

# Pinkwell Children's Centre

Pinkwell Lane, Hayes, UB3 1PG

Inspection date	9–11 June 2015		
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:

- Not enough children and families from target groups sustain their engagement in centre services.
- At 47%, the take up of free early education by eligible two-year-olds is too low.
- The local authority is not providing the centre with sufficient or reliable data about target groups. Information sharing between the centre and some partners is weak, and this restricts leaders' ability to fully assess priority group needs and plan appropriate services to meet them.
- The gap in achievement between children from the poorest backgrounds and others is not reducing quickly enough. The tracking of children's progress is underdeveloped.
- The take up of courses that are provided to enhance parents' learning and skills is currently too low.
- The monitoring undertaken by the local authority is not robust and the targets set lack challenge. Reviews undertaken do not provide an accurate picture of the centre's effectiveness.

### It has the following strengths:

- Highly effective work with health professionals helps to promote what the centre has to offer for expectant and new parents and gets them signed up for services. Currently, 89.5% of children are registered.
- Care, guidance and support are good. Well-planned activities take place to raise parents' awareness about keeping children safe and healthy, which supports good and improving outcomes for families. Volunteering opportunities result in parents building confident workplace skills.
- There is a strong culture of safeguarding and effective work to reduce the risk of harm to children. Case files are maintained to a high standard. Parents' own evaluations demonstrate clearly the very positive impact of the one-to-one support parents receive.
- Parents very much enjoy their time at Pinkwell. Their views are valued and acted on. They say the 'friendly welcome is second to none' and that 'the centre saved my life and my future well-being'.
- The manager is highly regarded and gives good leadership to the highly motivated staff team. The expertly-chaired locality advisory board, composed of partners and parents, provides effective governance.
- Strong collaborative work with other children's centres in the locality enhances the resources available to the centre, gives the opportunity to share best practice, and supports improvement.

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

- Increase the sustained contact of all target groups so that the large majority access appropriate services until their needs are met. Make sure that staff keep an accurate record of who attends services, to enable the timely follow up of those who have registered but not been seen for some time.
- Work with the local authority and partners to improve the quality and timeliness of data available to the centre to help define and assess the needs of target groups, such as lone parents. Ensure that information about children living in the area served by the centre and known to social care is shared regularly.
- Increase the take up of free early education by eligible two-year-olds, so that most if not all get off to the very best start. Look to providing appropriate services for more two-year-olds and aim to increase the engagement of those who have used the centre at some point but are not currently doing so.
- Sharpen the assessment and tracking of children's progress both during centre activities and over the longer term. Work more pro-actively with early years partners to close the gap in achievement and improve the outcomes for children from the poorest backgrounds. Find out how many children who access children's centre services achieve a good level of development when they are five.
- Build stronger links with Jobcentre Plus, colleges and training providers to extend the range of further learning and skills training for parents, particularly those from target groups. Increase parents' take up of opportunities to enhance their economic well-being.
- Sharpen the use of data so that staff and local authority officers can check and review levels of engagement by target groups. Ensure that this information is used to inform priorities for improvement so that realistic and challenging targets are set, which are reviewed regularly to drive a good pace of positive change.

## 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 took place at the same time as the inspection of Barra Hall Children's Centre, Yeading Children's Centre and Charville Children's Centre.

This inspection was carried out by three Additional Inspectors.

The inspectors held meetings with the children's centre manager, staff, the headteacher of Pinkwell Primary School, local authority officers, partners, volunteers, parents and members of the governing body and locality advisory board.

The inspectors visited a number of activities held in the centre including a parenting programme and linked crèche. Two activities were observed jointly with the centre manager, MEND and 'Inbetweenies'. The safeguarding policy, procedures and practice were examined in depth, and case files were sampled together with supervision records. Inspectors also looked at a wide range of other documentation.

Inspectors took into account parents' views as expressed directly to them during the inspection, as well as through their recorded evaluations about the centre's work.

The centre managers from all four children's centres attended all team meetings which were held jointly with lead and team inspectors.

## Inspection team

Christine Field, Lead Inspector	Additional Inspector
Libby Dickson	Additional Inspector
Graham Saltmarsh	Additional Inspector

## Full report

### Information about the centre

Pinkwell Children's Centre opened in 2011 as a stand-alone children's centre. It is currently one of eight children's centres that comprise the South-East Locality in the London Borough of Hillingdon. The eight children's centres collaborate to help deliver a range of services in order to meet local needs. Services provided by the centre and in partnership with other centres include activities to promote early learning, family support, child and family health, careers, adult learning and volunteering. Barra Hall Children's Centre, Yeading Children's Centre and Charville Children's Centre were inspected at the same time as Pinkwell. The other four children's centres in the group, Uxbridge College, Belmore, Nestle's Avenue and Macmillan, have all been inspected previously. Reports can be found at <http://reports.ofsted.gov.uk>.

Pinkwell is managed directly by the governing body of Pinkwell Primary School on behalf of the local authority. The centre's governance is supported by the locality advisory board which is shared by the other eight centres, and the parent forum; parents attend both the board and the forum.

There are 1,270 children under the age of five years living in the area served by the centre, which is located north of Heathrow Airport and has high levels of social and economic disadvantage. Over a third of children in the area are living in homes where no one is in paid work. Around two thirds of families are living on low incomes. Housing in the area is mainly privately rented, temporary or shared accommodation, and social housing. Some 40% of children are of Asian heritage, 30% are White British and the remainder are from many different minority ethnic groups. Children enter early education provision at levels well below those typical for their age.

Target groups identified by the centre are: two-year-old children eligible for free education; lone parents; and, families that are unemployed or on low incomes.

### Inspection judgements

#### Access to services by young children and families

Requires improvement

- Access to services requires improvement because not enough children and families from the centre's identified target groups use services regularly.
- All three- and four-year-olds living in the area served by the centre take up their free early education places. In contrast, only 47% of the eligible two-year-olds access their entitlement. The centre has registered a high number of two-year-olds, but only a minority uses its services regularly. The centre is aware that more work is required to explain why those registered are not in regular contact and to engage them in services that promote their learning and development.
- Information shows that only a third of workless families used the centre's services more than four times in the last year, and only one in 10 lone parents has ongoing contact. However, the data made available by the local authority about precise numbers and information to help assess the needs of these groups are unreliable. This impedes the pace of improvement.
- The centre is a busy and vibrant focal point for the community. The health visiting team and midwives operate daily from the centre, providing a wide range of prenatal and postnatal services for parents, including those expecting babies. They actively sign up families for centre-run services, such as Baby Massage, which helps to compensate for the absence of live birth data. The positive impact of this partnership is reflected in the good level of registration seen (89.5%).
- Families who receive one-to-one support because of their specific needs, including those known to children's social care, are well engaged. They speak highly of the good support provided by the family support worker, centre staff and partners, which helps to overcome the complex challenges they face. These challenges are typically associated with immigration, overcrowded housing, debt

and family breakdowns.

### **The quality of practice and services**

Requires improvement

- The centre has a packed programme of activities and balances them well with its services tailored to the specific needs of families who live in its diverse community. However, not enough children and families from target groups attend the centre's good quality services regularly, and this requires improvement.
- Profile data for 2014 show that, at 45%, the proportion of Reception-age children who achieved a good level of development was well below the level seen nationally. Only a third of children eligible for free school meals achieved this. The gap in achievement with others is not closing quickly enough. The centre rightly uses this profile data to help plan well-resourced activities, such as 'Inbetweens' for toddlers, where there is a clear emphasis on the prime areas of learning, and particularly communication and language development.
- However, systems to track the progress that target children make are not fully in place. Staff are good role models and encourage children to build confidence to learn and play by themselves. However, their observations tend to focus on what a child is doing rather than what they are learning. Work is at a very early stage to develop learning journeys which raise parents' awareness about their children's age and stage of development.
- The Jigsaw project, developed across the locality, has met with significant success in helping some parents to improve their life chances by accessing courses that build confidence and skills. However, links with colleges, training providers and Jobcentre Plus are not well developed. This limits the opportunities for parents, particularly those who are unemployed or on low incomes, to further increase their skills and qualifications and move on to accredited courses to support their economic well-being.
- Volunteering is a positive feature of the centre's response to meeting parents' personal needs. Individuals from target groups are well supported and their work experience nurtured as part of a clear pathway towards paid employment. Parenting skills are also well addressed by specific programmes which focus on quality family time and positive management of children's behaviour. One parent told inspectors, 'I have brought harmony to our home since doing the Family Trust programme.'
- The care, guidance and support for families are good. The positive impact of family support work is well recorded. Case files are maintained to a high standard and show clearly the effective multi-agency work that is taking place to support those most in need. Parents are enabled to write up 'case studies' and these demonstrate clearly that they feel empowered to take control of their situations because of the timely help they receive.
- The centre contributes well to improving health outcomes, as reflected in the well above average proportion (62%) of mothers who sustain breastfeeding their babies at six to eight weeks. Families can access free taster swimming sessions or take part in regular Zumba classes that support physical fitness.
- Activities, such as 'Feed my Family' and MEND, involve parents in learning about healthy eating and dental hygiene. At the good quality session observed by inspectors, home safety packs providing useful guidance on how to ensure children's well-being were handed out.

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

Requires improvement

- The highly regarded centre manager has used resources effectively to drive improvements in registrations and improve the quality of practice. However, the actions taken have not been as effective in securing sufficient engagement of priority groups, and this requires improvement. The staff team works well together and is very focused on doing its best for children and families. The lack of sharing reliable and timely data between the centre, the local authority and key partners,

impedes the centre's otherwise good capacity to target improvement quickly.

- The quarterly monitoring reviews carried out by the local authority do not have a strong enough focus on increasing the number of priority children and families who use the centre on a regular basis. The quality reviews undertaken, which are informed by an agreed framework, are very detailed. However, the grading system used is not consistent with the Ofsted criteria used in the centre's self-evaluation, and provides an overly optimistic view of its performance.
- The many targets set for all centres in the comprehensive locality plan, such as those relating to raising children's achievement, are not realistic, challenging or easy to measure. Additional information provided at the request of inspectors by the co-located school shows that the majority of children who access the children's centre services reach a good level of development. This type of information is not being routinely shared. Consequently, this is a missed opportunity to help the centre ensure best value in supporting those who most need early intervention and support.
- Governance is effective. Partners and parents regularly attend the locality advisory board set up to support and challenge the eight centres who work in partnership. It is chaired independently by a very well informed member of the community. Services are looked at critically to check whether they are making a difference, and visits are undertaken by board members to check on quality and to canvass parents' views. Minutes of meetings clearly record the frustrations caused by not having accurate data to inform decision making.
- Safeguarding is given high status in the staff's work with children and families. Policies and procedures meet current requirements. All staff are fully trained in child protection matters, including e-safety and female genital mutilation which is of concern to the community. The information shared with the centre by social care about children who are looked after, subject to a child protection plan or in need is incomplete. This inhibits the centre's otherwise strong practice in ensuring that children are effectively supported.
- The parents' forum is active and involved in the centre's work. There are plenty of ways for parents to have their say. For example, a consultation opportunity resulted in the 'parents' voice' changing the way the activities booking system operates. The results of surveys and centre user feedback and evaluations show that satisfaction levels are high.

**What inspection judgements mean**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	22382
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	463308
<b>Managed by</b>	Pinkwell Primary School on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	1,270
<b>Centre leader</b>	Alison Dunstone
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8573 0626
<b>Email address</b>	adunstone@pinkwellschool.co.uk



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