

# B1 Three Parks Children's Centre

Rye Park Nursery School Centre, Walton Road, Hoddesdon, EN11 OLN

<b>Inspection dates</b>	25–26 June 2014
Previous inspection date	Not previously inspected

<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		<b>Outstanding</b>	<b>1</b>
The quality of practice and services		<b>Good</b>	<b>2</b>
The effectiveness of leadership, governance and management		<b>Good</b>	<b>2</b>

## Summary of key findings for children and families

### This is a good centre

- The centre has been very successful at increasing the number of targeted and more vulnerable families registered. As a result, access to services is outstanding and most families are actively engaging with the centre and are benefiting from the good quality services.
- The centre is firmly established at the heart of the community and offers a wide range of high quality services across the reach area. A particular strength is the way that the centre supports families in crisis and as a result has helped to rescue many individual families in difficult circumstances such as dealing with debt, housing issues and domestic violence.
- The centre specialises in providing early intervention and support services for children with complex needs. The centre is also a centre of excellence for speech and language therapies and shows innovation by offering psychology services for improving families' emotional well-being with impressive results.
- Leadership, governance and management are good and there is effective support from the local authority. Together they are improving the quality of practice and services.

### It is not outstanding because:

- The speed of improvements in the last year is impressive but some families have not yet had sufficient time to fully benefit from the activities and support programmes and the impact on recently registered families is still at an early stage.
- Although opportunities for training and gaining qualifications in childcare are good, very few other parents are accessing other education, training and programmes to improve their employability.
- Monitoring and tracking systems to measure the performance of the centre are starting to give the centre an overview of some aspects of the services provided but these are not fully developed.

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

- Develop an effective system to monitor the overall performance of the centre and measure the impact of activities and services.
- Ensure that provision for adult learning, education and skills development is improved so that the number of parents accessing academic courses is good.

## 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 two Additional Inspectors.

The inspectors held meetings with representatives from the local authority, pre-school partners, a local headteacher, health partners, linked social worker, employment and other adult learning and training services groups, children centre staff, parents and members of the advisory board and the governing body of Rye Park Nursery School Centre.

The inspectors visited a range of activities and sessions held at the centre, local outreach centres and also visited Ryesings and Rye Park Nursery School. The lead agency school headteacher and other senior centre staff attended all team meetings.

The inspectors observed the centre's work, and looked at a range of relevant documentation including the self-evaluation form, action plan, a sample of case files, parents' satisfaction surveys, safeguarding policies and procedures and a variety of files for the range of activities delivered.

## Inspection team

Catherine Stormonth, Lead inspector	Additional Inspector
Ann Taylor	Additional Inspector

## Full report

### Information about the centre

The centre became operational in 2008 as a stand alone children's centre and came under the management of Rye Park Nursery School Centre as the lead agency in 2009. The centre operates from a purpose built site attached to Ryesings at Rye Park Nursery School Centre (URN EY 313066) and Rye Park Nursery School Centre (URN 117072) which are subject to separate inspection arrangements. The reports of these inspections are available at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

The centre serves the Rye Park area in the town of Hoddesdon. It is supported by the governing body of Rye Park Nursery School Centre and an advisory board of key partners and parents. The centre provides early education, childcare and health services, family support and adult learning courses. Most children enter early education with skills that are at the expected level for their age.

The centre's reach area includes 866 children aged less than five years of age, the majority of whom are White British. The largest ethnic minority groups are from Italy and Eastern Europe and there are smaller numbers of African and Asian heritage families. The area is very mixed socially and economically with pockets of deprivation. The Rye Park ward is ranked amongst the lowest 30% of deprived areas nationally. Data indicates that 10% of children live in workless households and rely on benefits. Key target groups identified by the centre are: vulnerable families; those living in poverty; lone parents; and families with disabled children or children with special educational needs.

### Inspection judgements

#### Access to services by young children and families **Outstanding**

- The centre has been highly successful in significantly increasing the number of target families and those expecting children, accessing and engaging with the centre in the past year. As a result, nearly all families are registered with the centre and almost nine out of every ten children in the reach area are regularly benefitting from the services on offer.
- Information sharing with the centre and key partners is very well established and is used to plan carefully targeted provision for the most vulnerable families. The team of outreach workers, many of whom have medical backgrounds, have been very effective at engaging with the hardest to reach families who would normally not use the centre.
- The centre promotes the range of services for both universal activities and those more targeted services very effectively and attracts large numbers to attend a full weekly timetable of activities and larger community events.
- All two, three and four-year-olds from disadvantaged families who are entitled to free early education have been commendably placed in suitable pre-school settings and the majority make good and often better progress in their learning and personal development. School readiness for these children is outstanding.
- Early identification of additional needs and early intervention are key strengths of the centre's work. As a result, the centre meets the needs of vulnerable families very well.
- Many families from outside the reach area seek out the Early Years Specialist Development Centre based at the centre and are able to access the impressive range of services. These support children with needs ranging from mild language delay to those families with children that have severe and multiple learning difficulties. The arrangements for supporting these children's

transition to pre-school settings and to nursery schools are outstanding. Parents say that they are 'over the moon' about the quality of the support and one parent said that this service 'prevented a breakdown' of her family and could not praise the service enough for supporting her child's complex needs.

- Other local children's centres specialise in different types of provision and some families who are suffering from domestic abuse, those from different ethnicities who are seeking English language support and parents who are looking for careers advice and 'back to work programmes' are signposted to those specialist centres. The monitoring of the attendance of these families and the progress they make is patchy however.

## The quality of practice and services

**Good**

- There is a good range of both targeted and universal services which are well matched to identified needs in the local area.
- The number of targeted families who have recently registered with the centre have not yet had time to reap the full benefits of the support programmes and activities they are using. The impact for some is good but for others it is too early to tell if the centre is making a real difference to their family lives.
- Children get a good start in their early education as a result of the centre's work. 'Baby Signing' and The 'Bookstart Programme with Storyteller' are very popular. The 'Riverside Stay and Play' session observed during the inspection was well planned and each activity table had clearly identified learning outcomes shared with parents.
- The Early Years Foundation Stage profile results show that by the end of reception year children achieve well above both local and national averages. The achievement gap between the lowest achieving children is showing a marked improvement in the last year and inequalities have been significantly reduced for all groups of children.
- Families receive good advice for healthier lifestyles and as a result, breastfeeding rates are improving and obesity rates are falling.
- Most of the families identified as needing to develop and improve their parenting skills have attended the high quality 'life changing' courses which have had a major impact on improving the quality of family lives. The 'Caring for Dads' programme and 'Space Group' activities are particularly impressive and help to promote a more positive 'You can do it' attitude.
- The one-to-one interventions led by the Educational Psychologist have also resulted in parents being able to cope much better with their challenging circumstances.
- The opportunities for work experience are a real strength where some parents have been given great opportunities to volunteer in a number of ways both at the centre and through local partnerships. Parents go on to obtain a range of impressive childcare qualifications and have taken up places as nursery nurses, teaching assistants and more senior positions in pre-school settings

## The effectiveness of leadership, governance and management

**Good**

- Leaders and managers have driven notable improvements in both access to services and the quality of provision and outcomes are improving for both universal and targeted families.
- Those responsible for the governance of the centre provide good strategic leadership and encourage innovation such as the additional needs specialism. The advisory board and local authority helped to effectively drive the centre's recent improvements and keep a tight rein on finances. The centre offers good value for money from a limited budget and often shows enterprise in winning local bids for additional grant funding.
- Leaders have taken a keen focus on targeted families, which has helped to bring about some big improvements in the quality and suitability of programmes and reduce inequalities. Parents are highly satisfied with the centre and are pleased that their views are used to shape services.
- The centre runs very smoothly with a dynamic, highly skilled and knowledgeable staff that form a strong team devoted to helping families in most need. They are appropriately qualified from a range of professional backgrounds. The systems for supervision, performance management and the continuous professional development of staff are good. The centre's staff training plan is closely linked to centre priorities.
- The safety and welfare of families underpins the centres' work and staff have a good understanding about how to protect children. Safeguarding policies, procedures and practices are in place and consistently applied.
- Staff successfully contribute to reducing harm to children, particularly those families that are subject to child protection plans and children in need. Links with all relevant agencies are good and staff use assessment processes including the Common Assessment Framework effectively to assess the needs of families and coordinate timely multi-agency support. All statutory safeguarding requirements are met and staff are safely recruited.
- Although there are many files with a range of evaluations of activities, programmes and events, there is little to bring it all together to give leaders and managers a fully informed overview of the performance of the centre. There is some evidence of 'improving parenting' monitoring but it is at an early stage and is a work in progress.

## 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.

## Centre

<b>Unique reference number</b>	20157
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	442856
<b>Managed by</b>	Rye Park Nursery School on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	866
<b>Centre Leader</b>	Wendy Wright
<b>Date of previous inspection</b>	Not previously inspected
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