

Morley South Children's Centre

Seven Hills Primary School, Appleby Way, Ackroyd Street, Morley, LS27 8LA

Inspection dates	3–4 June 2015
Previous inspection date	Not previously inspected

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 centre is good:

- Very strong partnerships, particularly with health ensure almost all families with young children are known. As a result, a large majority of families identified as most in need of support access and benefit from the centre's good quality services.
- Staff have built very trusting relationships with parents. Consequently, parents consistently report their ongoing high levels of satisfaction with the warm welcome and good support they receive at the centre.
- Families whose circumstances make them vulnerable are provided with a good range of services tailored to keep their children safe and improve their life chances.
- A large majority of adults who attend family learning or adult education courses complete them and many go onto further training and a few act as volunteers.
- Good leadership, management and governance are in place. Detailed knowledge of families living in the community is used effectively to help parents tackle identified issues. As a result, leaders of the centre are in a strong position to continue to improve the centre's work.

It is not outstanding because:

- Too few two-year-olds access funded nursery places. Consequently, they miss out on further developing their skills and knowledge to be more prepared to engage in the school learning environment.
- Arrangements to monitor the quality of every service that partners provide for children are not sufficiently embedded to ensure consistency.

What does the centre need to do to improve further?

- Improve the take-up of funded nursery places for two-year-olds to ensure more children are ready to engage in learning at school.
- Embed quality assurance procedures to make sure that any services provided are consistently of a high quality.

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 with the children's centre manager, the headteacher and deputy headteacher of Seven Hills Primary School. They met representatives from the Early Start team, local authority, advisory board, key partners, staff and parents.

One inspector visited a parenting programme session and a crèche. They observed the centre's work, and looked at a range of relevant documentation including the centre's policies, activity plans, self-evaluation, delivery plan, data and a selection of case files. They conducted one joint observation of 'Mini Massage' with the children's centre manager.

Inspection team

Sue Pepper, Lead inspector

Additional inspector

Jackie Hughes

Additional inspector

Full report

Information about the centre

Morley South Children's Centre is a stand alone centre situated near to the historic market town of Morley. Family support and some adult learning services are delivered from the centre and at outreach venues across the community.

The centre is based on Seven Hills Primary School site. The school provision is subject to separate inspection arrangements and this information is available on the Ofsted website: www.gov.uk/ofsted. The majority of families are of White British heritage with a small majority belonging to minority ethnic groups. There are approximately 996 children under five years of age living in the community. The majority of children enter early years provision with skills and knowledge below those typical for their age.

Housing is a mixture of social and privately rented and privately owned properties. Most families live in affluent areas but the centre has identified pockets of deprivation where some families live in areas ranked among the 30% most deprived nationally. Data shows that the number of children living in workless households is low. The centre has identified children living in the most disadvantaged areas, lone parents and ethnic minorities as most in need of their support.

The centre is managed by the Seven Hills Primary School's governing body on behalf of Leeds local authority, supported by an advisory board. The centre manager and headteacher are responsible for the day-to-day running and development of the centre's services.

Inspection judgements

Access to services by young children and families

Good

- Baby clinics held in the community are well attended. The vast majority of those expecting babies are known. As a result, a large majority are registered with the centre and are aware of its services.
- The 'Early Start' model has merged the health visitors, community nursery nurses and children centre teams. This has led to strong partnerships and closer working arrangements. Good support is in place for those living in the most disadvantaged areas to ensure families with young children who need additional support are swiftly identified.
- Effective marketing of the centre's services through door knocking and media sites helps those parents who are reluctant to access services to attend. Lone parents, who at times feel isolated, stated they found sessions held in their own homes through outreach work extremely valuable.
- The centre is well known, co-located with Seven Hills Primary School with whom they have developed very effective collaborative working. The centre staff have also developed strong links with all the schools in their community. The centre delivers a good programme of interesting events that attracts families to attend both in term time and during the summer holidays.
- Staff know the changing needs of the community well due to close work with a range of partners. For example, English for Speakers of Other Languages (ESOL) courses are provided for families belonging to minority ethnic groups at the centre. This good support helps parents to develop their confidence to speak English and gain useful skills, such as completing job applications and preparing for interviews to gain employment.
- Most activities are open to all families. Staff use effective assessments of the needs of families whose circumstances make them disadvantaged to effectively plan how best to support them. Places are always reserved to ensure those families whose circumstances make them more vulnerable are able to access a good range of relevant services.
- Access to family learning and adult education is good. Attendance on accredited and non-accredited courses leads to improved confidence levels and qualifications for some. A few parents aspire to

become volunteers, and for some, this leads to employment.

- The centre works hard to increase the take-up of funded early education places for eligible two-year-olds but they have not engaged a large majority. Consequently, not enough young children are developing their skills and knowledge to be better prepared for school.

The quality of practice and services

Good

- The centre was described by one parent as being, 'the first go to' when seeking advice and support. Parents said the centre provides a, 'fantastic resource' where, for example, they can seek support with housing to help manage planned moves more effectively. In addition, legal advice can be sought weekly at the centre which is proving to be very beneficial for some families.
- Healthy lifestyles are well promoted. Although the number of mothers who choose to breastfeed their babies for a sustained period of time is variable there are breastfeeding cafes and support for those who choose to breastfeed in the community. Furthermore, there is a good range of commissioned services to promote more physically active lifestyles. Consequently, the number of children entering school obese is well below the national average.
- Parents value the safe, reassuring environment of the centre which several described services as, 'excellent'. They spoke of being treated by staff with, 'respect and kindness'. Attendance on the popular 'Paediatric First Aid' course equips many parents to more confidently deal with a range of emergency situations.
- Close work with pre-school nursery groups and schools, plus the delivery of 'Getting Ready for Nursery' is helping to better prepare more children for school. Overall, the percentage of children who achieve a good level of development at the end of the Early Years Foundation Stage is below the national average, but this is now not the case for all the schools.
- Good support is in place to help improve parenting skills to keep children safe and raise adults' aspirations. Good quality parenting programmes aimed at helping parents to reflect on their parenting skills, particularly to manage children's challenging behaviour, is helping them to better understand what they can do to manage children more positively and to improve their families' lives and well-being.
- Sessions run by 'Mini Me' and 'Stay and Play' help to stimulate young children's good development, especially their social, communication and language skills. In addition, the local childminders play sessions provide a support group for them and the opportunity to share good practice.

The effectiveness of leadership, governance and management

Good

- Robust governance, leadership and management arrangements are in place. Good relationships are very evident between the centre staff, headteacher and deputy headteacher. The established advisory board and governors of the school, with an independent parent chairperson act as a critical friend, continually challenge the centre to further improve its services.
- Although effective quality assurance measures ensure staff maintain high standard case files, not all commissioned services that deliver crèche facilities for children have been monitored to ensure they are all of a high quality.
- Self-evaluation is accurate, aided by in-house monitoring of families progress and the oversight of the local authority. Meetings at a strategic cluster level enhance the range of services parents can access and promote good partnership working. Parents describe the centre manager as, 'super, friendly and inclusive' they also said, 'Positive staff help them to believe in themselves because they are all brilliant'.
- Well-established performance management arrangements and access to appropriate training further support staff development. The 'hands on' centre manager and senior staff act as very good role models. As a result, staff and volunteers report that they are well supported and parents are highly satisfied.
- The experienced, well-qualified staff are passionate about reducing inequalities for families. Proactive fund-raising with the community and the school known as the 'Garden Project' has led to the development of a well-resourced outdoor play area for children. Staff are aware that boys'

attainment is not always in line with that of girls and therefore the new den and water station are built to attract more boys to use this fun outdoor learning experience.

- Limited financial resources are managed efficiently by working very closely with the other two children's centres in the cluster arrangement to share resources effectively. This prevents the duplication of services and better access for parents to support their needs. In addition, the centre charges for some services.
- A very wide range of policies and procedures and good communication with social care underpin the centre's good safeguarding arrangements. The needs of looked after children, and those subject to a child protection plan are well met. The Common Assessment Framework is used effectively to coordinate early intervention and support to prevent the escalation of some difficult situations and complex needs.
- Staff regularly consult parents and children to seek their views to shape future services. Regular evaluations, 'the question of the week' and an established parents' forum give parents regular opportunities to be involved in decision making. They are also well informed of planned events via newsletters and the 'What's On' guide.

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	22050
Local authority	Leeds
Inspection number	463818
Managed by	The governing body of Seven Hills Primary School

Approximate number of children under five in the reach area	996
Centre manager	Bernard Detraux
Date of previous inspection	Not previously inspected
Telephone number	0113 307 4473
Email address	bernard.detraux@seven-hillsschool.org.uk

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