

# Farsley & Calverley Children's Centre

Farsley Farfield Primary School, Cote Lane, Farsley, Leeds, West Yorkshire, LS28 5ED

**Inspection date** 25–27 September 2013

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 is a good centre.

- The centre and its health partners are highly effective in identifying families who are in need of support. Weekly meetings between the three children's centre managers and health visitors mean that families receive prompt and well-matched intervention and services.
- Processes for maintaining and re-establishing contact with families who are most in need of support are systematic and rigorous. Staff at the centre do not give up easily. They are very clear about what to do if a family with a child-in-need plan, for example, does not engage with the centre activities identified as important for their development.
- The centre is very well supported and challenged by a strong sub-committee of the school's governing body and a very active and well-informed advisory board. Parents' views are extremely well represented. As a result of this good leadership and governance, the impact of the centre is improving.
- A very successful family learning programme has supported a good number of adults to raise their aspirations. Many have moved into volunteering positions and subsequently into employment.
- Children make good progress in their learning and development. The number of children who are achieving a good level of development at the end of Reception Year is getting better each year. A high proportion of three- and four-year-olds take up their places in good quality childcare settings. Most two-year-olds who are eligible to receive a free nursery place take up their place.

### It is not outstanding because:

- Data used to improve the work of the centre are not always sufficiently accurate, comprehensive or brought together in an easy-to-use system. Consequently, the local authority is setting some targets that are not of direct relevance to all the priority groups and families living in Farsley and Calverley.
- Access to the centre for prospective parents is limited to referrals from health visitor partners in late pregnancy, when they share information about pregnant mothers whose circumstances mean they might be more in need of support than others.

### 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 was carried out at the same time as other children's centres which were Pudsey Children's Centre and Swinnow Children's Centre.

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector.

The inspectors held meetings with staff, parents, partners, the senior leadership team and representatives of the school governing body, advisory board and the local authority.

The inspectors visited Pudsey Children's Centre and Swinnow Children's Centre.

They observed the centre's work, and looked at a range of relevant documentation.

### Inspection team

Joanne Smith	Her Majesty's Inspector, Lead Inspector
Marianick Ellender-Gele	Her Majesty's Inspector
Elaine Murray	Additional Inspector

## Full report

### Information about the centre

Farsley and Calverley Children's Centre is located in Farsley Farfield Primary School in Farsley to the west of Leeds. There is also a private childcare provider, 'Little People' on the school site. The school and the childcare care provider are subject to separate inspections and their reports can be found on the Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

The centre opened in 2010 and is one of three centres which form the Pudsey Early Start team and works collaboratively, with health partners, to deliver services to families in the Pudsey area. The centre is managed by the school on behalf of the local authority and a formal agreement is in place between the school and the children's centre.

The centre serves an area that is in one of the least deprived areas in the country. There is a pocket within the area which falls within the measure for high-level deprivation, which is where the centre is located. In addition, within some of the least deprived areas, there are small pockets of deprivation. Worklessness in the area is lower than the average for the Leeds area in general, but there has been an increase in the number of families who are in receipt of workless benefits. Low income also affects families with young children who live in the area served by the centre.

There are 1133 children aged under five years living in the Farsley and Calverley area. The large majority of families with young children in the area served by the centre are White British. Children enter school early years provision with skills and knowledge below those expected for their age.

As a partner in the Pudsey Early Start team, the centre offers a wide range of services designed to help new mothers, growing children and adults. These include health appointments, adult and family learning opportunities and family support work. The centre manager meets once a week with a health representative and the other children's centre managers from the Pudsey Early Start cluster to review and allocate work. The centre seeks to focus its activities on five groups of people who need support. These groups are lone parents, families suffering from domestic violence, families where adults have mental health concerns, workless and low income households and children with additional needs.

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

- Work with the local authority to gather robust data so that:
  - shared data is easy to access and understand
  - target groups are identified more accurately
  - all priorities for improvement are relevant to the families living in Farsley and Calverley.
  
- Increase the opportunities for prospective parents to find out about and use the children's centre services and activities.

## Inspection judgements

### Access to services by young children and families

Good

- The centre is very successful in engaging families who are identified as most in need of support. Family outreach workers are persistent and persuasive in their work with those who are reluctant to become involved in centre activities.
- The centre uses outreach work well to maintain and make contact with families and to seek out reasons why families do or do not use centre services, provide them with information about what the centre has on offer and to find out if they do need any support.
- There is effective assessment of the needs of families in the area using local knowledge and information from partners such as health visitors. This has helped the centre to identify specific concerns for families who live in the area served by the centre, for example, an increase in families suffering from domestic violence or where an adult in the families has a mental health concern. Almost all families from all the target groups who need intensive support engage with the centre extremely well.
- The large majority of families from the area served by the centre use the services offered either at the centre, in the home or by the centre's partners. This is most apparent in the take up of funded places for two-year-olds where most are actively using their childcare place. Those who are not, are known by staff and are being supported through outreach visits.
- There are good links with local private and voluntary childcare providers and a good number of them have been supported to develop their practice by the family outreach workers.
- Work with families who are expecting a child, especially their first, is limited and hampers the centre's ability to work on providing early help. For example, the work to support pregnant women to stop smoking, which in turn supports the need to reverse the upward trend of babies born with a low birth weight.

### The quality of practice and services

Good

- There is an excellent partnership between the host school and the children's centre. This facilitates joined-up working that is beneficial to families across the age range and is having a positive impact on children's readiness for school. Although they do not enter schools at levels any higher than in the past, the progress children now make, once they are in school, is rapid. Their skills, knowledge and abilities at the end of the Early Years Foundation Stage are strong evidence of this.
- Activities and courses in the centre are good quality and well planned to meet local needs; they are adapted well. A parenting programme, for example, is delivered over 14 to 16 weeks rather than the programme requirement of 12 weeks. This is done because the tutors used their experience of delivering the course to identify tasks that take longer for parents to grasp and to allow parents to revisit and consolidate their learning.
- Parents' letters, interviews and written personal stories about their experience of working with the centre show that there are very positive outcomes for families who receive targeted support. Families have been supported to move away from abusive relationships and join groups where they have formed lasting friendships. These accounts are used well to monitor their success and progress.
- Adults who access learning opportunities at the centre have a good level of success in moving to the next step, including completing accredited courses, volunteering and gaining employment. This is because of the centre manager's high expectations and the support that empowers parents to work to their best and try new things, even if these are outside of their past experiences. This is promoting equality of opportunity for all.
- The volunteer programme is well managed and planned. Careful thought is given to the needs of the volunteer and to the needs of the host organisation. Clear messages are given to volunteers on the training course about the expectations for dress, punctuality and attendance, which are in line with what an employer would expect.

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

Good

- There is a well-planned cycle of performance management in the centre. The governing body sub-committee and advisory board have effective systems to manage and monitor the work of the centre. Governors regularly visit the centre to speak to parents and staff and to visit activities to check their quality and relevance.
- Delivery targets set for the centre are ambitious and the centre's progress towards them is questioned rigorously in meetings. However, the data provided to the centre by the local authority are not shared in a format that is accessible or easy to understand. The data do not identify target groups accurately or focus sufficiently on priorities that are most relevant to the families living in Farsley and Calverley. Nevertheless, meticulous manual tracking and monitoring systems are in place and effective.
- The advisory board is very well attended and given priority by all those who are members including, parents, private and voluntary childcare providers, members of the school and health partners from the early start team. Meetings are very well managed with focused agendas and opportunities for challenge and questioning that are embraced by members of the advisory board.
- Safeguarding policies, procedures and practice are strong. Safeguarding is a standing agenda item at meetings and staff are well trained and receive refresher training at appropriate intervals. Volunteers are highly aware of the procedures and issues of confidentiality and parents know what the centre's responsibilities are and who to speak to if they are concerned about a child.
- Across the early start team, the three centre managers make attending joint meetings with health and social care partners a priority. They are well prepared and produce highly relevant reports about families who are receiving support from the centre and their partners.
- Resources are very well managed and targeted. For example, a group has been developed using a commissioned partner to provide early support and help to adults who are suffering from mental health concerns. This service is offered at two of the centres in the early start team area and is being reviewed by the staff at the third centre to assess whether it would be helpful to families in the area served by their centre. The leaders and managers at the centre have an accurate picture of the centre's strengths and where improvements could be made. There is a clear delivery plan, with some measurable targets, which has obvious links to the local authority's priorities and the centre's own priorities.
- Relationships with health and social care partners are strong and developing well. There has been an increase in the use of the Common Assessment Framework since the formation of the early start team. Centre staff are very clear about the work they do with families in most need. They know the thresholds they work within and do not hesitate to seek advice or refer a family to another agency for assessment for more intensive work.

## 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**

<b>Unique reference number</b>	21145
<b>Local authority</b>	Leeds
<b>Inspection number</b>	427560
<b>Managed by</b>	Farsley Farfield Primary School on behalf of the local authority

<b>Approximate number of children under five in the reach area</b>	1133
<b>Centre leader</b>	Sue Warwick
<b>Date of previous inspection</b>	not previously inspected
<b>Telephone number</b>	0113 336 8528
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