

Templenewsam and Colton Children's Centre

c/o Templenewsam Halton Primary School, Pinfold Lane, Halton, Leeds, West Yorkshire, LS15 7SY

Inspection dates	9–10 June 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection:	Outstanding	1
	Previous inspection:	Not previously inspected	
Access to services by young children and families		Outstanding	1
The quality of practice and services		Outstanding	1
The effectiveness of leadership, governance and management		Outstanding	1

Summary of key findings for children and families

This is an outstanding centre.

- Outstanding leadership, governance and management at every level underpin the highly effective work of this centre. Exceptionally sophisticated and reflective analysis of the needs of the area and its families means that services are constantly under review, adapted and improved.
- All local children aged under five years are registered with the centre and the very large majority, including those identified as in most need of the centre's support, have regular contact with staff.
- All staff harness their passion for their work in order to help children and adults best equip themselves to face life's challenges, thereby reducing inequalities. The exceptional teamwork and collaborative approach taken by staff lead to the provision of a first-rate service for families.
- Parents' views are central to the development of services. From individual feedback on the quality and usefulness of activities to the highly unusual input from the parents' advisory forum, parents work in close partnership with centre staff to ensure that practice and policies reflect their needs.
- Very strong partnership working between a wide range of professionals strengthens the network of support for families, ensuring that they have swift access to well-tailored services. Fundamental to this are the ways in which the trust, to which the centre belongs, ensures collaboration and excellent information sharing between schools, health, early years settings and others.
- The centre has an outstanding impact on families' lives. From helping to improve children's readiness for school to supporting those experiencing domestic violence, staff are, according to parents and professionals alike, 'always there'.
- The proportion of mothers who continue to breastfeed their baby beyond six weeks is increasing. Levels of obesity among young children are reducing. However, these levels are still well above the national figure and reducing them further is not a target in the centre's development plan.
- The centre's tracking and monitoring of those in the area is truly exceptional, providing a very clear picture of individuals' changing circumstances, needs and progress. Combined with staff's skill in using the information that the tracking generates, it is key to the centre's successful provision.
- Typical comments about the centre are that 'it feels like one big family', 'it's a vital resource', 'staff always have something up their sleeves to help with any parental query' and 'it does save lives'.

What does the centre need to do to improve further?

- In addition to working on those areas identified through its own careful analysis of the needs of local families:
 - work even more effectively with partners to reduce the proportion of children in Reception Year who are obese.

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 or conducted telephone conversations with: parents; centre staff; members of Templenewsam Learning Partnership Trust; the local authority's Early Start manager; headteachers and other staff members of the two linked schools; representatives of the health service, library service, private and voluntary early education providers, Job Centre Plus and Leeds City Council Adult Learning.

The inspectors visited centre activities held at the Templenewsam and Halton, and Colton Primary School sites and at Meadowfield Children's Centre. They observed the centre's work and looked at a range of relevant documentation relating to self-evaluation, planning, governance and safeguarding. They undertook one joint observation of an activity with a senior member of staff. Throughout the inspection, they also took the opportunity to talk with adult users of the centre and to observe children's enjoyment of the activities.

Inspection team

Sarah Drake, Lead inspector

Additional Inspector

Heather Hartmann

Additional Inspector

Full report

Information about the centre

Templenewsam and Colton Children's Centre is a stand-alone centre. Its main site is within Templenewsam Halton Primary School and its linked site is within Colton Primary School. The centre is part of Templenewsam Learning Partnership Trust, a co-operative trust of partner agencies which includes education and health professionals. Governance of the centre is provided by the local authority and an advisory board, comprising a range of stakeholders, which jointly oversees this centre and Meadowfield Children's Centre. Neither of the schools nor Meadowfield Children's Centre were part of this inspection but reports of their quality can be found on the website: www.gov.uk/ofsted.

There are approximately 549 children aged under five living locally. None live in areas identified as disadvantaged compared to others nationally. Most families are White British and few are workless or dependent on benefits. Children's skills on entry to early education vary across the area served by the centre, between broadly typical for their age and below those that are typical. The centre has identified the families most in need of its support as those living in workless and low-income households; for whom English is an additional language who are at risk of isolation; and those identified through Early Start allocations as vulnerable.

The centre provides a range of services, including activities to support children's and adults' learning and families' health. Some of these are delivered at the local health clinic, schools, library and Meadowfield Children's Centre.

Inspection judgements

Access to services by young children and families

Outstanding

- All members of the small children's centre team collaborate in its exceptionally well-planned, thoughtfully targeted and persistent outreach work. This, combined with extremely close working with other professionals, leads to 100% registration of young children living in the area. A very large majority of families and those expecting children regularly participate in centre services, including sessions such as 'Pregnancy, Birth and Beyond' delivered in partnership with health professionals.
- Fortnightly meetings of the local authority's area Early Start team mean that newcomers to the locality, or those families who are experiencing other specific challenges that are likely to make them vulnerable, are quickly identified. Staff are highly skilled at using this information, alongside that generated by the centre's detailed data and tracking systems, when contacting families. This they do in a supportive, rather than intrusive, manner. They are also persistent in following up those who are more reluctant to engage and those with whom they have had no recent communication. This approach underpins the high levels of engagement.
- Staff have 'pin-point' knowledge of all the families that the centre has identified as most in need of support and they ensure that such families' access to services is eased and well sustained. The centre is highly successful at promoting equality of opportunity, fostering good relations and tackling discrimination.
- At a very early stage, leaders identified changes in the community, due to the creation of a new business park, and the possibility of isolation for those families with limited English skills who are only in the country for a short period. They developed 'Stay and Play' sessions closer to the families' homes and specifically invite them, and those identified as workless or on low incomes, to other activities such as 'Funky Fitness'. All of this means that they feel welcome and sustain their attendance.
- Staff's excellent work to ensure that those who are entitled to access free early education do so, means that, now, most two-year-olds and almost all three- and four-year-olds are in schools or other settings of good or better quality. This enhances their chances of settling and achieving well.

The quality of practice and services**Outstanding**

- The centre's range of varied activities, which has a good balance between those open to all and others targeted for those with specific needs, has an impressive impact on improving children's well-being and families' lives. There are many examples of it improving life chances and reducing inequalities.
- Parents' and children's views directly influence the choice of activity, for example, the running of first-aid sessions, and, therefore, they are highly relevant to their interests and well attended. Parents regularly review the impact of the sessions that they attend, using a differently coloured pen each time, which documents the users' progress in a brilliantly simple manner. Parents also track their children's progress, discussing child development and what is 'typical' for an age group.
- The centre manager has been pivotal to the successful development of Trust-wide efforts to improve children's readiness for school which have led, for example, to a recent 'Ready for Reception' event hosted by the local high school. This provided parents with the information they had identified that they needed, as well as advice and support to enable them to help their children to arrive at school with the relevant skills. Parents and professionals alike are thrilled by how this has led to the breaking-down of potential barriers to learning.
- All sessions are planned, and successfully delivered, with a sharp focus on promoting children's learning. For example, 'Little Voices', delivered by Opera North and due to culminate in a 'big sing' at the Grand Theatre, Leeds, extends their speech and language skills as well as their confidence. 'Story Time', at the library, develops a love of books. 'Tiny Dancers' strengthens children's physical skills, as does 'Finger Gym' where they experiment with zips and other fasteners. Local children's level of development at the end of Reception Year is above the national average and the gap in achievement, between most children and the more vulnerable, is rapidly closing.
- Centre staff work in close collaboration with partners to improve families' health and safety. Through the ever-changing 'Question of the Week', posed at centre activities and during outreach work, they raise awareness of, for example, the importance of having adult locks on phones and computers, or being registered with a dentist. Staff conduct home safety checks and run sessions to increase awareness of how to adopt a healthy lifestyle. Parents comment that, for example, they now eat more fruit, know more about portion sizes, or have even bought a dining table so that they can eat as a family. However, despite this effort, levels of obesity among children in Reception Year are too high.
- The centre's work with adults is very carefully planned, founded on staff's excellent knowledge of individuals' needs, delivered in close partnership with others and highly successful in enhancing families' economic and general well-being. Rigorous recording of attendance and progress shows that good numbers complete courses and go on to further education, volunteering or employment. Those who volunteer at the centre are particularly successful at moving into employment, greatly helped by the high-quality induction and support that staff provide.
- Parents and professionals are highly complimentary about the effectiveness of the bespoke care, guidance and support offered to families. Case files demonstrate staff's tenacity and success in working with partners to reduce the risk of harm to both children and adults experiencing domestic violence, substance misuse or other crises. Of those allocated for extra support through the Early Start system in 2014, 96% have had their needs met. One parent spoke for many when saying, 'I feel that I can stand on my own two feet now.'

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

- The reflective nature of the centre's leadership and management is demonstrated by its unique governance arrangements. Through their advisory forum, a large number of parents – 23 in 2014 – consider the centre's challenges, policies, planning and successes. Two then express their views to the Trust's, more formal, Community and Family Services group meetings which are attended by a wide range of stakeholders. This model, which has developed over 18 months, has been scrutinised by the local authority to ensure that it complies with statutory requirements, and is proving highly

effective.

- It enables those in governance to hold the centre closely to account for its work. This is because they have detailed knowledge of the quality of the centre's practice and services, as well as data on its performance, the use of performance management, what is being done to drive improvement and how successfully it is helping to reduce inequalities for children and their families. The Trust arrangements also mean that centre staff are exceptionally well supported because of its members' strong core principles, commitment to collective responsibility and access to a wealth of different expertise and training possibilities.
- Parents comment on the improvements that they have noticed. One stated that, 'I do have a voice, I will be heard' and another volunteered that, 'Over the last eighteen months I feel like it is our children's centre and the staff team have helped us to feel like this.'
- Secure arrangements are in place for safeguarding and promoting the welfare of young children. Staff are alert to potential hazards and take swift action should they arise. Children identified as in need, or subject to a child protection plan, those who are looked after and those families supported through Early Help Assessment receive well-coordinated support from a range of professionals who share information very well in order to provide a strong, effective service.
- Leaders and all centre staff rigorously monitor its performance. They actively seek to improve and swiftly rise to the challenges posed. The response is often innovative and creative, such as organising a team-building activity to enhance the outdoor facilities for children by making a mud kitchen. Resources are used to extremely good effect, with children's well-being always at the forefront of any activity. Everyone connected with the centre share the manager's passion that 'Every child deserves a good chance of coming to school really strong.'

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	23121
Local authority	Leeds
Inspection number	455099
Managed by	Templenewsam Halton Primary School as part of Templenewsam Learning Partnership Trust on behalf of the local authority

Approximate number of children under five in the reach area	549
Centre manager	Sara Jackson
Date of previous inspection	Not previously inspected
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