

Hazelbury Children's Centre

Hazelbury Road, Edmonton, London, N9 9TT

Inspection date 21–22 January 2015

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 is seen as the first place to go within the community for services and advice. As a result, expectant mothers and families who move into the area know that the centre is there and what it offers. Most families subsequently register.
- The large majority of families come to the centre regularly. Those who receive services for a particular need continue to attend until, and often after, their needs have been met.
- Two- or three-year-old children attend three Stay and Play sessions before starting Terrific Twos or nursery. Children settle quickly as a result. Staff are able to build positive relationships with families and plan resources and support for any additional learning needs before the children start.
- Excellent partnership working between the onsite daycare, nursery and schools enables the centre to check the progress of children who have attended groups and activities. Children's skills, knowledge and ability when they start Reception are improving, especially for children who have attended centre activities.
- Governance is good. The information about the progress and needs of adults and children is used effectively to make decisions about resources and to plan, check and ensure the delivery of good quality groups and services.
- The centre leadership ensures staff have the training, expertise and skills they need to deliver good quality services and good care, guidance and support to families who attend. Supervision arrangements help to ensure the well-being of families and staff alike.
- The centre makes a positive difference to families' emotional, educational and economic well-being through well-focused outreach work in the home. Families seek help with confidence because of the excellent relationships and the approachability of staff.

It is not outstanding because:

- Despite recent improvement, an above average proportion of children are overweight or obese at the end of the Reception year.
- The centre writes down detailed information about the families it supports, but records of contact and review are kept in different places. It therefore takes more time than necessary for staff to quickly find the information required to evaluate progress and to check that planned outcomes are being met.

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 centre manager, parents, staff, the chair and vice-chair of the advisory board, representatives of the local authority, the associate headteacher and executive headteacher of Hazelbury Learning Community, and with social care, health and adult education partners.

The inspectors visited activities held at the centre and neighbouring day care and infant school including Active Movers, Stay and Play, Terrific Twos, Tumble Tots and an English as a second language class.

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

Inspection team

Georgina Beasley, Lead inspector	Additional Inspector
Janet Dinsmore	Additional Inspector
Priscilla McGuire	Additional Inspector

Full report

Information about the centre

Hazelbury Children's Centre is one of 12 children's centres in Enfield. It offers a range of services and groups that includes adult learning, health and family support.

There are currently approximately 1,621 children under the age of five years living in the area that the centre serves. An estimated 63% of families are from a number of different minority ethnic groups, some arriving into the area at short notice and directly from war zones. Approximately 63% of children speak English as an additional language.

Many families live in temporary, mostly privately rented, housing. Mobility is high. Approximately 33% of children are living in poverty and about 35% live in workless households. Many children start school with skills, knowledge and abilities below children of the same age.

The centre is managed by the governing body of Hazelbury Learning Community with which it shares a site. The centre manager and associate headteacher of the learning community take shared responsibility for the day-to-day management of the centre. The onsite daycare, nursery, infant and junior schools that make up the learning community were not inspected at the same time, but a copy of the inspection reports from when they were inspected can be found at <http://reports.ofsted.gov.uk>. An advisory board, made up of representatives from the governing body, staff, parents, the local authority and health and social care professionals, supports the centre.

The centre has identified its target groups as children living in workless households, children who are eligible for free school meals, families from minority ethnic backgrounds, and children and adults who speak English as an additional language.

What does the centre need to do to improve further?

- Extend the healthy eating and active learning activities to build families' understanding of leading fit and healthy lives to reduce the numbers of children classified as overweight or obese at the end of the Reception year further.
- Pull all of the detailed information held about targeted families into one place to make it easier for outreach workers and the centre management to track progress towards successful outcomes.

Inspection judgements

Access to services by young children and families

Good

- The midwife and health visitors hold clinics for expectant mothers and new babies at the centre and so the centre is the first port of call for both new and expectant parents. As a result, all families who attend know about the centre and what it offers.
- The number of families who are registered with the centre has increased significantly over the last three years. Most families are now registered and a large majority regularly attend activities and groups.
- The centre is recognised in the area as the place to go for advice and support. Families new to the area, including those from minority ethnic backgrounds and who speak English as an additional language, find out about the centre from other families who already attend groups, and from the nursery and schools on the same site.
- Most three-year-old children take up a pre-school place and most of these attend a setting that is of good quality. A large majority of eligible two-year-old children take up a funded place. The 96 places in the Terrific Twos group, run by the attached daycare, are all allocated. The number of available places has doubled this year in response to a growing need in the area.

- All two- and three-year-old children are invited to attend summer activities and at least three Stay and Play groups prior to starting pre-school. As a result, children settle quickly. Staff are able to build positive relationships with families and to plan and get ready any extra resources and support required to meet any identified additional needs.
- The centre responds quickly to give families experiencing difficulties valuable practical and emotional support, including those assessed under the Single Point Of Entry assessments (SPOE). Parents who have received support, including those with children subject to a care plan, recognise the difference it has made to their own and their children's lives. Families continue to use the services and attend groups until their needs have been met.
- There are good facilities for families to access financial advice, counselling and adult education and training. A large majority of workless families regularly attend groups and use the centre's services.

The quality of practice and services

Good

- The centre uses the information it has about the progress and needs of adults and children to plan and deliver good quality groups and services. Staff work closely with both children and adults in groups to identify and successfully support any specific needs.
- The centre has positive partnerships with all pre-school settings and childminders. Staff support the good quality provision enjoyed by children in most of these settings and help those that are not good to improve.
- The centre's checks of children's progress show that children who attend activities and Terrific Twos start nursery more confident and with higher skills than children who do not.
- The achievement gap in children's skills and abilities for children eligible for free school meals and their peers is closing faster than the local and national rate. Children who are new to the country and those who speak English as an additional language catch up quickly.
- The centre's information about children's progress shows that activities such as Talk Activity (a programme delivered in partnership with libraries for children with identified speech and language needs) develop children's speech and language skills well. Discussions with parents involved indicate good knowledge and confidence to support their children's development at home.
- Parents benefit from accredited and informal adult learning courses and programmes such as a healthy eating, Talk Activity, and English for speakers of other languages (ESOL). These courses help parents develop confidence and improve the skills and knowledge needed to improve the quality of their lives, and to support their children's language and development, for example.
- Nearly all adults who attend courses, including ESOL and English and mathematics level 1 and level 2, complete them. They use what they have learned to successfully move on to volunteering, further education or employment.
- Family outreach workers give good quality care, guidance and support to families with a particular need. Families who receive services talk about the speedy response they receive to ensure their immediate safety and welfare.
- Staff talk knowledgeably about the families they support and the difference being made to families' lives. While they keep detailed written notes, they do not keep this information in one place. As a result, it sometimes takes time to find in the paperwork whether actions have taken place and whether these are making the planned difference to families' lives.
- The centre meets many health targets. The proportion of mothers who breastfeed their babies is above local and national levels. Healthy eating courses, run in partnership with health professionals, and the Active Movers and Tumble Tots groups are helping levels of obesity in children to fall steadily. Nevertheless, the proportion of children classified as overweight or obese at the end of Reception year remains above levels seen locally and nationally.

The effectiveness of leadership, governance and management

Good

- The centre manager, associate headteacher of Hazelbury Learning Community and the local authority have good oversight of the centre's work and know the strengths and areas for improvement well. Information about the centre's work is shared at regular meetings of the advisory board so that members know what is going well and contribute to improvements.
- Leaders undertake a detailed and accurate analysis of information about the centre's performance to make decisions about the budget and resources. For example, in response to high levels of demand for two- and three-year olds places, the centre is extending the number of places within the learning community. Additional groups and activities are planned to promote healthy lifestyles and additional courses for adults to learn English take place.
- Governance has strengthened this year with the previous management committee reconstituted as an advisory board last year. The board meets termly to discuss and decide how successful the centre is meeting the needs of families. Targets and actions are adjusted when necessary and the information used to redirect resources and extend services.
- The advisory board, associate head and governing body of the learning community and centre manager work closely together to ensure all safeguarding requirements are met. Annual safety checks take place and any issues put right immediately. All staff and volunteers have received appropriate training and know what to do if they have any concerns about the protection of children.
- The local authority works closely with the children's centre manager to agree challenging targets for improving the centre's performance. These are transferred to the centre's development plan and to expectations for staff and managers' performance. The centre manager, associate headteacher, advisory board and local authority meet regularly to review the targets and to make any necessary changes to improve further services and groups.
- Supervision and performance management arrangements are effective in improving the quality of planning and delivery of groups. Staff have regular opportunity to observe and discuss their own practice with managers by observing five minute clips of their work in groups. Subsequent training and support are identified and completed, including essential training such as first aid and child protection.
- Parents make a good contribution to the running of the centre. Feedback from parents who attend groups and from the annual survey is used to plan additional activities and to refine services. The centre values families' different backgrounds and languages and celebrates their achievements.
- Through positive partnership with social care, the centre knows about and offers support for all families with children subject to a child protection plan and children in need plan. Through weekly staff meetings, there is good oversight of the needs of the families who have children subject to a care plan, other families assessed under the Single Point Of Entry assessments used to identify early help needs and support from outside specialists and families who have requested outreach support themselves. Every member of staff is clear about any additional support and changes necessary to meet these families' ongoing needs.
- Discussions and decisions of planned actions for families receiving specific support are written down, but these are not always kept with notes of contact visits, records of support from other professionals and telephone calls made on the families' behalf. This makes the supervision of case files more difficult than is necessary.

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	21423
Local authority	Enfield
Inspection number	442850
Managed by	Hazelbury Learning Community on behalf of the local authority

Approximate number of children under five in the reach area	1621
Centre leader	Kelly Owusu
Date of previous inspection	Not previously inspected
Telephone number	0208 887 9175
Email address	nurseryoffice@hazelbury-inf.enfield.sch.uk

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