

Winston Way Children's Centre

Winston Way Primary School, Winston Way, Ilford, IG1 2WS

Inspection date 13–14 February 2014

Overall effectiveness	This inspection: Previous inspection:	Requires improvement	3
		Not previously inspected	
Access to services by young children and families		Requires improvement	3
The quality of practice and services		Requires improvement	3
The effectiveness of leadership, governance and management		Requires improvement	3

Summary of key findings for children and families

This is a centre that requires improvement. It is not good because:

- Centre staff are working hard to encourage more families to use the centre. The impact of their efforts is seen in the significant growth in the number of families who registered with the centre over the last year. However, more work still needs to be done to ensure most families from the reach area are registered and actively participate in activities.
- Data are analysed well for some aspects of the centre's work but overall data analysis is not systematic or detailed enough. This limits the extent to which the centre can demonstrate that it is making a difference to the lives of families and of particular target groups.
- Leadership, governance and management arrangements are adequate and the centre's action plans accurately reflect priorities. However, improvement plans lack rigour because they do not contain challenging and measureable performance targets to motivate the centre to make swift progress towards becoming a good centre.
- The proportion of good and outstanding early years provision available to families in the centre's reach area is high. However, not enough work is being done by the centre to ensure that most children who are eligible for free early education access this provision.

This children's centre group has the following strengths:

- Outcomes for those families who use the centre are good. Parents improve their personal skills and children improve their early skills as a direct result of their engagement with the centre's effective activities and services.
- Provision to meet the needs of parents who speak English as an additional language is good. Parents benefit well from good quality courses that enable them to develop their knowledge and use of English.

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.

This inspection was carried out by three additional inspectors.

The inspectors held meetings with the headteacher of Winston Way Primary School who acts as centre manager and with the deputy centre manager. They met managers and officers from the local authority, representatives from organisations representing health, early years education, adult education, employment support and social care. They also met parents and members of the advisory board and the governing body. Inspectors observed sessions and activities at the centre organised for both parents and children.

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

Inspection team

Priscilla McGuire	Additional Inspector, Lead Inspector
Barbara Saltmarsh	Additional Inspector
Katherine Beck	Additional Inspector

Full report

Information about the centre

Winston Way Children's Centre is a stand alone phase two centre in Ilford in the London Borough of Redbridge and is within the south locality of the borough. The centre was designated in 2008. It directly provides services and also provides access to services in conjunction with other centres within the south locality. To meet the core purpose, services include adult learning courses, early years provision, employment training and family support. The centre shares its site with Winston Way Primary School (URN 131628) and the Winston Way Pre-School (URN EY373809) which are both subject to separate inspection arrangements. Reports for both of these can be found at www.ofsted.gov.uk. The headteacher of the school acts as centre manager but day-to-day management of the centre is the responsibility of the deputy centre manager. The current headteacher is in an interim part-time role for two days per week, pending the appointment of a new headteacher. The governing body of Winston Way Primary School in conjunction with the south locality advisory board provides governance of the centre.

There are 1065 children under the age of five living in the centre's reach area. Children enter early years provision at levels below that expected for their age. The majority of families are of Bangladeshi or Pakistani heritage and many speak English as an additional language. Levels of deprivation are high across the reach area. Around 26.7% of families of children aged 0 to 4 live in households dependent on workless benefits and 8.6% of families benefit from childcare tax credits.

Most children enter early years provision with knowledge and skills that are below expectations for their age.

The centre has identified families who live in workless households and families that speak English as an additional language as its key target groups.

What does the centre/group need to do to improve further?

- Increase registration and participation rates by extending links with health, early years, employment support, education and other organisations that provide relevant services for families with young children.
- Work with the local authority, the advisory board and the governors to ensure that data are routinely analysed and used to monitor the impact of all aspects of the centre's work and to enable staff to monitor participation by all target groups.
- Ensure that the local authority, the advisory board and governors help the centre to make swift progress by setting ambitious but realistic and measurable targets in action plans which are regularly monitored and reviewed.
- Improve strategies to promote early years education to ensure that the very large majority of children who are eligible for free early education benefit from it.

Inspection judgements

Access to services by young children and families

Requires improvement

- To encourage more families to access services, the centre has strengthened its partnership working with the co-located local school, with early years providers, health partners and other organisations. As a result, registration rates are increasing and have increased significantly over the last year.

However, more work needs to be done to ensure most families, particularly those from target groups, and those expecting children register and the large majority use the centre.

- The majority of early years providers in the reach area have been judged to be good or better and some families with the most needs are effectively signposted to these providers. However, not enough children from targeted groups, such as those identified as living in workless households, access free early years education.
- Systems to monitor how many families regularly access services are improving but are not yet good. Data about participation and attendance rates are routinely collected, but not enough detailed analysis of data is carried out to monitor impact of all aspects of the centre's work and to identify which priority groups within the community are not regularly engaging in activities.
- Through its work with partner organisations representing adult education, social care and health and also through its close working with other centres within the south locality, the centre offers an appropriate balance of universal and targeted services.
- The needs of families are adequately assessed. They receive appropriate help and support from the centre and when relevant are signposted to external partners for specialist help.

The quality of practice and services

Requires improvement

- This aspect requires improvement because the quality of some aspects of the centre's work is not always good and because the centre has not yet achieved an appropriate balance of universal and targeted services.
- The centre contributes well to reducing inequalities. Through courses such as 'English Conversation' and 'English for Speakers of Other Languages' (ESOL), parents from one of the centre's key target groups, those who speak English as an additional language, are developing good language skills and in some cases gaining qualifications. However, the overall impact of this provision is limited because not enough parents use the centre and participate in these courses.
- Sessions for children such as 'Tiny Talkers' are effective in helping parents become competent to support their children in developing good communication and language skills. However, planning for sessions does not always take sufficient account of Early Years Foundation Stage outcomes.
- Data and tracking show that children who attend the centre perform much better in the co-located school than those who have not attended the centre. The most recent data for 2012/13 show that most children who attended the centre achieved a good level of development by the end of the Reception year.
- By helping parents improve their English language skills and by offering employability skills workshops through partnership links with 'Work Redbridge', the centre helps parents from workless households to become more employable. Evidence shows that some parents have progressed to employment as a result of the centre's work. However, not enough parents are participating in employment training activities.

The effectiveness of leadership, governance and management

Requires improvement

- The quality of governance, leadership and management requires improvement because although leaders and managers have an accurate understanding of what precisely the centre needs to do to improve, action plans to drive improvement lack rigour. They do not contain sufficient measurable or ambitious performance targets. As a result, the centre's progress towards becoming a good centre is too slow.
- Governance through the locality advisory board and the school's governing body is adequate but does not provide enough support or challenge for the centre. This contributes to the slow progress that the centre makes.

- Overall support for the centre from the local authority is good. It includes regular visits from managers, opportunities for staff to share good practice with other centres and the provision of a comprehensive 'practice guidance manual'. This has been developed to ensure practice across all centres, both those managed by the local authority and those that are not, is consistent and of a high standard.
- Although some data are used well to monitor the impact of the centre's work in some areas such as health and education, there is not enough systematic analysis and use of data to monitor impact in relation to all outcomes for families. In addition, not enough monitoring of participation in activities by different target groups is carried out.
- Resources are adequate to meet the needs of families. Space at the centre is limited, but through close partnership working with staff across the south locality and the borough and increased partnership working with the school and other partner organisations, the centre is able to offer sufficient resources and facilities.
- Safeguarding and safer recruitment arrangements are appropriate and staff have received relevant training. Policies and procedures to promote safeguarding are comprehensive and adequately understood by staff.
- The centre works closely with social care staff to ensure families remain safe and to support children in need or those subject to child protection plans and those children who are looked after. Staff also use the Common Assessment Framework as a tool to ensure families with the most needs receive swift early help and support from the most appropriate agency.
- By minimising and removing language barriers for families who speak English as an additional language, the centre is contributing to reducing inequalities.

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 details

Unique reference number	23626
Local authority	Redbridge
Inspection number	430205
Managed by	The governing body of Winston Way Primary School on behalf of the local authority
Approximate number of children under five in the reach area	1065
Centre leader	Debra Webb
Date of previous inspection	Not previously inspected
Telephone number	020 8478 1643
Email address	Jacqueline.rice@winstonway.redbridge.sch.uk

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