

Sure Start Children's Centre - Anlaby

Anlaby Primary School, First Lane, Anlaby HU10 6UE

Inspection dates	28–29 January 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection:	Requires improvement	3
	Previous inspection:	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:

- The proportion of families who use the centre, although steadily increasing, is not yet good enough. In addition, not enough families who live in deprived areas access the centre's services.
- Rigorous tracking of children's progress is currently limited to those who attend 'talk time' sessions. Systems to monitor the progress of other children are not sufficiently developed.
- Too few two-year-old children access free early years places. This limits the centre's ability to reduce inequalities for these children and their families.
- Too few partners and parents attend advisory board meetings. As a result, they do not have enough opportunities at a formal level, to shape services and to contribute to decision making.

This centre has the following strengths:

- Leadership, governance and management are effective in identifying the centre's key strengths and areas for development. As a result, the impact of the centre's work on the lives of families is continually improving.
- Families who use the centre, including those expecting children, benefit well from the good-quality services offered.
- The support and care offered to families is highly effective. Staff are well trained and highly committed to doing their very best for families, some of whom have multiple barriers to overcome.
- The centre works effectively with its partners, particularly those from social care, health and early years. This enables the centre to offer services that are well matched to families known to them and who have the most needs.

What does the centre need to do to improve further?

- Increase the proportion of families who use the centre's services, particularly those living in deprived areas, to at least a large majority.
- Work in collaboration with the local authority to increase the proportion of children who access two-year-old places, so that most take up places.
- Extend the use of the existing tracking system with children who attend 'Talk Time' to include other groups of children who attend the centre's services.
- Strengthen governance arrangements by working with parents and partners to minimise barriers that prevent their regular attendance at advisory meetings.

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 staff, parents, local authority managers and representatives from partner organisations such as early years, health, social care and schools. They also met parents, a volunteer and members of the advisory board. Parents' views were taken into account from interviews with them and from their evaluations of services.

The inspectors visited activities held at the centre including 'Baby Massage' and 'Talk Time'.

They observed the centre's work, and looked at a range of relevant documentation including the self-evaluation report, case files, centre policies and activity plans.

Inspection team

Priscilla McGuire, Lead inspector	Additional inspector
Barbara Wearing	Additional inspector
Parm Sansoyer	Additional inspector

Full report

Information about the centre

Anlaby Children's Centre is a standalone centre, in the East Riding. It shares its site with Anlaby Primary School (URN:132349). The school is subject to a separate inspection. A copy of its inspection report can be found at www.ofsted.gov.uk. The centre shares its two storey purpose-built accommodation with other local authority services including social care and a participation and rights team.

The Anlaby catchment area covers the wards of Tranby, South Hunsley, Willerby and Kirkella wards. The centre is one of three within a locality called Haltemprice and is managed by the local authority which is supported by an advisory board. Services offered by the centre include family support, health, early years activities and informal adult learning courses.

There are approximately 1,040 children under the age of five living in the area. Most families are of White British heritage and live either in their own homes, local authority houses or private rented accommodation. The area is socially diverse and has pockets of deprivation as well as areas of affluence. Levels of employment are relatively high compared to the rest of the county and the proportion of children who live in households dependent on workless benefits is small.

Most children enter early years provision with skills that are typical for their age.

The centre's main priority groups are: families living in deprived areas; families with children who have additional needs; and children with early communication delay.

Inspection judgements

Access to services by young children and families

Requires improvement

- Most families are known by the centre. This includes a small minority of families who for convenience attend centres in Hull, which borders Anlaby's catchment area. However, not enough families regularly use the centre's services. As a result, the centre's effectiveness is limited.
- In collaboration with midwives and health visitors, the centre offers a 'universal care pathway'. This pathway provides a well-structured integrated package of support, information and guidance for expectant mothers. As a result, most families expecting children are known by the centre.
- Overall, not enough families use the centre until their needs are met. Although increasing, the proportion of families from deprived areas who use the centre's services is not high enough.
- The centre's partnership arrangements, particularly with professionals from early years, health and social care are effective. As a result, the centre is in a stronger position to reach families who may be reluctant to use services and children with additional needs.
- The quality of information and data sharing between the centre and its partners is good. This ensures that families from all social backgrounds but with priority needs are identified early. However, too few families living in deprived areas are using the centre's services.
- The centre works collaboratively with health professionals to ensure that when assessment checks are carried out for two-year-old children, referrals are used effectively to ensure their needs are met.
- Although most three- and four-year-olds access free early years places, too few two-year-olds access places. This limits the centre's ability to help reduce inequalities for young children, particularly those who live in deprived areas or who have additional needs.

The quality of practice and services**Requires improvement**

- The quality of the services offered by the centre are good but not enough families benefit from these. In addition, not enough families from the most deprived areas, which is one of the centre's key priority groups, use these services.
- Parents who do use the centre benefit well from informal adult learning sessions such as 'Bumps to Babies', which is targeted at expectant mothers. They also benefit from the one-to-one parenting support they receive from support workers or from attending parenting courses. Through their participation on these courses, parents learn how to improve and maintain their own and their children's well-being and development.
- Sessions for children are well planned and have clear aims to promote their well-being and development. Plans reflect feedback from parents and also the likes and abilities of children. Activity plans cover all areas of learning and are appropriate to the 'age and stage' of development of the children who attend sessions.
- Through activities such as 'Plant to Plate' the centre actively promotes healthy eating. Other aspects of health such as breastfeeding are well promoted and sustained breastfeeding rates are slightly above national averages.
- Activities and support for families known to the centre who have children with additional needs, one of the centre's priority groups, is good. Families enjoy and make good use of the centre's sensory room and also benefit from the centre's collaborative work with other agencies such as 'Portage'.
- The progress of targeted children who have speech and language development delay and attend 'Talk Time' is effectively monitored and tracked. Data show that these children make good progress from their initial starting points. However, tracking is not used well enough to identify the progress of children who attend other sessions. Opportunities are therefore missed to identify early, children who may have learning needs.
- Families who use the centre receive effective support from staff. They respond swiftly to referrals from other agencies and to self-referrals from parents. They work tenaciously to help families overcome problems, some of which are complex and require sustained levels of intensive support. Outcomes for these families are positive and their life chances increase significantly, as a direct result of the good quality care they receive from centre staff. Parents comment that they can 'call the centre for any help they need and staff are non-judgemental'.
- The balance between services that are open to all families and those that are more specialised and targeted at families with specific needs is improving. However, the centre is not yet engaging a large majority of families.

The effectiveness of leadership, governance and management**Requires improvement**

- Arrangements for governance, leadership and management are well established. Governance through the local authority and advisory board endeavours to hold the centre and staff to account by setting targets for improvement. However, despite their best efforts, leaders and managers still have more work to do to speed up the impact of their improvement strategies.
- Leaders, managers and the advisory board use statistics and their knowledge about families living in the area to monitor and closely analyse the centre's performance. Local authority managers also use data well to compare the performance of the centre over time and with other centres in the authority. These analyses together with processes such as an 'annual conversation' and quarterly reports to the advisory board are helping the centre to improve.
- Through detailed action plans produced by the centre leader for specific aspects of the centre's work, the centre is becoming more effective at reducing inequalities and improving families' life chances.
- Parents share their views about the centre's work through 'parent panels' and also through the evaluations of activities they complete. However, at advisory board level, the involvement of parents and partners is limited by their lack of regular attendance at meetings. As a result, they do not have enough opportunities at a formal level, to shape services.

- On a day-to-day basis the centre works well with a wide range of partners to provide services and support. This ensures that priority groups, such as children with early communication delay, receive expert help and support.
- Safeguarding is a key priority of the centre's work. Safeguarding policies and procedures meet requirements and are implemented well. Staff training in safeguarding is exemplary and, for example, includes specialist training in how to write reports for court.
- Staff work particularly well with the co-located social care teams to reduce any risk of harm to children. They also provide good support for children subject to child protection plans and children in need. When appropriate they use the Common Assessment Framework to ensure needs are identified early and the appropriate levels of intervention and support is provided.
- The centre offers a warm and welcoming environment for families. Display areas are used well to promote key messages about health and safety. The centre's 'Take and Make' table also offers resources at discounted prices to encourage families to use creative play at home to support their children's development. Overall, resources are appropriately used to provide services that meet local priorities and the needs of families.

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	20094
Local authority	East Riding of Yorkshire
Inspection number	454014
Managed by	The local authority
Approximate number of children under five in the reach area	1,040
Centre leader	Michelle Briggs
Date of previous inspection	Not previously inspected
Telephone number	01482 565560
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