

Moortown Children's Centre

c/o Moor Allerton Hall Primary School, Lidgett Lane, Leeds, West Yorkshire LS17 6QP

Inspection date 22–23 January 2014

Overall effectiveness	This inspection: Previous inspection:	Good Not previously inspected	2
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 children's centre is good.

- Staff at the centre have reached out to local families very successfully. Almost all of the families who need their help most are registered with, and stay involved in, centre services until their needs are fully met.
- Skilled outreach workers support families well, both in good quality 'stay and play' sessions on site and in the community. Their work is also helping an increasing number of families who experience domestic violence, parenting challenges, mental health concerns and housing and financial problems. This is improving families' health, well-being, safety and economic security.
- The centre leader checks the quality and the impact of the sessions regularly and accurately. Centre staff in these good-quality sessions show parents how to make the most of the learning opportunities in the enticing range of resources and activities on offer, and this helps parents to move their children's learning and development forward.
- The centre and its partners are improving the health of children and families in their area well.
- Partnerships support the centre's work well, both with the Early Start team and also with adult learning providers, Jobcentre Plus and the Citizens' Advice Bureau.
- The local authority provides detailed information and useful support, and visits regularly to check how well the centre is doing, and how secure the evidence is for this. The centre's leadership, management and governance can show year-on-year improvement to practice and services.
- Safeguarding arrangements are good, with effective working alongside social care colleagues, who confirm that the early intervention work of the centre staff often prevents the need for their services.

It is not outstanding because:

- The leadership does not know the difference the centre makes to the achievement of children from families using the centre because it does not track their progress systematically. The centre does not work with local schools closely enough to be able to compare the difference in the children's levels on entry to the levels of children from families not using the centre.
- There are not enough good or better quality places for all eligible two-year-olds in the reach.
- The advisory board is not able to support, challenge and hold the centre to account fully because not all members have received training to undertake their roles.

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 the inspection of Roundhay Children's Centre.

The inspections were carried out by two of Her Majesty's Inspectors and one additional inspector.

The inspectors held meetings with the leaders of Moortown and Roundhay centres, managers of the NEXT cluster, local headteachers, outreach workers, Jobcentre Plus, officers from the local authority and local training partners. They met with health, education and early years partners, parents, volunteers and spoke with the Chair of the Advisory Board. They reviewed the centre's self-evaluation, action plan, safeguarding policies and procedures, and tracked a sample of cases.

The inspectors visited three children's centres, a local nursery and local school.

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

Inspection team

Linda McLarty	Her Majesty's Inspector, Lead Inspector
Dr Pamela Blackman	Her Majesty's Inspector
Cathryn Parry	Additional inspector

Full report

Information about the centre.

The Leeds - NEXT Early Start collaboration comprises Moortown, Roundhay and Alwoodley children's centres, although arrangements to formalise the Alwoodley centre's involvement in the collaboration are at an early stage. Moortown and Roundhay centres share a joint advisory board and an outreach team who deliver a combined timetable of shared services and courses offered across both centres. As part of the Early Start Team Cluster area, they also work closely with Alwoodley Children's Centre. Governance of the collaboration of the centres is by the Leeds Next Cluster Collaborative Committee which delegates budgetary and line-management responsibility for Moortown and Roundhay centres to Allerton Grange High School.

Moortown Children's Centre is co-located with Moor Allerton Hall Primary School, and Roundhay is co-located with Gledhow Primary School. Alwoodley Children's Centre is on the same site as Allerton Church of England Primary School, and was inspected in February 2012. The Alwoodley Children's Centre and the schools were not part of this inspection and their reports are available at www.ofsted.gov.uk.

There are 3522 children aged from birth to four years living in the reach areas of the three centres; of these, 2262 live in the areas served by Moortown and Roundhay centres.

The Moortown Children's Centre serves an area in which 65% of the population is of White British heritage, and the centre leaders have registered and engaged with the very large majority of all families in their area, including most of the minority ethnic families. The Moortown and Roundhay centres deliver services to a large geographical area encompassing a mix of rural and urban areas. They serve communities ranked within the top 70% of deprivation nationally, in an area of comparative affluence.

There are no areas served by Moortown centre which are ranked within the lowest 42% of disadvantaged areas nationally. Unemployment across the reach area is 8.4% and approximately 15% of families are in receipt of benefits.

Across the areas served by the centres, children enter school-based, early years provision with skills and capabilities below the levels typically seen in children of their age.

What does the centre need to do to improve further?

- Work with the private and voluntary settings and primary schools to develop and implement robust systems to track children's progress in order to measure how well the centre prepares the children for school, and how well it narrows the achievement gap between the lowest performing 20% of children and that of their peers.
- Work with the local authority to provide sufficient good or better quality places for all current and anticipated eligible two-year-olds, to ensure that they receive good quality care and learning experiences.
- Improve the ability of the advisory board to offer sufficient challenge, and to hold the centre to account for the difference it is making to local lives, by providing suitable training for all board members

Inspection judgements

Access to services by young children and families

Good

- The centre successfully registers and engages with the very large majority of the families in its area. The leader knows the needs of the families well as a result of good information-sharing with health partners in the Early Start team, which helps the centre staff to contact parents during pregnancy, and those in need of targeted help. The centre also receives accurate, detailed data from the local authority about the families in the area, supplemented well by frequent home visits to make sure that staff contact those families who may not otherwise take up services.
- Families, especially those most in need of support, remain engaged with services because close partnership working in the Early Start team results in early identification of need, and ensures support is quickly galvanised, without duplication of services. The well-qualified outreach workers undertake in-depth assessments, with good analysis of risk. They provide carefully targeted support, with good tracking and monitoring of the progress of families.
- On their return to universal services, monitoring continues to check families' progress. Tracking shows that centre staff are improving the well-being and life chances of families, who speak highly of the support they receive. The centre has a good balance of universal and targeted services, and staff regularly consult with parents to confirm that the services they offer continue to meet their needs.
- All three- and four-year-olds take up their funded places, but only just under half of all eligible two-year-olds take up their entitlement to free nursery education. All funded two-year-olds attend settings judged by Ofsted to be good or better. However, the local authority acknowledges there is not enough suitable provision in the area for the current, and anticipated, number of eligible two-year-olds, and they have plans in place to remedy this.
- Uptake of services is monitored regularly by centre leaders to check the participation of families from target groups, and to identify any barriers to access and engagement. Signposting is diligently followed up to assess the extent to which parents benefit from the signposting advice and to gauge the quality and usefulness of the services to which they have directed parents, and to identify what further support may be needed.

The quality of practice and services

Good

- Most children using Moortown Children's Centre attend schools where more children reach a good level of development, as measured by the Early Years Foundation Stage Profile scores, than is the case nationally. This suggests that most children using centre services are well-prepared for school, as does the quality of the sessions seen during the inspection. However, the leadership does not know the specific difference that services are making to children's readiness for school, because the centre does not systematically track children's progress through to school-based provision.
- Families consistently report that the comprehensive range of good-quality provision is improving their understanding of how to keep themselves and their children healthy and safe. Clinics and groups are very well-attended, and families benefit from home-safety assessments and a wealth of safety advice and guidance. Health outcomes for families using centre services are better than those seen nationally for breastfeeding, smoking, immunisations and the proportions of children entering school at a healthy weight.
- An effective referral system and good partnership working through the joint allocation meetings, ensure that target families and those facing particular challenges receive specialist support from well-trained, experienced staff. Outreach workers undertake in-depth assessments of need, analyse risk well and deliver effective support with good tracking and monitoring of the progress families make. Case records contain detailed chronologies, thorough assessments, evidence of parental involvement and effective management and supervision and challenge to the decision-making process.
- There is clear evidence that the centre is reducing inequalities in health and social care

outcomes, thus equalising the life chances of families, many of whom speak highly of the support they receive. Typical comments heard during the inspection include 'I would be very isolated and would not know what services there are without the centre.'

- Staff support parents to attend many high-quality activities to improve their confidence and parenting ability, including evidence-based parenting programmes. Staff ensure equality of access to these courses by helping parents with transport and crèche facilities. Parents' evaluations are overwhelmingly positive about the difference these opportunities have made to them in developing their confidence and improving their parenting abilities.
- Improving employability is not a major priority in Moortown's comparatively affluent area, but the relatively small numbers of adults who attend and complete accredited courses are served well by good links with adult learning providers through Leeds City College. Adults also have access to some well-delivered learning sessions in English as a second language, leading to some good achievements at all levels from entry levels to Levels 1 and 2. Small numbers of parents have been supported to take up volunteering opportunities which are of high quality and resulted in additional qualifications and suitable employment.

The effectiveness of leadership, governance and management

Good

- The local authority provides good support and increasing levels of challenge through the annual conversation, review meetings and regular visits in which officers check that the right services are being delivered effectively to those who need them most. Data about the area are generally shared well by the local authority, although the centre's leadership is less clear about how well the centre is narrowing the educational achievement gap for local children.
- Advisers, leaders, governance and staff at all levels have a clear understanding of the strengths and areas for development. Self-evaluation is accurate and is increasingly supported by measureable evidence of impact. It demonstrates a precise knowledge of the needs of the area and how the centre is reducing inequalities and improving opportunities for local children and families.
- The centre leader, who is trained in supervision, sets clear priorities for the centre and provides effective oversight to ensure that staff reach their personal targets, and to measure how well they help the centre meet its priorities. She has built a strong team, who feel valued and supported, with good opportunities for continuous professional development to support their roles.
- Parents' views help shape service delivery and design, through good levels of parental representation on the advisory board, regular consultations, session evaluations and feedback. However, parents on the advisory board have not been offered training to support this role, which affects their ability and confidence to challenge staff effectively about targets and improvements.
- Resources, particularly the staff outreach team, are used effectively both on site and across the community. Parents, including some who have experienced crisis and on-going hardship, are enthusiastic advocates of the centre and gave compelling evidence of how staff provide highly effective emotional and practical support in some very testing situations. Good partnerships mean staff can call on partner agencies for timely, specialist help and parents described the centre staff as 'very active in the community'.
- Safeguarding policies and procedures are in place and implemented well. All staff are trained in safeguarding, and are confident about onward referrals in the event of a safeguarding concern. Case-file records are regularly supervised and audited by management. The use of the local Common Assessment Framework (CAF) is well established in the area and used appropriately and well.
- Strong local relations with children's social care and health colleagues ensure close joint working and information sharing, particularly for those subject to a child protection plan, looked-after children and those identified as in need. Staff understand social care thresholds very well.

What inspection judgements mean

Grade	Judgement	Description
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

Unique reference number	22045
Local authority	Leeds
Inspection number	430158
Managed by	The centre is managed on behalf of the local authority by the Leeds: NEXT Cluster Collaborative Committee who delegates line-management responsibilities to Allerton Grange High School

Approximate number of children under five in the reach area	1189
Centre leader	Mrs Lindsay Blackburn
Date of previous inspection	Not previously inspected
Telephone number	0113 336 8539
Email address	Blackbl10@leedslearning.net

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