

# Shevington Sure Start Children's Centre

Shevington Community Primary School, Miles Lane, Shevington, Wigan, WN6 8EW

<b>Inspection dates</b>	3–4 March 2015
<b>Previous inspection date</b>	Not previously inspected

<b>Overall effectiveness</b>	<b>This inspection:</b> Previous inspection:	<b>Requires improvement</b>	<b>3</b>
		Not previously inspected	
Access to services by young children and families		<b>Requires improvement</b>	<b>3</b>
The quality of practice and services		<b>Requires improvement</b>	<b>3</b>
The effectiveness of leadership, governance and management		<b>Requires improvement</b>	<b>3</b>

## Summary of key findings for children and families

### This is a centre that requires improvement. It is not good because:

- Not enough children and families are regularly engaging in the centre's services, particularly those the centre has identified as in most need of its support.
- Data provided by the local authority and used by the centre are not always sufficiently accurate and up to date, particularly about families living in the area and in relation to key health information. As a result, leaders, managers and those responsible for governance do not have the necessary information to measure the full impact and quality of the centre's work.
- The targets for improvement set by the centre's leaders and the local authority and contained in the centre's improvement plan lack precision. This hinders sharper evaluation and monitoring by centre leaders and the advisory board to drive the centre forward.
- Too few community partners or parents attend the advisory board regularly and there is no independent Chair. This prevents the board from holding the centre to account with enough challenge and rigour.

### This centre has the following strengths:

- Parents speak highly of the approachable and well-informed centre staff, particularly family link workers who often support them in the home. They appreciate the good quality parenting and adult learning courses available to them, which are having a good impact on raising parents' aspirations and confidence levels.
- Centre staff work closely with a range of partners, including social care professionals, to provide a good level of individual care, guidance and support to families, both in the centre and through outreach work.
- Children enjoy the good quality activities such as, 'Twinkle Toes', 'Family Frenzy' and 'Dads and Kids Science' that help them to move on in their learning and personal development. The centre's effective and purposeful links with early years partners help children prepare confidently for school.
- The vast majority of eligible two-, three- and four-year-olds take up their funded early education places.

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

- In order to improve the impact of the centre's work, increase the number of children and adults who use the centre's services regularly, including those the centre has identified as most in need of its support.
- The local authority should work more effectively with centre leaders and the advisory board to improve the monitoring and evaluation of the centre's work by:
  - ensuring that all data which it provides to the centre, particularly about families and children living in the area and key health information, are accurate and up-to-date so that they give centre leaders a clear picture of the impact of services on families' lives
  - establishing clear and measurable performance targets for all aspects of the centre's work
  - appointing an independent Chair to the advisory board and increasing the range of community partners and parents who regularly attend its meetings and who provide effective challenge.

## 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. It was carried out at the same time as one other children's centre which was Standish and Aspull Children's Centre.

This inspection was carried out by three additional inspectors.

The inspectors held meetings with the children's centre leader, coordinator and local authority representatives. They also held meetings with centre staff, parents, members of the advisory board and a number of partners, including health, education and children's social care professionals.

During the inspection, the inspectors visited a number of sessions held across the centres and community venues in the locality, including 'Aqua Tots', 'Baby Massage', 'Fizzy Fun', 'Sing and Sign', 'Breastfeeding Support Group', 'Little Tots', 'Healthy Me, Healthy You', 'Crèche', 'Twinkle Toes' and 'Family Frenzy'.

They observed the centre's work, and looked at a range of relevant documentation, such as the centre's self-evaluation, improvement plan, a sample of case studies, parent evaluations, key policies and the centre's equality and safeguarding procedures. They also took the opportunity to talk with adult and child users of the centre.

## Inspection team

Tara Street, Lead inspector	Additional inspector
Sue Pepper	Additional inspector
Sarah Drake	Additional inspector

## Full report

### Information about the centre

Shevington Children's Centre is led by the headteacher of Beech Hill Community Primary School and operates as a satellite of Beech Hill and Sacred Heart Children's Centre. It is also linked to Milestones Nursery, with which it shares a site. The centre has recently joined into collaboration with four other children's centres across the area, defined as Locality 1 by Wigan local authority. Since November 2013, these centres have been held to account by one local advisory board. Standish and Aspull Children's Centre, one of those in the collaboration, was inspected at the same time as Shevington. The other linked institutions did not form part of this inspection, but reports of their quality can be found on our website: [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

There are approximately 475 children aged under five years living within the area, of whom 70 live in the 0-30% most deprived areas in the country. Almost all families served by the centre are White British. Approximately 7% are identified as dependent on out-of-work benefits, which is much lower than the Wigan average of 24%. Most children enter early years provision with knowledge and skills that are broadly typical for their age.

The centre has identified fathers, lone parents and children in workless households as those most in need of its support. It offers a range of services including: midwife and baby clinics; health-related activities; sessions to help parents support their children's learning and development; adult learning; individual advice, support and guidance.

## Inspection judgements

### Access to services by young children and families

#### Requires improvement

- Centre leaders have accurately identified the families most in need of the centre's support and have registered most of the children living in the area. However, the centre is not managing to engage and maintain contact with the large majority of these children and their families. This means that a number of children and families, including those living in workless households, lone parents, fathers and those expecting children, are not making the most of the services offered by the centre.
- Families who access the centre's services benefit from a good range of activities, including those that are open to all and those which are specifically designed for those identified as most in need of support. Family link workers provide effective support in the home, at outreach venues and in the centre to engage some families that are hard to reach, including those living in the most deprived areas. However, not enough families are currently benefiting from the services provided by the centre.
- Family link workers work hard to build trusting relationships with families. They have a good knowledge of the varied issues surrounding some families, including those experiencing financial difficulties or isolation as a result of being new to the area. For instance, a parent told inspectors that: 'The centre has been really good to us; we have made friends and become part of the community.'
- The vast majority of families who are eligible access free nursery education places for their children aged two, three and four years in good and better early years provision. This is due to the effort of centre staff and partners to encourage and support families to take up their place.

### The quality of practice and services

#### Requires improvement

- In collaboration with other centres in 'Locality 1', the centre provides a broad range of activities for those who attend, both in the centre and at outreach venues in the community. However, the low numbers of some groups who have been identified as in need of support engaging with these services reduce the centre's overall impact on improving outcomes for children. These low numbers

also impede the centre's impact on reducing inequalities and improving life chances.

- Staff work closely with partners to monitor the progress children make across the range of early years provision and schools in the area, and to identify gaps in their attainment. They work together with increasing success to improve the quality of early years provision and narrow these gaps. This results in most children being well prepared for school.
- The centre is inclusive and promotes equality and diversity well for those who access its services. For example, groups such as the 'Dads and Kids', and the 'Butterflies' and 'Wings' services, are organised specifically to meet the needs of fathers and those parents experiencing confidence and/or mental health issues. Typical comments from parents include: 'The centre helped me get back on my feet after having postnatal depression, they are always there for me' and 'It's a real family atmosphere, we always feel welcome.'
- Successful partnership-working with health services ensures that there is a good range of activities and services to promote families' health and well-being. For example, sessions such as 'Parentcraft', 'Healthy Me, Healthy You' cookery course, 'Pram Walks' and 'Taekwondo Family Fitness' are all helping to raise parents' awareness. However, the lack of regular, up-to-date health information hinders the centre staff from monitoring the impact of their work more effectively and responding more quickly.
- The centre provides a good range of family and adult learning opportunities, including first aid, 'Supporting Teaching and Learning' and 'Children and Young People's Workforce' courses which are accredited. Adults who attend parenting programmes, such as 'Money Skills', 'Safe Sleep' and 'Skills for School', appreciate the opportunity to learn from each other and receive good advice about caring for their children. As a result, parents are building their confidence and improving their employability skills.
- Case studies show that targeted intervention, prevention and early help provided by family link workers have a good impact on individual children and their families. Assessment of need, case files and records are maintained to an appropriate standard and demonstrate effective cooperation and information-sharing between professionals to safeguard children.

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

### **Requires improvement**

- Leadership, governance and management are not ensuring that the centre's services are making a difference to enough local families. Data provided to the centre by the local authority are not sufficiently accurate or up to date. This is particularly the case in relation to families living in the area identified as in most need of support, and to key health information. This weakens the ability of the advisory board and the local authority to offer challenge regarding the centre's ongoing performance. The data do not give a sufficiently clear picture of the full impact of the centre's work regarding the take-up of services and the improvements being made for the families who access services. Leaders and governors are unclear, therefore, about how effective the centre is in reducing inequalities for children and families.
- Centre leaders have an appropriate knowledge of most of the strengths and weaknesses of the centre, and the priorities for development. The local authority checks on the centre's performance appropriately through an annual conversation and ongoing review of services throughout the year. However, precise, measurable performance targets are not set by the local authority. Therefore, these are also absent from the centre's improvement plan. This hampers leaders and advisory board members from monitoring the impact of the centre's services effectively.
- Members of the locality-wide advisory board receive an appropriate range of information about the extent of the centre's work and how well the performance of staff is managed. However, the range of partner professionals who regularly attend and contribute challenge to this group is not wide enough to drive improvement. There are no parent governors and, as a result, the contribution of parents to shaping the future direction of the centre is too limited. In addition, there is no independent Chair; a leader of one of the children's centres in the locality holds this role.
- Leaders, managers and staff have worked hard to maintain a range of good quality services, despite ongoing cuts, staff shortages and a change of centre leader. As a result, the centre is welcoming; its

resources are of good quality and are used appropriately to meet the needs of those children and families who access centre services.

- Safeguarding policies and procedures are clear and statutory requirements are met. Well-qualified family link workers receive good levels of training and support. This ensures that they understand how best to assess and meet the needs of the families identified as most in need of its support. Staff receive close supervision alongside regular case file management.
- The centre makes effective use of the early help assessment process to safeguard children subject to a child protection plan, looked-after children or those who are identified as in most need. This has a positive impact on their well-being. 'I have high trust in family link workers, we are all working together for families', was a comment from a social care colleague.

**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**

<b>Unique reference number</b>	22698
<b>Local authority</b>	Wigan
<b>Inspection number</b>	454386
<b>Managed by</b>	The local authority
<b>Approximate number of children under five in the reach area</b>	475
<b>Centre leader</b>	Janet Seddon
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	01942 243582
<b>Email address</b>	headteacher@admin.beechill.wigan.sch.uk

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