

Inspection report for Bognor Regis Nursery School Children and Family Centre

Local authority	West Sussex County Council
Inspection number	410962
Inspection dates	24–25 January 2013
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Date of previous inspection	Not previously inspected
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Linked early years and childcare, if applicable	EY287796 Bognor Regis Nursery School and Children Centre

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: February 2013



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361

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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.

This inspection was carried out by one of Her Majesty's Inspectors and an early years inspector.

The inspectors held meetings with centre leaders, staff who work directly with children and families, parents, representatives from the governing body and extended services committee, the local authority and many of the centre's partners. They observed the centre's work and looked at a range of relevant documentation.

Information about the centre

Bognor Regis Nursery School Children and Family Centre is located in Bognor Regis Nursery School and is managed by the governing body of the Nursery School on behalf of the local authority. Centre leadership is provided by the Nursery School's headteacher and deputy headteacher, who are supported by a family support coordinator, two family support workers, a family information assistant and receptionist. Governance is provided through the extended services committee of the school's governing body, which includes representatives from a wide range of the centre's partners and parents. The centre has on-site childcare provision in the Orchard Room. The centre also provides activities at St Ninian's United Reformed Church in Pagham and Phoenix Centre on the The Regis School site in Bognor Regis.

The centre is a phase one children's centre and received its designation in May 2005. There are 1,495 children under five years of age living in the centre's reach area which includes children from a phase 3 children's centre area which the governing body took responsibility for in April 2010. It is located in an area among the most 20% disadvantaged in the country. A small proportion of children are of minority ethnic heritage, mostly from Central and Eastern European backgrounds. However, over the last two years the number of families who speak English as an additional language has grown significantly. Much of the employment in the area is seasonal and temporary. The area's unemployment rates are similar to the rest of the country,

but a higher proportion of unemployed adults have low qualification levels, are on incapacity benefits or are lone parents. Children in the area enter the Early Years Foundation Stage with skills below the levels 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

1

Capacity for sustained improvement

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

2

Main findings

Bognor Regis Nursery School Children and Family Centre is an outstanding centre. Its leaders are inspirational and set exceedingly high expectations for staff and the quality of services and activities. Leaders self-evaluate incisively the centre’s strengths and areas for improvement. They set very comprehensive and challenging development plans that have a strong focus on improving outcomes. Parents and partners are fully involved in the governance of the centre, sharing their expertise and working with leaders to support improvement. Staff use a wide range of mechanisms to gather parents’ and partners’ views and respond positively and constructively to their feedback. The excellent partnership working ensures a coherent and highly integrated service is offered to families through jointly delivered activities and support.

The centre is a highly inclusive and welcoming environment where staff build an excellent culture of respect, trust and equality. Staff promote and celebrate diversity prominently through specific events, displays and their interactions with families. Their successful initiative to raise standards across all early years providers in the area is helping reduce the gap between the lowest achieving children and the rest when they start school. More fathers, teenage parents and children with disabilities or learning difficulties use the centre regularly because activities are very effectively targeted at increasing participation by these groups.

The number of families registered with the centre is very high and increasing and the majority of these families regularly engage in services and activities. Staff understand the local community well and use this insight to develop the provision in areas they believe to be under-represented, such as in Paghams and Rose Green. Leaders work with partners to improve the integrity of the centre’s engagement data but have

insufficient information about the families that do not use the centre to help plan future services and activities. The centre has a good capacity for sustained improvement because most of its outcomes are good but leaders' and the extended services committee's ability to monitor the impact of all the centre's initiatives is restricted by incomplete data.

The centre provides outstanding services, activities and support. Staff very carefully plan activities to ensure they are relevant, interesting and have a clear focus on improving outcomes. They emphasise learning consistently during activities, providing excellent opportunities for parents to acquire techniques for improving their children's behaviour and understand more about their child's development. Staff use excellent systems to assess the needs of individual families and identify the most appropriate activities and services. In outreach work, parents receive exceptionally well-tailored and flexible activities and support in the home that helps them overcome difficulties and, for some, progress onto the universal activities offered at the centre.

The centre has excellent quality resources and facilities. Parents express high satisfaction levels with activities they attend and are exceedingly well supported. Staff use their extensive experience and training very effectively when helping families with a wide range of issues.

The centre's safeguarding arrangements and procedures for protecting children are exemplary and robust. Staff receive thorough training and place a high regard on ensuring the safety and well-being of families. Their very proactive work with partners helps them identify and prioritise vulnerable families and provide coherent development and support. This is greatly helping parents to improve their confidence, skills and understanding of child development and safety.

Outcomes for families are good, with aspects such as staying safe and making a positive contribution being outstanding. Staff use good initiatives to improve children's health which is resulting in better diet, oral health and physical activity for individual families. Children develop exceptionally positive behaviour which staff and partners reinforce and affirm very effectively during activities. The well-attended and highly effective breastfeeding clinics, workshops and cafes are helping increase breastfeeding rates. Leaders recognise the need to further improve childhood obesity, which has decreased over the last few years. Children who attend Bognor Regis Nursery School and the Orchard Room make outstanding progress in the Early Years Foundation Stage but children's achievement across the whole reach area is below the rest of West Sussex.

Staff and partners motivate parents to develop their employability skills through attending English, mathematics, language and vocational courses or receiving advice from the Jobcentre Plus representative. The significant few who take this up achieve very well and gain an enthusiasm for further learning. Additionally, some parents progress into volunteering roles, take on additional responsibilities and are empowered to run groups for other parents.

What does the centre need to do to improve further?

Recommendations for further improvement

- Work with partners to ensure that participation rate data is more accurate and useful in shaping the future provision and enable the impact of initiatives to be monitored for impact.
- Raise the aspirations of parents to develop the skills and confidence they need for employment and increase the number that take qualifications, volunteer or access employability guidance.

How good are outcomes for families?

2

Staff place a high emphasis on improving family's health through their excellent partnerships with health providers. They use their knowledge and links productively to promote the topic widely during activities and through displays. Staff carefully plan activities and services to run alongside and complement health visitor and midwife clinics on a Thursday 'health day'. Parents value the availability of these services under one roof and how easily they can seek the professional help they need quickly. The well-attended breastfeeding workshops and café are a key factor in the increased breastfeeding rates. Through attending activities, parents improve their children's diet, physical activity and dental health. A parent who attended a healthy eating activity commented: 'Last week we made fruit kebabs. This is the first time my child ate fruit because it was fun.' The centre's work has helped to reduce childhood obesity over the last three years, but leaders recognise this is still comparatively high and have devised suitable initiatives to sustain this improvement.

The centre's approach to ensuring the safety of its most vulnerable families and children is outstanding. Procedures are robust and risk assessments thorough and used very effectively to identify improvement, such as the recent decision to purchase a choke tester unit to check toys. Staff involvement in supporting families through child protection and child-in-need plans is extensive, providing a wide range of practical and developmental actions that improve the safety and well-being of children. They work very productively and regularly with partners to review progress families are making and agree whether levels of intervention should be stepped up or down. Many parents successfully increase their skills, confidence and understanding of their child's development. Staff and partners promote safety enthusiastically during activities and events such as child safety week. Their encouragement of safe routines with families helps parents and children develop a sound understanding of how to keep themselves safe. Staff plan activities well to encourage parents to consider and take appropriate risks in the safe environment of the centre.

Staff inspire parents to promote and manage positive behaviour with their children by working closely with them to develop their confidence and gain useful techniques to try at home. During 'play and learn together' sessions, children make rapid progress in building relationships, interacting with each other, sharing toys and

offering these to other children to play with. Attendance by families at the centre is generally very high. The centre holds very popular 'transition to school' events in the summer which help parents adapt routines and consider packed lunches, and introduce story time. The leadership team's involvement in a project to improve children's transition to school is developing successful networks with other early years' providers and schools to share best practice and raise aspirations. Children attending Bognor Regis Nursery School and the Orchard Room make excellent progress in the Early Years Foundation Stage. However, across the whole reach area, children's achievement in the Early Years Foundation Stage is lower than that in West Sussex but has been affected by the large increase in families with English as an additional language over the last two years.

Centre leaders and staff create a strong community spirit amongst parents, encouraging volunteering and taking on additional responsibility. A parent has recently set up a group for their peers, where they organise, plan and deliver their own sessions to share experiences and ideas. Parents represent the views of families from the centre well through their involvement in the governing body and extended services committee. The on-site Jobcentre Plus advisor provides useful help for parents seeking employment, and a few progress into work. Achievement rates are very high for parents who are taking English, mathematics, vocational and family learning courses with the centre's partners. Additionally, a few parents increase their employment prospects by volunteering. One parent said, 'I wanted to give something back as the family support workers have helped me so much; volunteering was a really good way to do this.'

These are the grades for the outcomes for families

The extent to which children, including those from target 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	1
The extent to which all children and parents, including those from target groups, 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 parents, including those from target groups, contribute to decision-making and governance of the centre	1
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	2

How good is the provision?

The centre offers an excellent range of high quality services and activities. Leaders, staff and partners use their extensive knowledge of the local area and needs of families as a sound basis for planning the provision. Staff use an excellent system which empowers parents to identify suitable services and activities. This is particularly effective during outreach work, resulting in some parents progressing onto the centre's universal services. During group sessions, family support workers carefully consider parents' needs and respond to their requests. The majority of families in the reach area participate regularly in the centre's activities.

The quality of learning and development activities offered by the centre is outstanding and parents' satisfaction levels are very high. Staff plan highly effective activities that have a strong focus on improving outcomes. They emphasise learning consistently during activities, providing excellent opportunities for parents to acquire techniques for improving their children's behaviour and understand more about their child's development. Centre initiatives, such as the health theme of the month, are incorporated very effectively into sessions, and within the current topic on the importance of exercise, parents commented that 'they now intend to take their child swimming'. Staff and partners work very productively to reinforce a coherent message during activities and health clinics, often through highly effective jointly delivered sessions on subjects such as childhood illnesses and the importance and sequencing of immunisation.

Staff are inspirational role models and set very high expectations when working with parents and children. They put learning into exceptionally realistic contexts, making it very meaningful for parents by using examples of their children's behaviour to explain what is happening, the implications and actions they could follow. Staff increase parents' appreciation of what they are learning by carefully sequencing sessions so they make sense. They encourage group discussions where parents benefit from learning from each other and sharing hints and tips. Parents frequently suggest activity topics and become more imaginative and creative in how they play with their children.

The centre has very high quality activities to help children learn and play. The toy library is well organised and provides children with good opportunities to play with different equipment that supports their learning. Staff plan on-site crèche facilities to run alongside each session, ensuring parents can participate in activities.

The centre provides outstanding care, guidance and support. The quality of Bognor Regis Nursery School and the Orchard Room, which many of the children attend, is outstanding. The centre's excellent partnerships ensure families receive coherent and highly appropriate support for their individual needs. In particular, parents benefit from useful help with topics such as managing their time and priorities, personal issues, sleeping and working tax credits. Teenage girls at the 'Phoenix Young Parents' group attend a sexual health clinic where their attitudes to the subject are thoroughly discussed and challenged. Parents typically said that 'the help from my

family support worker has been brilliant and really helped develop my confidence'. Families have an excellent level of trust in the staff and are confident they will support them, particularly in times of crisis.

These are the grades for the quality of provision

The extent to which the range of services, activities and opportunities meet the needs of families, including those in target groups	2
The extent to which the centre promotes purposeful learning, development and enjoyment for all families, including those in target groups	1
The quality of care, guidance and support offered to families, including those in target groups	1

How effective are the leadership and management?

1

Leaders and governors set very high expectations for the children's centre through targets that have a strong focus on developing excellence in delivery and outcomes. Leaders invest significantly in staff development, which is linked well to key actions for improvement. The centre has well-established arrangements for performance management that promote excellence, supported by individual and group supervision meetings. Staff are passionate about providing what is best for the local community and work extensively with partners to achieve this. The strong integration of services, particularly those run jointly with health partners the Nursery School and Orchard Room, results in a very coherently planned provision.

The extended services committee, with representatives from key agencies, voluntary sector organisations and parents, share their expertise extensively with staff. They work productively with leaders to ensure the centre's work is highly relevant and very effectively challenge progress with key actions.

Leaders carry out very thorough and accurate self-evaluation which incorporates parents' and partners' views effectively. The resulting action plans are thorough and comprehensive but some actions lack statistical success measures, meaning that governors and leaders cannot measure or demonstrate progress with outcomes and participation targets. Leaders are working with partners to improve the accuracy of the centre's participation data, which they believe is incomplete and not yet providing the full picture about families not using the centre.

The centre offers good value for money as the majority of families in the reach area regularly engage in its activities and the centre is well used. It has spacious, well-furnished rooms with high quality equipment, activities and toys. The centre has appropriate levels of staff, which have recently been reviewed by governors to ensure financial stability.

Staff create an excellent culture of respect, trust and equality where discrimination is not tolerated. They are highly sensitive to individual families' needs and adapt

support and activities accordingly, attempting to remove any barriers to participation. Typically parents told us, 'The centre does all it can to create opportunity and family support workers treat you fairly and as individuals.' Leaders increase participation in identified target groups successfully through offering activities such as the 'dads' breakfast', 'young parents groups' for teenage parents and the 'freedom project' for parents experiencing domestic violence. Staff organise interesting cultural events to celebrate diversity and a very high proportion of minority ethnic families engage with the centre. Their excellent focus on improving children's learning, development and transition to school has helped contribute to the significant decrease over the last four years in the gap between the lowest achieving 20% and the rest in the Early Years Foundation Stage, which is now better than the West Sussex and England rates.

The centre's safeguarding arrangements are outstanding, with exemplary and thorough policies and procedures that staff implement consistently. Staff are exceptionally clear about their responsibilities, recording and reporting procedures, including outside the organisation. They receive thorough safeguarding and child protection training supported with extensive guidance and support from the three designated people. Staff attend regular and highly productive 'support and information forum (SAIF) meetings' with key agencies to plan and review the support provided for vulnerable families and maximise the effectiveness of interventions and outreach support.

Leaders and staff work very productively with an excellent and wide-ranging group of partners to provide coherent services. They establish particularly successfully relationships with partners through their proactive, positive and highly committed approach. Staff and partners deliver activities jointly, making extensive use of their expertise, resources and outreach premises, such as the 'Phoenix Young Parents' group run with the West Sussex Youth Service and held on The Regis School site. Staff raise expectations and instil confidence and trust with partners, which is driving the initiative for early years providers to share best practice. Additionally, staff access highly specialist expertise from the local authority through the nursery school's strong links with the educational psychology and behavioural support teams.

Families have extensive ways to provide leaders and staff with their views. Leaders use parents' feedback well when introducing new sessions, increasing the range of toys in the toy library, subsidising courses, setting up the baby café, extending the range of information leaflets and advertising. Parents are confident their views will be taken seriously and several contribute towards the governance of the centre. The outreach team are working with parent representatives to re-launch the family forum which the centre has identified is not fully effective.

These are the grades for leadership and management

<p>The extent to which governance, accountability, professional supervision and day-to-day management arrangements are clear and understood</p>	<p>1</p>
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The effectiveness of evaluation and its use in setting ambitious targets which secure improvement in outcomes	2
The extent to which resources are used and managed efficiently and effectively to meet the needs of families, including those in target groups	2
The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its statutory duties	1
The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults	1
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	1
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	2

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

The findings from the most recent inspection report for Bognor Regis Nursery School contributed to the children's centre report and judgements.

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Summary for centre users

We inspected the Bognor Regis Nursery School Children and Family Centre on 24 and 25 January 2013. We judged the centre as outstanding overall.

During our visit we talked with a number of you, visited some of the sessions and met the staff and professionals who work with the centre. We would like to thank all of you who contributed to the inspection.

The centre leaders are inspirational and have very high expectations for all staff and services offered in the centre, which is resulting in excellent quality activities, groups and outreach support. They know what the centre does well and also which areas need to be improved, setting very clear actions for the future. Your governing body and extended services committee use their expertise well to support the centre leaders and staff and check progress with agreed actions. It was good to see that centre leaders and staff listen to your views and have used them to improve

information and introduce new toys, activities and the baby café. We also heard how some of you take a very active role in centre life by being members of the governing body or volunteering to run and help out with activities and groups.

Some parents are improving their future job prospects by taking English, mathematics or vocational courses or being helped by the Jobcentre Plus advisor who visits the centre. We would like more of you to benefit from increasing your potential for employment and have asked centre staff to discuss courses, volunteering and careers advice opportunities with you.

We judged the way that leaders and staff work with its partners as outstanding. This is particularly strong when staff, health visitors and midwives jointly deliver activities and sessions as these have a strong emphasis on raising awareness of health and well-being. Many of you told us that having all the services under one roof was a real strength, and we agree with you. It was pleasing to see how the breastfeeding workshops, drop-ins and baby café are helping to increase the number of parents who are breast feeding.

The centre places a strong emphasis on ensuring vulnerable families are well supported and has robust systems for child protection. We found that staff used their excellent training to help raise parents' awareness of many topics such as safety and security, children's development and parenting skills. Many of you commented that your confidence has grown through the brilliant care and support from staff.

Children who attend Bognor Regis Nursery School and the Orchard Room make excellent progress but attainment levels at the end of the Early Years Foundation Stage need improving.. Centre leaders are involved in a well-devised initiative where they are working with other nurseries and schools in the area to share best practice and increase all children's potential to achieve throughout their educational career.

The centre is highly inclusive and very welcoming and staff promote equality and diversity well. They create an excellent ethos of respect and trust, treating families as individuals. Specific groups such as the 'young parents' and 'dads' breakfast' have helped to broaden the families who now use the centre. We have asked the centre leaders to identify which groups are not using the centre regularly and to use this to help plan future groups and activities.

Staff use excellent systems to find out what you need and often tailor their support, services and activities around this. They plan activities very carefully to make sure they are highly relevant and useful to you, and your child's development. Many of you told us how much you enjoy these activities and the excellent benefits you have gained.

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