

Badock's Wood Children's Centre

Doncaster Road, Southmead, Bristol, BS10 5PW

Inspection dates	1–2 July 2015
Previous inspection date	23–24 June 2010

Overall effectiveness	This inspection:	Requires improvement	3
	Previous inspection:		
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 families and children in the area, especially those from priority groups, are accessing or taking part in the centre's activities.
- Systems for evaluating the difference the centre makes to the lives of families and children are not developed sufficiently. It is not easy to see the progress children in priority groups are making or to evaluate the difference adult learning makes to families' lives.
- Case files are not well organised and it is not clear how the work improves families lives.
- Managers are not setting specific enough actions within improvement plans. Action plans do not always include targets that are detailed and time specific.
- The annual training plan does not link the development needs of staff with the centre's priorities.

This centre has the following strengths:

- Most young children who are eligible take up their free entitlement to early years education.
- Staff create a friendly and welcoming atmosphere. Increasing numbers of families and children most in need are taking part in activities.
- Care and support for families and children are good, especially for children with special educational needs and for those with experience of domestic abuse.
- Support for providers of early years education is particularly good.
- Strong governance and clear strategic leadership mean the centre is improving steadily and has a good capacity to improve further.

What does the centre need to do to improve further?

- Increase the numbers of families and children using the centre, especially those most in need, by:
 - further development of partnership working, in particular with midwives and health visitors, so that families are introduced to the centre at the earliest opportunity
 - increased promotion of the centre's activities, particularly to partner agencies.
- Develop systems to record, monitor and evaluate work so that:
 - progress made by children from the priority groups can be easily seen and this information used to plan activities to help them advance further
 - attendance and achievements of adult learners can be analysed to see the difference they make to them going into further education, training or employment.
- Improve the organisation of, and recording in, case files so that it is easy to see:
 - a chronology of key events and key information
 - the dates when the child or children were last seen
 - the difference the centre is making to the lives of families and children.
- Ensure that actions identified in all plans, including personal development plans and improvement plans, are specific and have realistic, but challenging, timescales for achievement that secure a good rate of improvement.
- Improve the quality of the training plan so that it clearly links staff performance management with the priorities of the centre and effectively drives improvements.

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 parents, senior leaders, officers from the local authority and centre staff. They also met health, education and social care partners, parents, early years practitioners, volunteers and representatives from the advisory board and school governing body.

The inspectors observed the centre's work and looked at a range of relevant documentation. This included the centre's self-evaluation and action planning, a survey of parents' views, a sample of case files, and safeguarding practice, policies and procedures. The inspectors undertook a joint observation of a healthy cooking on a budget course at the centre with the Family Support and Outreach Manager.

Inspection team

Penny Mathers, Lead Inspector	Additional inspector
Graham Saltmarsh	Additional inspector
Megan Dauksta	Additional inspector

Full report

Information about the centre

Badock's Wood Children's Centre is situated in the north of Bristol, a short distance away from Badock's Wood Primary School. The centre was opened in 2001 and was previously called Southmead Children's Centre. It joined with the primary school in 2012 to form Badock's Wood Community Primary School and Children's Centre. Badock's Wood Children's Centre Childcare Provision is also on site. The report for the school and the childcare provision can be found at <http://reports.ofsted.gov.uk>. The headteacher leads the strategic improvement of the whole organisation and the assistant head has responsibility for the centre and overall responsibility for services for under fives in the area. The governing body is responsible for the governance of the centre, with an advisory board that is a consultative body for the centre's improvement priorities.

There are 1,401 children under the age of five years living in the reach area. It is in an area of significant deprivation flanked by areas of relative affluence. Most of the population is White British, with small but increasing percentages of families from minority ethnic groups. Most children start school with skill levels below what is typical for their age. A small minority of children live in workless households and a small minority are eligible for the childcare element of the working tax credit.

The following are the identified priority groups of children and families.

- Teenage mothers
- Lone parents
- Children living in workless households
- Two-year-old children eligible for funding for early education
- Black and minority ethnic children
- Children on child protection or children in need plans
- Children looked after by the local authority.

The centre offers a range of universal and targeted services, including play and music sessions, baby massage, support groups for children with additional needs and for childminders, antenatal classes, breastfeeding and weaning support, family support work, counselling for 11- to 24-year-olds and for adults, and baby clinics. It provides courses on parenting, first aid, and healthy cooking, and advice sessions on benefits and housing.

Inspection judgements

Access to services by young children and families

Requires improvement

- Almost the large majority of families are now registered at the centre and this has stayed about the same over the past year. Insufficient numbers of families are participating in activities, but the proportion of priority families participating has shown a steady increase in the last year.
- Managers and staff work hard to tell families about the services; they deliver leaflets and get involved in community events to publicise what is available. Staff have good knowledge about the families and the local community. Relationships with other agencies are improving and, as a result, information about families is increasingly shared and partner agencies are keen to provide services, for example advice on finances and benefits.
- Over the last year the quality of data has improved and managers are using this well to identify families in greatest need. Recent changes to the make up of the area covered by the centre mean that the number of families attending cannot be compared with previous years and this has made it difficult to see the progress made in encouraging families to participate.
- The caring staff give priority to working with families in the greatest need. They develop effective relationships and families stay involved until their needs are met. Teenage mothers, lone parents

and those who have experienced domestic abuse or mental health issues appreciate the easy access to support.

- Access to funding for children who are eligible for free early years education is good. The large majority of children entitled to funding are accessing it. Families are given good support to access good-quality early years provision.
- Parents expecting children appreciate the antenatal sessions, as well as the clinics run by the health visitors. Family support workers are readily available at the clinics held at the centre and at other venues. However, relationships with health visitors and midwifery services are not yet effective enough to result in the large majority of families using the centre.

The quality of practice and services

Requires improvement

- Staff provide a warm welcome and create a friendly atmosphere. A good balance of services is achieved between those available to all and those that are provided for families with particular needs. Families appreciate the good care and support and the wide choice of services available.
- Services, such as the group for children with complex needs and the childminders' support group, provide excellent support for local families. Children with additional needs make good progress and their families receive good practical help and emotional support. The childminders feel valued and have a professional approach to the care and education of children.
- Relationships with early years providers and childminders are particularly good. The lead teacher plans training that meets their needs well. They speak highly of the difference it has made to their practice, the organisation of their business and on the way they work with children.
- A good range of parenting and adult learning courses, including first aid and healthy eating, are provided. Systems to record, monitor attendance or evaluate the difference this learning makes to families' lives are not developed sufficiently. Not enough parents from priority groups attend learning sessions, although the majority of those parents in most need attend parenting courses.
- Information sharing with partners is good and leads to accurate assessments of families' needs. Social care staff have confidence in the work of the family support workers, who are reliable and provide good support for the families referred to them. Staff work well with children who are in care, subject to a child protection plan or a children in need plan, to secure improvements in their lives.
- Case files are not well organised. Records of contact with families are kept in different sections and it is difficult to see what difference the work of the family support workers makes to the lives of families and what the families' view of the work is. Effective work is undertaken, but the quality of recording is inconsistent.
- Staff do not consistently monitor the quality and impact of the services provided either by the centre or by other agencies. The progress made by children in priority groups is not clearly monitored so that staff are not able to use this information to plan activities to develop them further.

The effectiveness of leadership, governance and management

Requires improvement

- The local authority closely monitors and challenges the centre following its decline prior to January 2014. The school and the local authority have created a good improvement plan for both the childcare provision and the children's centre. Although there are improvements, including better teaching for children, it is still early days in terms of seeing the full impact.
- Strong governance is provided through the school governing body who is keen to reduce inequalities for children and families. The advisory board is well attended by parents and a range of agencies and provides good guidance and challenge to both the governing body and managers.
- Clear strategic leadership is provided by the school head and has ensured the appointment of capable and knowledgeable managers, two of whom have been in post for just over a year. They

have made changes that are driving improvements and the benefits are starting to be clear to families, staff and partners. Staff are held to account, early years providers feel well supported and partners are better engaged in supporting the centre.

- Data provided by the local authority have improved, but reliable information has only been collected over the last year. Staff are now making good use of the regular reports to set targets and determine where the families with most need are in the area.
- Staff have good access to training. Training records are kept, but the training plan is not sufficiently developed and does not link staff development needs clearly to the priorities of the centre.
- Actions for the centre and staff are not specific or clear enough so that it is not easy to check whether the actions have been achieved in a timely way. Plans are detailed, but the targets set in personal development plans and improvement plans do not always have challenging timescales so that improvements are not always achieved in good time.
- Safeguarding is promoted well. Procedures and policies are clear, staff have regular training and know where to report any concerns. A new entrance and reception area with CCTV monitoring is being built to ensure the safety of the families. Families are relaxed at the centre and report they feel safe.
- Resources for teaching are plentiful and used efficiently. The building is large and good use is made of the space available. However, whilst not posing a significant risk, some areas of the centre are not always well organised or thoroughly cleaned.
- Parents are fully encouraged to get involved with staff recruitment; a few parents volunteer and others provide a good level of challenge at the advisory board and the governing body. A valuable crèche is offered to support parents' involvement in meetings and in learning. Parents report that their views are listened to and that the centre has made changes to services as a result of their feedback.
- Strengthening partnerships, strong governance and managers who are very keen to learn and listen to parents' views mean the centre is in a good position to improve further.

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	22798
Local authority	Bristol
Inspection number	464563
Managed by	The school governing body on behalf of the local authority

Approximate number of children under five in the reach area	1,401
Centre leader	Tracey Cotterell
Date of previous inspection	23–24 June 2010
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