, the governing body has not fully understood its role in helping to provide strategic direction and challenge. Additionally, governors are not clear about the interface between the services that are provided by the school and those that are provided by the children's centre. Therefore, there is some confusion about who is ultimately responsible for additional services such as wrap-around care, adding to the pressures on the children's centre manager. Although there is an advisory board that consists mainly of professionals, it has also provided limited challenge. Additionally, there is lack of user representation in both these forums.

The appointment of a new head of centre is starting to improve the level of support that is available to the centre manager. The partnership between the linked school and the centre has been strengthened through useful activities such as joint training. In particular, the children's centre has provided valuable support to the Connect Out of School Club that is located within the school. Additionally, the centre is now more involved with the other local schools. However, the centre has limited contact with staff who directly provide education in the Early Years Foundation Stage. Partnerships with health professionals such as health visitors, midwives and speech therapists are especially valuable and have considerable impact on outcomes for families. Those who use the centre are highly delighted with the provision. The centre has been aware that it may not be reaching some potential users and has commissioned a thorough investigation into the reasons why some families do not make full use of this good-quality provision. However, the centre has been slow to explore new technologies as a means of communication.

The centre successfully promotes equality and diversity and is working hard to narrow the achievement gap. It makes parents from minority ethnic groups, including those from Polish and other Eastern European backgrounds, very welcome. For example, there are displays that are translated into Polish, and staff are keen to encourage parents to speak to their babies in their home language as well as English. Staff try hard to learn common words in Polish so that they can help move children's learning on. There is a very rigorous approach to safeguarding and security. All staff and volunteers have their backgrounds and identities carefully checked. Staff are sensitive to child protection issues and work hard to raise the awareness of users of the centre.

These are the grades for leadership and management

<b>The extent to which governance, accountability, professional</b>
---

<b>3</b>
----------

<b>supervision and day-to-day management arrangements are clear and understood</b>	
<b>The effectiveness of evaluation and its use in setting ambitious targets which secure 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>2</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>2</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>3</b>

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

Inspectors took into account the inspections relating to Boughton Leigh infant School and Connect Out of School and Holiday Club, both of which took place at the same time as the children's centre inspection.

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 Boughton Leigh Children's Centre on 3–4 July 2012. We judged the centre as good overall.

We would like to thank all the people who spoke to us when we visited the centre. Many of you told us what you thought about the centre and its activities. Your views were very helpful.

The children's centre provides a good range of services that are helping children and their families, particularly in the area closest to the centre. Throughout the inspection, those of you we met were keen to tell us how you and your children have benefited from courses such as 'Nurture' and 'Triple P' parenting. It was clear that

these courses have helped you to gain confidence and become more skilled in managing your children's behaviour. It was good to see the centre helping you to develop your literacy and numeracy. We were particularly impressed by your high aspirations and we hope that you achieve everything that you are aiming for. We were also impressed by the case studies which showed how the lives of many families have been improved through links with the centre. The centre has helped families with housing issues and debt management. The 'Money Management' course provides lots of useful information but also looked like good fun. It is good that you find the staff so welcoming and supportive. Some of you told us about how the staff have helped you when times were very difficult. Thank you for confiding in us, as it helped us to know that the centre is doing a good job.

The availability of antenatal care and postnatal care within the centre, together with the accessibility of health visitors within the centre, makes an important contribution to your ability to improve your families' health and well-being. The provision of good support for breastfeeding and the sterling work of peer supporters are helping mothers to continue breastfeeding even when they are finding it hard. The centre is very vigilant in its efforts to keep you and your families safe and secure, and you told us that you always feel very protected in the centre.

The centre provides high-quality childcare in its crèches, and talented staff support wrap-around care. Services are delivered in a very stimulating environment and children love the messy play. In the 'Bumps and Babes' session, it was clear that your babies were loving playing in the water. The staff are very good at encouraging your children's learning because they ask questions of your children and model language well. Other activities such as 'Chatter Matters' and 'Little Talkers' are helping your children to develop their speech.

You were right to praise the welcoming and friendly staff. They work very hard and do remarkably well to provide so many activities when there are so few of them. The centre is well managed by the local authority and the centre manager who make sure that it continues to improve. However, the governing body has not fully understood its responsibilities concerning the children's centre. It has not provided managers with sufficient support or challenge and has not been clear enough about which services are the school's responsibility and which ones are the responsibility of the children's centre. The centre staff listen carefully to your views, particularly your feedback about the quality of activities, but you have had limited opportunities to be involved in helping to make important decisions within the centre. We have asked the children's centre managers to improve these aspects of their work. We also noticed that those who use the centre tend to come from the area closest to the centre. So, we have asked the centre to explore how it can have more impact on families living in the Brownsover North area. We have also asked it to for example develop a website so that everyone can learn about the good things that go on in the children's centre and to develop more effective partnerships with providers in that area.

Thank you again for the time you took to come and speak to us. It is clear from these discussions and the feedback that you have supplied to the centre that those of you who use the centre's facilities are very pleased with what it provides.

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