

# Swinnow Children's Centre

Swinnow Primary School, Swinnow Road, Leeds, West Yorkshire, LS13 4PG

**Inspection date** 25–27 September 2013

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not previously inspected	
Access to services by young children and families		Good	2
The quality of practice and services		Good	2
The effectiveness of leadership, governance and management		Good	2

## Summary of key findings for children and families

### This is a good centre.

- The centre is the hub of the community. Parents feel welcomed and valued. They speak highly of centre staff and consider the centre to be a place where they are able to drop in at any time for friendship and support.
- The centre is reaching the large majority of local families, including those in most need of support. It works well to identify groups within the community who may be in need of support.
- Strong local knowledge and good partnership working with early years providers, schools and health partners ensure that the services provided meet families' needs well. The centre offers the right blend of group sessions such as 'Stay and Play', as well as home visits that support individual families, particularly in times of crisis.
- Outcomes are improving for families. Children make good progress and are becoming better prepared for school. Adults improve their parenting and academic skills, develop in confidence and are better able to support and protect their families.
- Leaders have brought about recent improvements to levels of registration, engagement of centre users and the range of services. They are strongly committed to ensuring that the centre continues to improve and to meet the needs of families in the best way it can.
- The advisory board has a good awareness of how well the centre is doing and provides effective governance, challenge and support to help the centre to improve.

### It is not outstanding because:

- Data used to improve the work of the centre are not always sufficiently accurate, comprehensive or brought together in an easy-to-use system. This makes it difficult for the centre to accurately identify all target groups and ensure that targets for improvement are relevant.
- Users' involvement in the design and development of services is still developing, although their views are requested and taken into account.

### Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009. It was carried out at the same time as other children's centres which were Farsley and Calverley Children's Centre and Pudsey Children's Centre.

This inspection was carried out by one additional inspector and two of Her Majesty's Inspectors.

The inspectors held meetings with the head of centre, centre manager, members of the centre's advisory board, parents, centre staff, local authority representatives, and partners from health, education, adult learning and early years.

The inspectors visited sessions held in the centre, at a local school and at local community venues.

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

### Inspection team

Elaine Murray	Additional Inspector, Lead Inspector
Joanne Smith	Her Majesty's Inspector
Marianick Ellender-Gele	Her Majesty's Inspector

## Full report

### Information about the centre

The centre is located in Swinnow Primary School in Bramley to the west of Leeds. The school is subject to a separate inspection and its report can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

The centre opened in 2008 and is one of three stand-alone centres that form the Pudsey Early Start team, which was established in 2012. The two other centres in the locality are Pudsey Children's Centre and Farsley and Calverley Children's Centre. These three centres work collaboratively to meet their core purpose and support families across the Pudsey area. The three centres share some services, such as health services, parenting advice and adult learning courses. Swinnow Children's Centre also provides family support and family learning services. The governing body of Swinnow Primary School manages the centre on behalf of the local authority.

There are 665 children aged under five years living in the Swinnow area, most of whom live in the 30% most disadvantaged areas of the country. The large majority of families with young children in the area served by the centre are White British. Data show that 90 children live in households in receipt of workless benefits. The centre's key target groups are families living in the most disadvantaged areas, young parents and parents suffering mental health problems. Children enter early years provision with varied skills and knowledge, but in the main, these are below those expected for their age.

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

- Work with the local authority to establish more effective ways of gathering information and data which aid the identification of target groups in the centre's reach area, and which enable more relevant targets for improvement to be set.
- Develop further centre users' involvement in the design and development of services and their contribution to decision making about key priorities.

## Inspection judgements

### Access to services by young children and families

Good

- The number of families registered with the centre has increased in recent months and, at present, 75% of families are registered. The large majority of most target groups are engaged with the centre's services.
- The centre works well to identify families in need in its area. Staff have a good knowledge of the local area and are alert to the needs of families whose circumstances make them vulnerable. For example, they have recently identified that adults' mental health is an issue for many families in the area.
- The centre works well with local providers to ensure that children from target groups take up the free entitlement to early education. Almost all three- and four-year-olds in the reach area take up this entitlement. The centre is working effectively with other providers and the local authority to ensure that there are sufficient places available for eligible two-year-olds to do the same.
- Staff work flexibly to ensure that families access services. For example, they meet with young parents at venues away from the children's centre, in order to better ensure their engagement with the centre's services.
- Families benefit from a good balance of targeted support and access to universal services offered by the centre and its partners. Home visits are aimed at reducing inequalities for families and form part of the centre's effective outreach work. Committed staff provide good support, care and guidance in the home to assist families who are most in need and who find accessing the centre difficult. This includes those parents who speak English as an additional language.

### The quality of practice and services

Good

- Good quality services are provided for families living in the area. Sessions such as 'Baby Massage' and 'Stay and Play' are well attended and parents speak positively of the chance to engage with other parents and for their children to learn. A weekly 'Rhyme Time' session has a positive impact on the confidence and language skills of the children attending, including those with additional needs.
- The centre has a positive impact on developing children's readiness for school. Children make good progress from their starting points, particularly in their personal, social and emotional development. There is evidence of the impact of the centre's work on Early Years Foundation Stage profile scores in personal and language skills for the on-site school.
- Parents from target groups are well supported to access a range of further education courses and to become volunteers. This has led to many undertaking accredited courses, and volunteers being supported into employment. Parents praise the impact of these opportunities on their self-confidence, life chances and expectations for the future.
- Strong partnerships and clear information-sharing with other agencies ensure that services are tailored to meet families' needs and improve outcomes. For example, centre staff work effectively with targeted service workers to initiate the appointment of a mental health worker in order to provide support to families in need.
- Case files for individual families are maintained to a high standard and reflect the positive links and good communication with other professionals to meet families' needs.
- Health-promoting services such as a regular adult cookery course help to develop families' awareness of healthy eating and how to prepare healthy meals. Obesity rates for children at the end of Reception Year are declining. An increasing proportion of mothers are sustaining breastfeeding at eight weeks.
- Parents praise the high level of commitment and support that centre staff provide. In times of crisis, staff work tirelessly to meet individual families' needs. Centre users feel confident to drop in at the centre to talk to staff, other centre users and to seek support.

**The effectiveness of leadership, governance and management**

Good

- The head of centre, centre manager, governing body of Swinnow Primary School, advisory board members and local authority are committed to improving the life chances of families most in need and making the centre the best it can be. Staff are well motivated and this contributes to the effective work of the centre.
- Governance arrangements are effective. The headteacher and governing body of Swinnow Primary School review how well the centre is making progress towards its targets and have a good awareness of the strengths and weaknesses of the centre.
- The advisory board provides a good level of support and challenge. They have a thorough knowledge of the needs of families in the area and how services are used to meet those needs.
- The local authority provides a broad range of data, which centre leaders use to help inform their understanding of the local area, and how well the centre is doing. These data are not sufficient or accurate enough to make sure that all target groups can be accurately identified or that targets for improvement are as relevant as they could be.
- Action taken by centre leaders has led to improvements in registration and engagement of centre users, and the range of services on offer.
- Performance management of staff and professional supervision are well established. Training and development opportunities are identified and staff undertake relevant courses. This has a positive effect on staff knowledge and how well they meet the needs of families.
- Safeguarding is a priority for the centre. Effective policies and procedures are in place to promote the welfare and safety of families. Strong multi-agency partnerships and good use of Common Assessment Framework procedures make sure that children at risk including those subject to a child protection plan or who are identified as being in need are well protected.
- Parents' views are valued and are used to adapt services. Parents' requests for more cookery courses, and young parents' requests to meet at venues of their choosing away from the centre were met. Parents are represented on the advisory board. Centre leaders are seeking ways to encourage more parents to be involved in the development of services and decision making.
- Relationships among centre users and with staff are very positive. Adults from different backgrounds feel welcomed and all are positively included. Parents report a high level of satisfaction with the work of the centre.
- The sharing of expertise and services through the early start team helps to ensure that resources are used effectively to meet families' needs. This close working is still developing but has a positive impact through closer information sharing.

**What inspection judgements mean**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and as a result inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

**Children's centre details**

<b>Unique reference number</b>	23095A
<b>Local authority</b>	Leeds
<b>Inspection number</b>	427655
<b>Managed by</b>	The governing body of Swinnow Primary School on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	665
<b>Centre leader</b>	Sarah Haigh
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	0113 214 6130
<b>Email address</b>	schildc01@leedlearning.net

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