

# Bury – Bury South

Bishops Road, Prestwich, Manchester, M25 0HT

**Inspection dates** 11–12 December 2014

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 children's centre group is good.

- This group is led and managed well. Managers, governors, the advisory board and parents rigorously monitor the performance of the group, and managers take effective action to improve activities and services.
- Access to services is good for all families and particularly for those in the group's priority groups. Good partnership working and effective sharing of information mean that the children's centre group knows most families and young children in the community. Staff develop strong and trusting relationships with the community, leading to the large majority of families registering.
- The quality and practice of services is good. Managers and staff work with parents to ensure the sensitive design of high-quality services and activities to meet the different cultural and religious needs within the community. This results in the large majority of families regularly using most services and activities, leading to a significant improvement in the lives of many families.
- Staff are trained well to provide high-quality support and to act as good role models for the parents and children. Staff's good knowledge of safeguarding, together with close partnership working, contributes to keeping children safe from harm.

### It is not outstanding because:

- Too few children from the Sedgley community take up funded nursery places and, consequently, not enough of these children are well prepared for school.
- The success and progress of those adults who are helped to obtain education outside the children's centre is not monitored sufficiently.

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

- Improve the take-up of funded places for two-, three- and four-year-olds in Sedgley to ensure that more children are ready to engage in learning at school.
- Extend the use of the progress tracking system to include those adults who undertake education outside of the children's centre.

### Information about this inspection

The inspection of this children's centre group was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009. The centres that form part of this children's centre group are Sedgley and Toodle Hill.

Two of Her Majesty's Inspectors and one additional inspector carried out this inspection.

The inspectors held meetings with the cluster coordinator, assistant cluster coordinator, development workers, outreach workers, project support workers and volunteers. Meetings were also held with senior leaders from Sedgley Park Community Primary School, governors, members of the advisory board and representatives from the local authority. Partners from health, social care, early years, adult learning and employment were also interviewed. Inspectors met formally and informally with parents and grandparents.

The inspectors visited activities and services operating from each of the children's centres. They observed the centres' work, and looked at a range of relevant documentation. A joint observation was undertaken with the assistant cluster coordinator.

### Inspection team

Michael White, Lead inspector

Her Majesty's Inspector

Sue Pepper

Additional Inspector

Ali Mekki

Her Majesty's Inspector

## Full report

### Information about the group

The Bury South Children's Centre Group comprises the Sedgley and Toodle Hill centres. The group, together with the Butterstile Children's Centre, serve the town of Prestwich. Both centres are purpose-built on primary school sites. The governing body of Sedgley Park Community Primary School (URN 105308) manages the group, on behalf of the local authority. The school inspection report can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

A cluster coordinator, together with an assistant cluster coordinator, oversees the day-to-day management of the centres and staff team. The headteacher from Sedgley Park Community Primary School is responsible for the overall leadership of the group. The group has a single advisory board comprising parents and key partners, and a parents' forum.

There are 1,787 children under five-years-old living in the community that the group serves. The two wards served by the group, Sedgley and Holyrood, are considerably different in their demographics. Sedgley has a very diverse population and, at one in three residents, it has one of the highest Jewish populations in the country. White British residents account for 83% of the population in Sedgley and 72% in Holyrood, with a wide diversity of other minority ethnic groups in both areas.

The economic profile is very similar to that of the rest of the borough as a whole, although Job Seekers Allowance claimants have increased significantly in the last year. Toodle Hill Children's Centre is located in the Polefield area, the most deprived community served by the group. It is in the top 20% of deprivation nationally and almost one in five children live in households dependent on workless benefits. Most children's skills on entry to early years provision are below those typical of their age. The group has identified Jewish families, disabled children, black and minority ethnic groups, and those living in the area of highest deprivation, as its main priority groups.

The group offers a range of activities and services. These include Stay and Play, health clinics, breastfeeding groups, parenting programmes, dads clubs, exercise and healthy eating sessions, and job clubs.

## Inspection judgements

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

- The registration of live births within the children's centres, together with the good information sharing with other partners, ensures that the group knows most of the families and children within its community and that a large majority are registered.
- The passionate and determined staff team work hard to engage with the diverse range of users and have a good knowledge of their communities and their needs. The friendly, welcoming centres provide a good range of information for families on all aspects of care. Support and advice is targeted appropriately and effectively to meet individual families' needs. As a result the large majority of families regularly attend services provided by the group.
- The group demonstrates a strong commitment to inclusion through both its effective targeting of children and families from different cultures and religions and the sensitive, respectful, high regard for different life styles.
- Health partners actively promote the group's services and help centre staff to identify vulnerable babies and young children who are at risk from developmental delay. Referrals, outreach work, universal services, observations and assessments are all used well to identify needs and match families to the services they require.

- In the priority groups, such as families in the area of highest deprivation, disabled children and specific minority ethnic communities, the large majority are engaged and the staff and managers work with the different groups to develop services that are relevant, effective and sensitive to their specific needs.
- Staff and managers work hard to encourage every family to take up their entitlement to free early education places. All eligible families are contacted and those who do not take up their entitlement are followed up through home visits. However, the cultural tradition within parts of the population to provide childcare primarily within the family or through the extended community results in only just under half of two-, three- and four-year-old children taking up their offer in the Sedgley area. Across the whole community served by the centres, the majority of three- and four-year-old children take up the offer.

### The quality of practice and services

Good

- The group provides a good balance of high-quality services and activities within welcoming and well-resourced centres. A large majority of the families most in need take up the services provided by the centre and its partners. The planning of activities and services and the observation, assessment and tracking of children's progress are effective. As a result outcomes for children are improving, helping to reduce some inequalities.
- Strong promotion of healthy lifestyles through, for example, healthy eating cookery courses and dance and exercise classes, is effective. The levels of obesity for children in Reception class are well below national rates. The group's good work with the midwifery and other health services leads to sustained breastfeeding rates that are well-above national rates.
- Staff role-model the skills that parents can use in their home environment to stimulate children's development and learning. As a result families are highly satisfied with the quality of services the group provides. Parents say how much they appreciate the good support from the centres and the opportunities to meet new friends.
- The good knowledge and expertise of the development workers delivering groups, such as the 'No barriers' for children with disabilities, ensures their effectiveness and encourages those families to remain engaged with other centre activities. The availability of a respite crèche provides good support for both children's and parents' well-being.
- Parents who are not in paid employment receive good support through a weekly job club that develops their confidence and supports them in how to return to work. The centre makes good use of volunteering to enhance the services and activities offered. This also provides very effective development opportunities to parents seeking work.
- The large majority of adults attending the good range of courses to develop parenting skills are from the priority groups. Parents confirm that these courses have a very positive impact on their confidence and ability to manage effectively their children's behaviour.
- The proportion of children who attain a good level of development when entering school varies considerably across the two centres. At Toodle Hill it is well-above national averages and the gap between the lowest achieving group and their peers is low and reducing. At Sedgley the good level of development is improving but is still too low, with a widening gap in 2013/14. Careful assessment and tracking of children's progress shows that those children engaged in centre activities and services make much better progress at school than other children do.

### The effectiveness of leadership, governance and management

Good

- Managers are passionate about making a difference to families' lives. Staff are very reflective practitioners who are extremely sensitive to family circumstances and beliefs, and are eager to improve continually services to meet families' needs. Staff have a good knowledge of families in the local area and they have built positive, trusting relationships with them. As a result families speak very highly of the support they receive, saying that it has helped to develop their confidence,

improved socialisation and improved their parenting skills.

- Governors and the well-established advisory board know their children's centre group well. They have very good representation from partners and key stakeholders in the community. This results in a strong understanding of the priority groups that the centres serve and the key issues faced. Good training enables them to perform effectively their role of supporting and challenging the work of the group and driving forward quality improvement. They ensure an efficient management of financial resources.
- Managers pay close attention to the views of parents. The parents' forum and focus groups contribute very effectively to decisions about what, where, when and how the services and activities are provided. Managers also routinely seek the views of those families not currently using the centres. Consequently, provision is sensitively planned to ensure it meets the different needs within the community.
- Staff are appropriately qualified with a good range of expertise and experience. They benefit from a wide range of training. This enables staff to act as good role models, deliver effective activities and provide high-quality support. The management of resources is good. Staff are used flexibly across the two centres to ensure efficient use of expertise and experience. Centre buildings are used in the evenings and at the weekend, meeting the needs of users and improving utilisation. The good use of volunteers increases the group's capacity to deliver a balanced provision.
- The group has good safeguarding policies and procedures. Staff receive good safeguarding training, leading to a good working knowledge of safeguarding procedures. Close partnership working contributes to keeping children subject to a child-protection plan, looked after children and others whose circumstances make them vulnerable, safe from harm. Well-structured case files clearly record the work and progress made by those families engaged with the centre's outreach workers.
- Partnerships with local adult education providers are effective in supporting adults requiring development of their English, mathematics or vocational skills. However, the progress of these learners is not monitored sufficiently to show the impact of the provision.

**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 group details**

<b>Unique reference number</b>	80298
<b>Local authority</b>	Bury
<b>Inspection number</b>	447637
<b>Managed by</b>	Sedgley Park Community Primary school on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	1,787
<b>Centre leader</b>	Vicky Wardleworth
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	0161 253 7474
<b>Email address</b>	v.wardleworth@bury.gov.uk

**This group consists of the following children’s centres:**

- 22662 Sedgley Children’s Centre
- 21543 Toodle Hill Children’s Centre

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

(Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

