

# Sebright Children's Centre

Haggerston Park, Queensbridge Road, Hackney, London, E2 8NP

## Inspection dates

Previous inspection date

29–30 July 2014

Not previously inspected

Overall effectiveness	This inspection: Previous inspection:	Good	2
		Not applicable	
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.

- Almost all of the children and families from priority groups in the area are registered with the centre. A large majority of families from workless households and least advantaged areas access services regularly.
- Innovative and successful work in the community has significantly improved engagement with Turkish and Kurdish speaking communities.
- Excellent one-to-one support is given to families in most need. Staff are passionate and highly effective in improving life chances for families in most need of support.
- A highly effective volunteer programme enables adults to improve their confidence, gain work experience, and has led to several gaining employment.
- A broad range of good quality services meets the needs of families. The balance of services offered meets the needs of most families well.
- Leadership, management and governance are good. Governors and the local authority have a good knowledge of the challenges facing the centre. Exceptionally strong work with partners assists the centre's good capacity to make further improvements.

### It is not outstanding because:

- Not enough attention is given to monitoring the impact of services open to everyone on target families. There are limited opportunities for adults to attend English for speakers of other languages (ESOL) courses, or to engage in employment-related activities.
- Procedures for checking the quality of activities, especially commissioned services, are limited.
- A few targets in the centre's development plan lack precision, which makes it difficult for leaders to measure the impact of the actions they have taken in some cases.

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

- Ensure centre staff identify, monitor and track the access to, and impact that, the centre has with priority families when they attend universal services.
- Increase the opportunities for adults to attend English for speakers of other languages courses, and to engage in employment-related activities, by:
  - working with partners in the community the centre serves
  - identifying funding streams and other ways to increase capacity to meet demand.
- Strengthen processes for checking the quality of activities offered by the centre, to ensure they meet the needs of priority families.
- Establish clear and measurable targets in the centre's development plan, for example as a percentage of the community the centre serves, so that leaders can check:
  - the progress being made towards achieving the centre's targets
  - the impact of actions on improving services and outcomes for families, especially those from priority groups.

## 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.

Inspectors held meetings with senior leaders and managers in the local authority, health, education and social care partners, parents, outreach workers, early years practitioners, volunteers and representatives from the governing board.

Inspectors observed the centre's work, such as Stay & Play, and looked at a range of documentation. The inspectors looked at the centre's self-evaluation, action planning, a sample of case files, safeguarding practice, policy and procedures and a range of other relevant documentation.

## Inspection team

Alan Comerford-Dunbar, Lead inspector	Additional Inspector
Elizabeth Dickson	Additional Inspector
Teresa Kiely	Additional Inspector

## Full report

### Information about the centre

Sebright Children's Centre is located in the London Borough of Hackney. The centre works in collaboration with three other satellite centres. Hackney has six clusters, each with a strategic centre and satellite centres. Sebright is the strategic centre for 'Cluster E' which covers Haggerston, Hoxton and De Beauvoir.

The centre forms part of Sebright Primary School (URN 100240) which is subject to separate inspection arrangements. The report can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk). Governance is by the school board of governors, on behalf of the local authority. The advisory board is a sub-committee of the school board, known as the 'community and pastoral committee'. It is made up of members of the community, professional agencies and parents.

Satellite centres include Comet Children's Centre (URN 100213), Thomas Fairchild Centre, Minik Kardes (Day Nursery) Centre (URN EY314290). Prior to becoming a Sebright satellite centre, Comet Children's Centre was inspected in 2012; the centre was judged to be 'good'. Minik Kardes was specifically established as a satellite centre to engage with Turkish/Kurdish speaking families. Thomas Fairchild Centre was closed at the time of inspection.

A range of activities and services including family support, work in the community, Stay and Play groups and literacy and numeracy advice sessions. There are also a housing support drop in, breastfeeding support, child health clinics and outdoor activities offered by the centre.

Hackney is very diverse and the community has a rich mix of ethnic, cultural, religious, linguistic and social backgrounds. The community the centre serves is urban and densely populated, with areas of wealth but others of significant social deprivation.

Currently, 2,635 children under the age of five years live in the reach area, of whom 92% are registered with the centre. The largest group of families is of White British heritage (36%). Other minority groups are Black Caribbean, Black African, Asian and Eastern European heritage families. Approximately 44% of children registered at the centre live in workless households.

The centre has identified children living in families who are Turkish/Kurdish speakers, minority ethnic families with additional social needs, live in workless households and/or in the least advantaged areas.

Most children enter Reception classes with a range of skills and knowledge that are above the expected level for their age.

### Inspection judgements

#### Access to services by young children and families Good

- Strategies for encouraging families to attend the centre regularly are highly effective. Targeted work in the community and the effective marketing of services ensure that most children and families from priority groups are registered with the centre. Most families from workless households and least advantaged areas, and a large majority (65%) of Black heritage families with additional needs, attend services regularly.

- Centre staff have been very successful in engaging with the Turkish and Kurdish speaking communities living in the area. The number of individual families that are now accessing centre services on a regular basis has increased rapidly over the past two years.
- Most two three and four-year-olds that are eligible for funding take up their free entitlement to early education. Early childhood services and other activities designed to meet the needs of the wider community are well attended by families. Antenatal classes are popular with parents and centre staff work well with health colleagues to ensure that babies have the best start in life.
- Systems for monitoring the services and activities attended by all families are not sufficiently robust. Therefore, when targeted families attend services, too little attention is given to recording and monitoring the impact of this engagement. For example, it is unclear how services open to all meet the needs for those families who have previously accessed targeted support.

### **The quality of practice and services**

Good

- Families benefit from a good balance of services and activities open to everyone and those aimed at specific groups. Attendance at sessions is good and families are extremely positive about the high quality of services and their accessibility.
- Staff work very closely with social care and health colleagues to provide excellent support for families in most need of support. Parenting courses have a positive impact on families and are highly effective in helping to improve parents' skills. Case study evidence demonstrates the centre's success in taking appropriate and timely action to help keep children safe.
- Parents play a full and active role in shaping services offered by the centre. The highly influential parents' forum ensures that concerns and suggestions are responded to by centre staff. A particularly effective volunteer programme has had a significantly positive impact for several adults who have gone on to gain employment.
- Partnership work with health colleagues and midwifery are very strong. Obesity rates for Reception year children have recently fallen significantly, but still remain above local and national figures. Families benefit from numerous health-related activities and all other health indicators, including sustained breastfeed rates, are positive.
- Children are well prepared for school as a result of their attendance at the centre and involvement in good quality activities. Centre staff have correctly identified that Turkish/Kurdish speaking boys are achieving less well compared to their peers. The centre has recently introduced several initiatives such as parenting courses delivered in Turkish/Kurdish by a Turkish speaking tutor. However, it is too early to judge the impact of this work.
- Centre staff work well with local training providers to promote and deliver courses to meet the needs of adults. These help adults to better integrate into the local community and to acquire skills, knowledge and gain confidence. However, there are too few courses for adults who are new to speaking English. As a result, this restricts their ability to seek and engage in employment-related activities.

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

Good

- The local authority and governors have a good knowledge of the challenges facing the centre. As a result, they provide good leadership, management and governance to the

centre. The local authority centre improvement manager has been instrumental in challenging, monitoring and supporting the centre leaders.

- The centre manager provides highly effective leadership for staff. All involved in running centre activities are passionate about, and extremely successful in, improving life chances for children and adults. Staff are well qualified and come from a range of professional backgrounds; training ensures that they deal with issues in a professional, yet caring, way.
- Exceptionally strong partnerships exist, especially with schools, community organisations, health and social care colleagues. This ensures that activities run by different partners dovetail well so that there is no overlapping of activities. Parents appreciate the flexibility and use of different venues, as one mother stated, 'It's good to have different places to visit.'
- Safeguarding arrangements meet current requirements. Parents understand the importance of adopting safe practices. Staff's good knowledge and detailed record keeping play an important role in meetings with other professionals. As a result, children who are looked after, subject to child protection plans, and those deemed to be children in need are well supported.
- The centre and its satellite venues are well resourced and strategically placed to meet the needs of the community it serves. This is particularly so for the Minik Kardes Centre in meeting the needs of Turkish/Kurdish speaking families. However, procedures for checking the quality of some activities run by the centre are insufficiently robust. This is because they do not always identify issues that would lead to the further improvement of services.
- Generally, information is used well by leaders to deliver high quality services that meet the diverse needs of the local community. However, the centre does not always record attendance at activities as a percentage of the potential that could access services. Also, some of the targets in the centre's development plan are not precise enough to measure the impact of actions taken.

## 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.

## Group details

<b>Unique reference number</b>	22659
<b>Local authority</b>	Hackney
<b>Inspection number</b>	444725
<b>Managed by</b>	Sebright Primary School and Children's Centre on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	2635
<b>Centre leader</b>	Jan Chappell
<b>Telephone number</b>	02077491210
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