

Inspection report for Park View Children's Centre

Local authority	Rotherham
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Reporting inspector	Parm Sansoyer

Centre leader	Paula Dobbin
Date of previous inspection	Not applicable
Centre address	Redscope Primary School Kimberworth Park Road Kimberworth Park Rotherham S61 3JT
Telephone number	01703 336372
Fax number	Not applicable
Email address	parkview.childrenscentre@rotherham.gov.uk

Linked school if applicable	Redscope Primary School URN: 106844
Linked early years and childcare, if applicable	Park View Children's Centre URN: EY380308

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
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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 additional inspector and one early years inspector.

The inspectors held meetings with the representatives of the local authority, the head of centre, centre staff, advisory board members and a number of partners, including representatives from Early Years Foundation Stage services, health, education and children's social care. They observed the centre's work and looked at a range of relevant documentation.

Information about the centre

Park View Children's Centre is a phase two centre which is situated within the grounds of Redscope Primary School in Kimberworth Park, Rotherham. It was designated in 2008 and opened in January 2009.

It provides the full core purpose and the range of services include health services, social care, family play sessions, parenting programmes, adult education and outreach services. Services also include onsite childcare provision for up to 23 children aged under five years. Services are provided at the children's centre and Roughwood Primary School, Little Stars Pre-school and at Chislett community centre. The reach areas include the super output areas of Kimberworth Park West, East, South and Central and Roughwood, which experience high levels of social and economic disadvantage. There are 394 children under five years living in the reach area and 80% of these live within the 20% most deprived Super Output Areas (SOAs) in the country. The latest data show that 140 children are living in households dependent upon workless benefits.

Within the reach of the centre there are significant issues surrounding high unemployment, high levels of depression, substance misuse, domestic violence, other crime and low levels of literacy and numeracy. The population is mostly of White British heritage with smaller percentages of other ethnic groups, some of whom speak English as an additional language.

Housing is predominantly social or private rental. Most children who live in the most deprived areas enter early years provision with knowledge and skills that are below expectations for their age, particularly in communication, language and literacy and personal, social and emotional development. There are two schools in the reach area; the linked Redscope Primary School and Roughwood Primary School. The centre also has links with the other two local primary schools. The centre's early years education and childcare provision is delivered by the onsite childcare provision Park View Children's Centre.

Governance of the centre is provided by the school governing body on behalf of the local authority, in conjunction with the advisory board. Advisory board members include the head of the school, who is also the head of centre, staff at the centre and school, delivery partners and parents.

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

Park View Children's Centre is a good centre. The effective governance arrangements and secure leadership and management team results in clear accountability arrangements, quality assurance, performance management and financial oversight, which is firmly embedded. Consequently, the majority of outcomes are good and provision and the capacity for sustained improvement are good. The management team and the advisory board members, including a chair who is experienced and well motivated, contribute very well to the positive outcomes for families within the reach. The advisory board includes key partners and two very active parents who play a key role in decision-making and offering challenge. However, there are not enough opportunities for a wider range of parents to contribute to the decision-making process, in particular, at the parents' forum.

Families have many opportunities to have fun, play and learn together and improve their skills. Equality and diversity is central to the centre's work. For example, good partnership working with local schools, childcare settings and the provision of good quality early years education and childcare onsite has resulted in the gap between the lowest achieving 20% of children and the rest narrowing steadily. A number of parents report that the centre has had

a positive impact on their parenting skills and their ability to support their children's learning and development and to keep them safe.

The promotion of families' health outcomes is satisfactory overall due to the low numbers who start breastfeeding, the small percentage of children being breastfed at six to eight weeks and the above average percentage of mothers smoking at delivery. In addition, although parents overall are satisfied with the services on offer, some feel physical activities for children aged over three years are limited.

Safeguarding arrangements are effective because the management team and staff know the families very well. There are clear information-sharing protocols and robust child protection procedures in place. Children subject to Common Assessment Framework (CAF) processes and those children subject to child protection plans receive good intervention and support from knowledgeable staff who carefully monitor progress.

Adults using the centre report they enjoy the activities on offer and these learning opportunities have improved their confidence and skills in caring for their children and promoting their development. Some adults have achieved vocational qualifications and have gone on to secure employment. However, the centre does not yet offer a broad enough range of accredited courses, or effectively track progress of adults, to increase further routes into employment.

What does the centre need to do to improve further?

Recommendations for further improvement

- Further improve health outcomes by:
 - working with partners and parents to increase breastfeeding initiation rates and the percentage of children being breastfed at six to eight weeks and reducing the proportion of mothers who smoke
 - engaging more families in healthy lifestyle activities.
- Improve the economic stability and independence of workless families by developing strategies to improve employability by providing a broader range of accredited courses and improving tracking systems to further support progression.
- Increase opportunities for more parents to contribute to decision making and help shape services.

How good are outcomes for families?

2

The centre manager and the staff team know families well, in particular children and adults with circumstances that make them vulnerable. Strong relationships with the social care team, Early Help assessment team and the workforce development and quality improvement manager means staff consistently ensure good outcomes for families, particularly in times of

crisis. They effectively match the level of support to individual needs, particularly for those subject to a child protection plan, Common Assessment Framework (CAF) processes and looked after children. Case studies and discussion with parents show numerous examples of where families have increased their knowledge of safety within the home and increased their confidence in allowing children more freedom in safe surroundings. For example, one parent explains: 'The centre has been great in teaching me new and up to date skills on how to keep my child safe.'

The centre places a strong focus on raising the achievement of children. There are clear data from the linked school and the centre that demonstrate that children who attend the centre's early years education and childcare provision make good progress from relatively low starting points. For example, Redscope Primary School has the highest percentage of children with special educational needs within the area. Narrowing the achievement gap between the lowest achieving 20% and the rest is given good priority. Consequently, the gap has reduced from 25.5% in 2011 to 22.2% in 2012, and this is well below the Rotherham average of 30.6%. The percentage of children achieving a good level of development at the end of the Early Years Foundation Stage, at 46.7% in 2012, remains lower than the Rotherham and national average. However, there are good strategies in place to continue to improve this further.

There has been some success in adults accessing adult learning courses, thereby improving their employability skills. In addition, some individuals have achieved vocational qualifications and have gone on to secure employment. However, the centre acknowledges that it does not yet offer a broad enough range of accredited courses. Appropriate support is given to improve families' economic stability. The monthly work club includes support with curriculum vitae writing and completing job application forms. The Universal Jobmatch is posted on the centre's social networking site and a job vacancies board in the centre is updated weekly. In addition, a Jobcentre Plus outreach advisor attends the centre quarterly, which some users are making use of. The centre provides information and signposts to other agencies for benefits advice, help with housing issues and debt management.

The Centre is a 'Breastfeeding Accredited Centre', providing trained breastfeeding staff, information on breastfeeding and an area for parents to breastfeed their baby. Breastfeeding peer supporters are available and a breast pump loan scheme, which some mothers have taken advantage of. However, the percentage of children being breastfed at six to eight weeks remains below the national average of 47.1%, at 36.0% in 2011-2012. Healthy eating and healthy cooking initiatives including baby weaning sessions, are beginning to help families understand the importance of keeping themselves and their families healthy. However, the percentage of mothers smoking at delivery remains high at 27.8%, which is above the national average of 13.1%.

There are good opportunities for parents to express their views through regular evaluations of activities, feedback and through discussion with staff. For example, 'Have your say' leaflets and 'Let Your Voice Be Heard' questionnaires and the annual 'Blue Skies event' are used well to capture the users views, which help plan and adjust services accordingly.

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	3
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 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	2
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.	3

How good is the provision?

2

Careful analysis of the needs of the families in the reach area results in a good engagement across all target groups. The centre effectively uses local venues in the community such as Roughwood Primary School, Little Stars Pre-school and the Chislett Community Centre to deliver activities. This helps maximise use of space and increase accessibility and encourage greater engagement. The flexible range of services meets the needs of users well, which includes a rolling programme and one off sessions for parents and their children such as baby massage, weaning, speaking and listening, 'Little Movers' and confidence building courses.

The centre works well to promote purposeful learning, development and enjoyment for all families, in particular those identified as in most need of support. For example, they have benefited from family programmes, family support and well-targeted outreach activities. The centre celebrates achievements well with certificates for adults and praise and encouragement for children. However, although there are robust systems in place to assess the progress of children from their starting points the assessment of adult learners is not as effective to ensure consistent progression. All of those parents spoken to who have had children attend or attending the good quality onsite childcare provision are unanimous about the progress their children have made. One parent said, 'The day care was crucial in supporting my child's development and preparation for school'. Another said, 'I am very pleased it has increased my child's social and language skills and I can see the difference it has made'.

Parents speak positively about the good care, guidance and support they receive. Those who have needed help during difficult times and during times of crises speak highly of the effective and tailored support they have received such as support for domestic abuse and housing problems.

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	2
The quality of care, guidance and support offered to families, including those in target groups.	2

How effective are the leadership and management?

2

The head of centre is also the headteacher of the linked school and is well supported by the deputy headteacher and the lead teacher in the day-to-day running of the centre. Clear and effective leadership results in a successful drive to maintain good quality provision and improving outcomes. For example, the team benefit from effective professional supervision, coaching and training opportunities to continually improve services. The local authority, management team and the advisory board, have a clear overview of the centres performance and identify clear areas for improvement. The effective use of data, self-evaluation and business and developmental plans are integral to the success of the centre. The annual challenge meetings held with the local authority and the strong advisory board provide robust challenge and direction to the centre. Capacity for sustained improvement is, therefore, good.

There are two parent representatives on the advisory board who play an active role in influencing the work of the centre. The parents 'group, which has been running for a number of years, acts as the parents' forum and has been very active in the past. However, the majority of these parents' children are now of school age and, therefore, no longer attend the children's centre and consequently, not enough emphasis is placed on feeding their contributions to the advisory board. This means that not enough parents have an opportunity to have their say or to have as great an influence as they could on the direction of the centre.

Resources and activities are managed and adapted well to meet the changing needs of the community. Good links with local community groups, statutory organisations and the voluntary and private sector ensures good participation rates and outcomes for users, which demonstrate the good value for money the centre provides. Partnerships with services, such as social care and education providers, contribute to good outcomes for users, particularly in safeguarding and enjoying and achieving. Transition arrangements with the linked school, to which the vast majority of children transfer, are very well established to support their well-being, care and education.

The centre is inclusive, as demonstrated by its positive impact on narrowing the achievement gap and meeting the needs of target groups, including disabled children and those with special educational needs. The centre has worked hard to try to involve families

that are reluctant to be involved due to their previous lack of trust in some professional agencies. Parents spoken to on the day of the inspection clearly feel valued and included as one parent explained, 'It's not clinical and cold, everyone knows everyone'.

Effective recruitment, vetting and induction procedures are in place, including Disclosure and Barring Service checks (formerly Criminal Record Bureau). All staff receive good quality child protection training and are confident in their role to safeguard children. Effective procedures and protocols for sharing information are in place to ensure collaborative working to safeguard children and families who are experiencing domestic violence, for example. Effective risk assessments are in place to ensure the safety of staff and users. Staff and partner agencies demonstrate good knowledge and understanding of safeguarding procedures.

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 effectiveness of evaluation and its use in setting ambitious targets which secures 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	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 partnerships with other agencies ensure the integrated delivery of the range of services provided by the centre to meet its core purpose	2
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

Information from the most recent Ofsted inspection for the linked childcare provision, Park View Children's Centre, and the linked school, Redscope Primary School was used to inform judgements.

The most recent Ofsted report judged the childcare provision as good overall.

Both reports can be viewed at www.ofsted.gov.uk

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Summary for centre users

We inspected the Park View Children's Centre on 28 February and 1 March 2013. We judged the centre as good overall.

As part of our inspection, we visited a number of activities, looked at the centre's plans and documents and talked with a number of you, staff and centre partners who work with you. We also looked at the comments you made on feedback sheets and evaluations.

We found that the centre provides a safe and welcoming place for you and your children. We are grateful to all of you who took the time to come to see us and share your stories with us. We noted that many of you have been involved with the centre for many years and in particular you are very impressed by the onsite childcare provision. You clearly told us how your children's social skills and communication and language skills are greatly improved since attending. One parent said, 'The day care was crucial in supporting my child's development and preparation for school'. Another said, 'I am very pleased it has increased my child's social and language skills and I can see the difference it has made'. Those who have needed help during difficult times spoke highly of the individual care and support received from staff who are warm and give you the time you need.

The centre staff know you and your families well, in particular, those of you who receive the tailored support from family support workers. It is clear to see that many of you have made gains in improving your lives and are now coping better. You told us you enjoy using the centre and the activities on offer and many of you who have completed the family learning courses have improved your confidence and skills in caring for your children and promoting their development. Some of you have achieved vocational qualifications and have gone on to secure employment or higher education. However, the centre does not offer a broad enough range of accredited courses or an accredited volunteering scheme, to interest more

of you in gaining a qualification and moving onto find work. In addition, they do not gain enough information about your starting points and your interests to help track progress and to increase further routes into employment for you. We have asked the centre to provide a broader range of accredited courses and improve the tracking systems to further support your progress.

Health outcomes are satisfactory. This is due to the low numbers of mothers who start breastfeeding, the small percentage of children being breastfed at six to eight weeks, and the high percentage of mothers who are smoking at delivery. The centre is a 'Breastfeeding Accredited Centre', with trained staff and information on breastfeeding and an area for mothers to breastfeed. Breastfeeding peer supporters are available and a breast pump loan scheme available, but still the numbers of mums breastfeeding remain low. You told us although you are happy with the groups on offer you feel more groups for children aged over three years to encourage increased physical activity would be appreciated. We have, therefore, asked the centre to work more closely with health professionals to increase breastfeeding rates, reduce the number of mothers smoking at delivery and increase healthy lifestyle activities. Some of you told us how the weaning and baby massage classes have improved what you feed your baby and increased your physical closeness with your baby.

Your centre is led by a management team who are well skilled and lead a staff team who are clearly enthusiastic about the families that attend the centre. They work hard to get to know the families in the area and involve all families well, including those who are reluctant to do so. They are well supported by the advisory board which includes many of the key partners and some parents. The centre clearly values your opinions and uses your feedback and ideas well to plan future services. However, we found that not enough of you knew about the role of the parents' forum and how you might get involved and how you can influence further what goes on at the centre. Therefore, we have asked the centre to increase the opportunities for parents to contribute to decision-making and help shape services.

We would like to thank everyone who contributed their opinions, came to speak with us and told us how much you enjoy using the centre and appreciate the work of the staff. We are very grateful for your help and wish you every success in the future.

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