

Marcliff Children's Centre

Listerdale Junior & Infant School, Beech Avenue, Brecks, Rotherham South Yorkshire, S65 3HN

Inspection date	4–5 March 2014		
Overall effectiveness	This inspection:	Good	2
	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 knows its families well. A large majority of families, including those from most target groups, engage in the wide range of good quality services which the centre and its partners provide.
- Strong partnerships, particularly with the neighbouring centre, schools and childcare providers ensure that families receive the help and support they need at the right time and improve their outcomes.
- A high proportion of children reach a good level of development by the end of the Early Years Foundation Stage and achievement gaps are narrowing. In addition, the take up of early years education places by all eligible two-year-old children is outstanding.
- Health outcomes are good and continually improving.
- The head of centre and lead teacher have high aspirations for the community and are rigorous in evaluating services to improve the opportunities for all families.
- The local authority, together with the governing body and advisory board, work well together to carefully monitor, challenge and support staff to drive improvements.
- Parents are highly satisfied with the services, activities and support the centre provides.

It is not outstanding because:

- Not enough of the small number of workless families regularly attend the centre's activities.
- Monitoring and tracking of progress is not sufficiently systematic, in order to capture all the progress made by families who access services and activities in several venues.
- Health services do not always share information on teenagers and disabled children in a timely manner, which limits the centre's ability to fully monitor their engagement.

Information about this inspection

This inspection was carried out by two additional inspectors.

The inspectors held meetings with senior staff from the centre, the local authority, and other staff from the centre. Inspectors also met with a range of partners including those from health services, educational organisations, employment services and representatives from the advisory board. They listened to the views of parents.

The inspectors observed the centre's work including sessions such as, 'Baby Massage', 'Childminder's Network', 'Multi-Sensory Play' and 'Wriggle, Rhyme and Sign', and looked at a range of relevant documentation. They looked in detail at a number of case files of children such as, those subject to a child protection plan, those deemed to be children in need and others in receipt of outreach support.

Inspection team

Jean-Marie Blakeley, Lead inspector	Additional inspector
Jane Hughes	Additional inspector

Full report

Information about the centre

Marcliff Children's Centre is managed by the Dalton Listerdale Junior and Infant School on behalf of the local authority. The centre adjoins the school and the headteacher of the school is also the centre leader. The school is subject to separate inspection arrangements and its report can be found on the Ofsted website at: www.ofsted.gov.uk

The centre is a phase three stand-alone centre. It currently shares a lead teacher, an outreach worker and a family support worker with Silver Birch Children's Centre. The centre has its own advisory board comprising of key partners and parents and is governed by the school's governing body.

The centre serves an area of Rotherham which is relatively affluent. Most families are working with only a few workless households in the area. Most families live in owner occupied houses. The vast majority of families are of White British heritage, with a very small minority of, mostly professional, minority ethnic families. Many parents are self-employed and some have been adversely affected by the recent economic climate, but are not claiming benefits. The centre identifies that this group, as well as workless households, lone parents, teenage parents and pregnant teenagers, fathers, minority ethnic groups and families at risk of the children becoming 'children in need' are key target groups.

The centre delivers a range of services including parenting programmes, focused play sessions, one-to-one family support and adult education classes. Services and activities are shared with Silver Birch Children's centre and are open to families from both centres.

Approximately 361 children under five years of age live in the community. Most children enter early years provision with skills at or slightly below those typical for their age.

What does the centre need to do to improve further?

- Develop strategies to encourage workless families to regularly access the good activities and services the centre offers
- Refine systems to check the progress of children and adults still further so that the centre has a very clear view of the progress they make wherever they access activities
- The local authority should strengthen its agreements with health services to ensure that the centre receives timely information on all of its key target groups.

Inspection judgements

Access to services by young children and families

Good

- The centre understands the local community well. Effective liaison with partners ensures the centre knows about expectant mothers and all new births within the area. This means key partners and the centre gain a good understanding of the needs of individual families. As a result, most families are registered with the centre and a large majority of target groups regularly access services. Engagement of parents with children from birth to one year old is excellent. However, strategies to encourage workless families to regularly access the good activities and services the centre offers, are not fully developed.
- The outreach worker and family support worker are highly motivated to support as many families as possible across the reach. Families enjoy interacting with the same familiar workers who work both at this centre and also at Silver Birch Children's Centre. This prompts some of

them to access services at both centres.

- The centre and its partners deliver a wide range of high quality sessions which increases access and engagement of families. This helps to identify individual needs. The warm and friendly welcome and the attractive and stimulating venue at Marcliff are highly valued by parents and children.
- Disabled children and parents with young babies are well supported through good access to a well-resourced sensory room in the school. There is clear signposting to specialist support.
- Parents benefit from attending activities that help them give their children the best start. They enjoy programmes that are specifically designed to improve their nurturing and parenting skills. These help them to manage their children's behaviour positively.
- Staff have been extremely successful in encouraging parents to take advantage of available funding for nursery places for all eligible two-year-olds. In addition, almost all children take up the three- and-four-year-old entitlement to early years education.
- The family support worker provides well-targeted support for families which ensures that help is on hand when they need it most. Parenting programmes delivered on an individual basis, in family homes, increases access to learning for some of the most vulnerable families.
- The effective partnership with the learning community means that adults have good access to adult learning provision, tailored to their needs, across a range of venues.

The quality of practice and services

Good

- Families are highly satisfied with the centre's good quality services on offer. These services have a positive impact on improving children's well-being and the lives of families and reducing inequalities leading to good outcomes.
- The gap in achievement of the most disadvantaged children in comparison to other children is narrowing. In 2013, this group of children did much better than their peers nationally. This is a direct outcome of the impact of the 'driver group' which was established to help all local early years settings, including those in schools, to maximise the benefits of the revised Statutory framework for the Early Years Foundation Stage. Early years practitioners are sharing expertise and disseminating best practice. This is enabling a larger proportion of children to reach a good level of development.
- Parents develop a clear understanding of their responsibilities in keeping their children safe. Centre staff provide excellent support for the whole family when most in need. This leads to a de-escalation of concerns. Staff signpost families well to use the expertise of partners to support and advise them about financial matters, benefits, training and routes into employment.
- Health outcomes for families in the area are good and continually improving. Breastfeeding and immunisation rates are high and there is a decline in rates of infant mortality, smoking in pregnancy, and teenage pregnancies. Childhood obesity rates are low.
- Childminder's drop-in sessions provide good opportunities for children to socialise and develop personal and social skills. Childminders are well supported by their peers at weekly group meetings and by staff from children's centres and the local authority.
- The coordination of childcare by the local authority is particularly effective because officers provide a great source of practical support and guidance. This results in improving early years provision among childminders.
- Strong partnership work between centre staff and local primary schools ensure the effective use of assessment information at children's transition into school. The head of centre has established a clear system to check children's progress. For example, it effectively tracks children who attended the centre through to Reception class and through Key Stages 1 and 2 in school.
- Parents make a valuable contribution to shaping services, for example, through the parents' forum, as volunteers or as representatives on the advisory board. Case studies demonstrate that while many mothers return to work, others change career and go on to further or higher education and new employment.
- The centre does not consistently track all individuals across activities at the two centres and/or accessing partners' services. This means the centre cannot show the full effect that all services have on improving the lives of adults and children.

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

- The dedicated centre leader, together with the well-respected lead teacher, inspires a good team of ambitious staff and partners. Available resources are used well to target and maintain regular and positive engagement with families and to improve their well-being.
- The centre knows its strengths and areas of improvement. Staff keep records of activities and evaluate them so they know how satisfied parents are with those that they have attended. The centre uses good self-evaluation systems to identify priorities and set mainly challenging targets for improvement.
- Governance is good. Strong links are in place between the advisory board, key partners and the local authority. The local authority is supportive of the centre's work and challenges it well through the annual conversation. It sets out clear priorities which are focused on improving the lives of families who are in most need. It also sets out priorities for reducing inequalities and closing the gap for children and families. Key partners, parents and leaders meet regularly, to review and agree action plans which include clear targets in the development plan. This ensures the continuing success of the centre.
- The inclusion of all families and children is central to the work of the centre. Parents' opinions help to shape the services that are on offer. Parents are represented on the advisory board and regular surveys and evaluations ensure the centre knows the views of parents. The centre uses these well to improve access and to plan for the future.
- Safeguarding arrangements are effective. Well-qualified staff act quickly and make good use of the centre's detailed policies and procedures to make sure children are protected well.
- The needs of the small minority of children subject to a child protection plan and children in need are well met and the Common Assessment Framework (CAF) is used as needed to coordinate early support.
- All the required policies and procedures are in place to ensure effective safeguarding practice across all aspects of the centre's work. These include those for recruiting and vetting staff. Performance management and professional supervision are well-established and consistently applied across staff which ensures families receive swift, appropriate and good quality support. Case files are closely monitored and maintained to a good standard.
- Agreements between the local authority and health services are in place to ensure the centre has information about all key target groups. However, these agreements are not strong enough to ensure the centre receives all of the information in a timely manner.

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	21926
Local authority	Rotherham
Inspection number	430207
Managed by	Dalton Listerdale Junior and Infant School on behalf of the local authority

Approximate number of children under five in the reach area	361
Centre leader	Craig Roberts
Telephone number	01709 702319
Email address	marcliff.childrenscentre@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

(Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

