

# **Self-evaluation form for children's centres**

**Name of children's centre: Flying Start Children's Centre**

## Section A: Self-evaluation

### Introduction

This self-evaluation form is linked to the judgements that Ofsted will make at inspection. Its purpose is to:

- help you in your own self-evaluation, and
- be used as a basis of the inspection of your children's centre.

Please refer to *Children's centre self-evaluation form guidance*<sup>1</sup> before completing or submitting your form. The guidance sets out:

- the purpose of the self-evaluation form
- when to complete the form
- how to fill the form in
- the structure of the form.

You do not need to complete this form if your self-evaluation for your children's centre is included in another Ofsted self-evaluation form and you wish us to consider the evidence in that form.

### Completing the questions in section A

Section A, the evaluative section, is structured in sub-sections that correspond to those in *Inspecting children's centres*<sup>2</sup> used by inspectors. *Inspecting children's centres* sets out what inspectors evaluate, outline guidance and grade descriptors for every inspection judgement.

Each question in this self-evaluation form starts by asking centres to grade aspects of their work on a four-point scale, as follows:

- Grade 1: Outstanding
- Grade 2: Good
- Grade 3: Satisfactory
- Grade 4: Inadequate.

You should **refer closely to the grade descriptors and guidance for inspectors** when deciding on a grade. Briefly list your major reasons for deciding on this grade. You should include only the **minimum amount of detail** in support of your judgement; bullet points are quite acceptable. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade. You do not need to include any detailed analyses or evidence – it is sufficient to refer to the existence of any such evidence and analysis held elsewhere.

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<sup>1</sup> Available on [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

<sup>2</sup> Available on [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Sub-section A1: The centre's context and, particularly, any significant characteristics

Please provide information below

Flying Start Children's Centre covers the wards of St James, St David's, Newtown, Duryard and St Leonards in the centre of Exeter, Devon. There are 869 0 – 5 year olds living in this reach area. The centre opened in May 2007 and is a phase 2 centre with two administrative hubs. We are co-located with the Health Visiting Team, School Nurses, Devon Early Years Service, DISC, Research and Evaluation Team, Racial Equality Council, AXS Pathway Team, and our employing charity's head office. Service delivery takes place within community buildings and open spaces across its reach area. Flying Start Children's Centre prides itself on community lead services, as modelled by host organisation, local charity Exeter Community Initiatives (ECI).

**Exeter Community Initiatives** – supporting individuals and communities to fulfill their potential.

Exeter Community Initiatives is a local charity passionate about helping people where they are, physically and emotionally. By running practical projects that respond directly to need, we help people across Exeter and surrounding areas who are experiencing vulnerability.

Through everything we do and at all times, we value:

**social justice:** identifying and seeking ways to alleviate structural disadvantage and advocating strategies for overcoming exclusion, discrimination and inequality

**respect:** recognising that people are not the same, but they are all of equal worth and importance and entitled to the same degree of respect and acknowledgement

**responsibility & self-reliance:** empowering individuals, communities and our projects to take more control over their future and encourage independence

**professionalism & partnership:** having the skills, experience and attitude necessary to deliver a professional service and to work in partnership

We currently run 6 projects:

- Flying Start Children's Centre
- Beacon Heath Community Project
- Harvest community food project
- Exeter Parenting Coordination
- Homelessness Collaboration
- Community Hubs

### The Flying Start Children's Centre Community

The reach area covers a wide range of different types of community. Starting in the East, the St. Leonard's ward covers an area of relatively high affluence. There is one state funded primary school, St. Leonard's and four privately funded primary schools.

The Newtown area covers part of the centre of the city and surrounds.

The St. David's area also covers part of the centre of the city and surrounds. There is high deprivation and a highly transient population due to high levels of social housing.

The St. James area has relatively high levels of deprivation, but less so due to the large number of students living here.

The Duryard area and beyond has low levels of deprivation.

Statistically, the area composes the following profile (latest figures provided by DCC):

**Be Healthy:**

75.31% Mothers breastfeeding at birth  
 55.77% Mothers breastfeeding at 6 – 8 weeks  
 25% Mothers breastfeeding at 6 – 12 months  
 12.5% children in reception year classified as overweight  
 12.5% children in reception year classified as obese  
 13.77% mothers who are smokers at time of delivery.

**Stay Safe:**

13.85 (per 1000) is the rate of hospital admissions for children admitted to hospital with injuries.  
 35.08% of domestic violence incidents have children present.  
 10.40 (per 1000) children have a Child Protection Plan.

**Enjoy and Achieve:**

50.5% of children achieving at least 78 points across the foundation stage profile.  
 2.72% of pupils are statemented.  
 37.7% gap between the average score of lowest 20% and median point score across foundation stage profile.  
 81.29% English as a first language.

**Achieve Economic Wellbeing**

20.65% children aged 0 – 4 living in poverty.  
 21.02% of families claiming childcare element of Working Tax Credit.  
 5.43% children eligible for free school meals.

**Other:**

4.60% births to teenage mothers  
 26.12% children living in lone parent families  
 7.28 (per 1000) children aged 0 – 4 years in care  
 73.14% white British.  
 2.12% children aged 0 – 4 with a limiting long term illness  
 11.67% of families where at least one parent has a long term limiting illness and at least one child aged 0 – 4 years.  
 8.32 (per 1000) children allocated to CYPS.

The centre was designated in April 2008 and so expects to be Ofsted inspected any time from April 2011. We currently have in excess of 600 children registered with the centre and this is rising. We provide a service to many families outside of our reach area due to our city centre location. City wide residents find it convenient to access our centrally based services. Our registration information shows that use of services matches the demographic for the area except in regards to disabilities where families are offered multiple specialist services elsewhere so have less need of the centre.

**Sub-section A2: Outcomes for children, parents and other users**

This section contains judgements on the five Every Child Matters outcomes which, taken together, determine the summative judgement *How good are outcomes for users?*

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

### A2.1: Being healthy

	1	2	3	4
Grade: The extent to which children, including those from vulnerable groups, are physically, mentally and emotionally healthy and families have healthy lifestyles.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Over 300 visits to check growth and development are completed per year by the Health Visiting team with whom we are co-located. By the end of March 2011 we will have worked with 140 children on a one-to-one basis, the majority of whom have been referred by the Health Visiting Team.
- ✓ Individual assessments are completed for children who have been identified as having complex needs. Action Plans are put in place which utilise internal and external resources which will serve to meet the child's needs.
- ✓ Families are supported by Family Support Workers or Homestart volunteers to attend groups and services which are designed to produce healthy outcomes.
- ✓ Services are designed to be inclusive of Black and Ethnic Minority (BME) families in order to ensure that barriers to attendance at groups and access to services which ensure their child's good health are overcome.
- ✓ Health Services are listed in our Easy Guide which details all the services within the reach area that families can access.
- ✓ Baby Start, Flying Start for Toddlers, Incredible Years, Young Parents Group, Baby Club, Treasure Baskets and Discovery Play meet elements of child's physical, mental and emotional health.
- ✓ Promotion of the X Card scheme.
- ✓ Dads sporting activities.
- ✓ Provision of a counselling service which has served 30 parents this year.
- ✓ Provision of Play Therapy for children who have experienced trauma for example domestic violence or bereavement.
- ✓ Breastfeeding Baby Oasis Group
- ✓ Breasts pump Loan Scheme. 20 pumps on loan all year round.
- ✓ Smoking Cessation and advice given on individual basis and taken out to 10 community groups.
- ✓ Administration of Healthy Start Vitamins.
- ✓ Official dietary health and advice given on individual basis and taken out to 10 community groups.
- ✓ Pram Push. A walking group. Parents / carers are provided with pedometers to monitor

their activity levels during the week.

**A2.2: Staying safe**

	1	2	3	4
Grade: The extent to which children are safe and protected, their welfare concerns are identified and appropriate steps taken to address them.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Excellent safeguarding procedures in place.
- ✓ Well managed Family Support Work process: including case filing system, referral process, monitoring and multiagency review process, planned closure process.
- ✓ Well trained and well supervised Family Support Workers.
- ✓ CAFs used appropriately (high CAF rates and good quality of CAFs are associated with the centre).
- ✓ Strong relationship with CYPS. Good communication. Link Social Worker in place. Examples of well managed transfers between levels. Attendance of Children’s Centre Manager or Family Support Workers at Child Protection Conferences.
- ✓ A range of parenting courses are offered for parents of 0-5 year olds.
- ✓ Baby Massage
- ✓ New Baby Group
- ✓ Dads groups: play explored.
- ✓ Safe At Home Scheme.
- ✓ Promotion of health approved safety messages to individual families and presented to 10 community groups.
- ✓ Risk Assessments of venues, staff, volunteers, and each activity. These are reviewed on a 6 monthly basis or more often if there is a change.
- ✓ DCC safeguarding check list completed.

**A2.3: Enjoying and achieving**

	1	2	3	4
Grade: The extent to which all users enjoy and achieve educationally and in their personal and social development.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Qualified Teacher time invested in improving practice in local settings as needs identified by Ofsted inspection and the Early Years Advisors.
- ✓ EYFSP improved from 42.1% of children achieving at least 78 points across the Foundation Stage Profile with a minimum of 6 points scored in Personal, Social and Emotional Development (PSED) and Communication Language and Literacy (CLL) in 2009 to 50.5% in 2010.
- ✓ Qualified Teacher has delivered in-house training to Children’s Centre staff team in EYFS and ECCERS.
- ✓ Discovery (Heuristic) Play session.
- ✓ Promotion of Speech and Language Development within all groups and activities. Advice and guidance given by Speech and Language Therapists (SALT).
- ✓ Referral to SALT where appropriate.
- ✓ Baby Massage
- ✓ New Baby Group
- ✓ Referrals are made to the Lend-a-Hand church based team who provide practical support to families e.g. transport, DIY skills, or company to attend a social setting.
- ✓ Promotion of the role of dads through Dads and Littluns Group, consultation, and inclusion in all activities.
- ✓ Volunteering Opportunities within the centre.
- ✓ Parent Forum
- ✓ Child Forum
- ✓ Baby Sign
- ✓ Basic Skills courses and other one-off training opportunities available through partnership with Exeter College, Devon Family Learning and other training providers.
- ✓ Flying Start for Toddlers
- ✓ Incredible Years
- ✓ Here’s Looking at You
- ✓ Toddler Groups
- ✓ Pram Push including days out e.g. Haldon Play Day and Seaside trip.
- ✓ Baby Start and Baby Club: two separate services offering advice and information about feeding, weaning, basic care, bonding, and child development.

**A2.4: Making a positive contribution**

	1	2	3	4
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Grade: The extent to which children engage in positive behaviour and develop positive relationships and users contribute to decision-making and governance of the centre.		X		
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Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Child Forum
- ✓ Parents Forum
- ✓ Feedback mechanisms built into everyday activities of the centre.
- ✓ weekly monitoring sheets.
- ✓ 6 monthly and annual evaluations
- ✓ COMG activity.
- ✓ Newsletter contributions
- ✓ Use of local media
- ✓ Parents involved in recruitment of staff
- ✓ DCC Parent Satisfaction survey and evidence of change in response to negative feedback.
- ✓ Parents and carers volunteer at the centre
- ✓ Children, parents and carers are actively involved in planning and running activities.
- ✓ Special events are well attended e.g. Fun Days.
- ✓ Parents come into the centre with their children to help fold newsletters, play, and have lunch.
- ✓ The team includes children, parents, and carers including grandparents, directly employed staff, co-located external staff, contracted staff, volunteers, COMG members and Trustees of our charity.

### A2.5: Economic and social well-being

	1	2	3	4
Grade: The extent to which children are developing skills for the future and parents are developing economic stability and independence, including access to training and employment.		X		



Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Housing Support and advice offered by Family Support Workers, CAB, Exeter City Council, and local solicitors.
- ✓ 2gether Pilot: Family Support focused on increasing economic wellbeing alongside free 15 hours of childcare per week.
- ✓ Administration of Bookstart scheme.
- ✓ Back to Work Club: a drop in session for children to play whilst their parent / carer accesses advice and information from professionals.
  - Job Centre Plus (Lone Parent Advisor),
  - Exeter College Training Courses and Education Advice,
  - YMCA,
  - Devon County Council (Child Care Referral Advisor),
  - Next Steps,
  - DISC – Tax Credit Advice and Child Care Information,
  - CVS – Volunteering Opportunities,
  - Christians Against Poverty – Debt Help,
  - Devon Welfare Rights Unit – Debt Help
- ✓ Development of Money Matters programme: Career Specific sessions and information, low cost family activities, cooking on a budget, and all linked to Back to Work Club.
- ✓ Training e.g. basic skills for Children’s Centre parents and carers.
- ✓ Strong relationship with key partner in this area such as Jobcentre Plus, Citizen’s Advice Bureau, Next Steps, DISC, CVS, and Christians Against Poverty.
- ✓ Family Support Action Plans demonstrate progress with parents and carers taking up work, training, volunteering, claiming benefits they are entitled to, reducing their debts, being re-banded on the housing waiting list e.g. from amber to red, progressing action in regards to legal issues, and receiving the advice they need.
- ✓ Notice boards provide up-to-date job vacancies and Jobcentre + service information.
- ✓ Family Support Workers assist parents / carers to access childcare for 0 – 5 year olds. For over 5s we refer to the Childcare Referral Service.

### **Sub-section A3: How good is the provision?**

This section is about the quality of the centre’s provision and the impact this has on outcomes for users.

Please refer closely to the grade descriptors and guidance for inspectors when deciding on a grade. You should include only the minimum amount of detail in support of your judgement.

### A3.1: Assessing needs

	1	2	3	4
Grade: The effectiveness of the assessment of the needs of children, parents and other users.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ Staff have excellent assessment skills and are closely supervised to ensure that this standard is maintained. Every assessment is checked by a manager and signed off by the parents / carers.</li> <li>✓ Case files demonstrate the quality of assessments and the resulting action plans, reviews, and closing letters which detail the outcomes achieved with each family.</li> <li>✓ CAFS are used appropriately and TAC meetings chaired within the centre.</li> <li>✓ Review of local data (e.g. profile data, e-start records, reports from the community, and the experience of staff in outreach roles) leads to revision of services or development of new provision.</li> <li>✓ Good quality evaluation work completed on an ongoing basis.</li> <li>✓ Trusting relationships with external agencies means that where gaps in service appear they turn to the Children's Centre to meet need.</li> <li>✓ COMG ask for evidence of need and question the best way for us deliver services to meet these. Recruited COMG members represent key partners either professionally (e.g. manager of local Family Centre) or personally (e.g. parent) so are able to offer critical challenge.</li> <li>✓ DCC profile information provides a basic picture of the population we serve. But this information is supplemented by local knowledge and relationships built with groups and individuals.</li> <li>✓ The whole team (in the widest sense, inc families themselves) are encouraged to research and present local need and with support develop an Activity Planning Tool which will lead to service development to meet the need they have identified.</li> </ul>
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### A3.2: Learning and development

	1	2	3	4
Grade: The extent to which the centre promotes purposeful learning, development and enjoyment for all users.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Parenting courses,
- ✓ Discovery Play Sessions,
- ✓ Toddler Groups,
- ✓ Baby Club,
- ✓ Basic Skills training,
- ✓ Volunteering opportunities.
- ✓ Provision of Play Therapy and Filial Therapy.
- ✓ Qualified Teacher input e.g. Baby Massage session within the home.
- ✓ 2gether Pilot promotion of home learning.

**A3.3: The range and appropriateness of services provided**

	1	2	3	4
Grade: The extent to which the range of services, activities and opportunities meet the needs of users and the wider community.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Services have been planned to meet the needs of the local community. The following are a priorities for our centre:
  - BME families
  - Unemployed and or low income families
  - Isolated parents (sometimes young parents and / or lone parents, or BME parents)
  - Families living in inadequate or temporary housing
  - Dads as main carers
  - Parents with low level mental health needs which are impacting on their ability to parent.
  
- ✓ Services designed to meet universal needs:
  - Health – smoking cessation, health diet, active lifestyle, breastfeeding
  - Learning – access to childcare, improved nursery provision, toddler groups, discovery play and other activities already mentioned in the SEF.

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### A3.4: Care, guidance and support

	1	2	3	4
Grade: The quality of care, guidance and support offered to users within the centre and the wider community.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ At groups, at reception, and upon home visits the staff team provide excellent care and guidance to children, parents, and carers. We have much evidence to show that families turn to us in times of crisis.
- ✓ AXS01 training delivered to settings in the community e.g. nurseries, supported housing, and childminders.
- ✓ Support to 10 community groups via regular visits: assessment, plans and reviews of outcomes and achievements. Support with funding applications, policies, structure, planning etc given.
- ✓ Local services and groups use centre staff as a source of support and advice for good practice.
- ✓ Families are given up-to-date advice and information about services available and are supported to access these.
- ✓ Outreach to the local Prison to provide activities for Family Visit Days every ½ term holiday.
- ✓ Easy Guide.
- ✓ Counselling Service
- ✓ Play Therapy Service.
- ✓ Use of Food Bank
- ✓ Additional Home Visits at difficult times.
- ✓ Sensitive and appropriate sharing of information e.g. managing to maintain a relationship with a family who we are referring to CYPS.

### Sub-section A4: How effective are the leadership and management?

This section is about the effectiveness of significant elements of the centre’s leadership and management.

Inspectors will always use their professional judgement when weighing up the evidence to determine the grades to be awarded. However, the judgements on safeguarding and equality and diversity are significant. Where a judgement of inadequate is awarded for safeguarding or equality and diversity it is unlikely that the leadership and management judgement will be better than satisfactory.

The overall judgement on leadership and management is a significant factor in determining the capacity to improve judgement.

Please refer closely to the grade descriptors and guidance for inspectors.

#### A4.1: Governance and accountability

	1	2	3	4
Grade: The extent to which governance, accountability, professional supervision and day-to-day management arrangements are clear and understood.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ The centre (and the wider charity) has a clear staffing structure and lines of accountability.</li> <li>✓ Day-to-day management and supervision is run to a timetable and a manager is available to staff working directly with service users at all times.</li> <li>✓ COMG have clear roles and responsibilities and are actively involved in planning, decision making, supporting and advising staff, and policy.</li> <li>✓ Reports are submitted to the Local Authority upon request and as per the annual time table.</li> <li>✓ Children, parents, carers, volunteers, and all levels of staff are encouraged to put ideas forward and develop new services both within the Children’s Centre and within ECI as a whole.</li> <li>✓ Strategy and Service Planning are the business of families, all staff, COMG members (partners), volunteers, and ECI Trustees.</li> <li>✓ Parents Forum, COMG, volunteers, staff, and trustees each have Role Descriptions which they have been involved in writing which state their roles and responsibilities in relation to governance, accountability, supervision, and management arrangements. These are reviewed regularly.</li> </ul>
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#### A4.2: Ambition and prioritisation

	1	2	3	4
Grade: The extent to which ambitious targets drive improvement, provision is integrated and there are high expectations for users and the wider community.		X		

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Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ From May 2007 the centre has been lead with passion and ambition and has grown successively each year in its reach and creativity.</li> <li>✓ However, with impending cuts next year, it is likely that this year has been the services optimum. Future plans will need to be a lot less ambitious. Nevertheless the service will be adapted to the climate and continue to provide excellent quality services despite the reduced range of services.</li> <li>✓ With a relatively small budget already Flying Start Children's Centre will bit hit harder than the larger centres within Exeter. Over the past year the service has worked hard to develop an Exeter Children's Centre Managers Network to co-deliver and joint run services across Exeter. There has been progress in this area which strands us in good stead for collaborating further next year.</li> <li>✓ The centre has a clear vision which is recorded both in the Service Plan and the 3 Year Strategy document.</li> <li>✓ Working closely with Devon County Council we will follow government guidance within funding constraints to rebuild the best possible service serving the most vulnerable children and families. We envisage running a Family Support Service / Family Intervention Service in the future.</li> </ul>
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### A4.3: Value for money

	1	2	3	4
Grade: The extent to which resources are used and managed efficiently and effectively to meet the needs of users and the wider community.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ The centre has been set up and run to be sustainable and value for money. Wherever it has been possible to deliver a service in partnership or to support an external service to flourish with minimal input from the centre this has been encouraged. Therefore Flying Start offers excellent value for money.</li> <li>✓ Budget planning and monitoring is completed effectively.</li> <li>✓ ¼ financial returns are made to the Local Authority.</li> </ul>
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- ✓ Unit Costing Tool developed by Together4Children is used.
- ✓ An in-house Service Planning Tool encourages all staff to analyse spending and consider value for money in relation to outputs and outcomes expected to be achieved.

#### A4.4: Equality and diversity

	1	2	3	4
Grade: The extent to which equality is promoted and diversity celebrated, illegal or unlawful discrimination is tackled and the centre fulfils its statutory duties.	X			

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ The centre takes a community development approach: seeking to gain better understanding of the community it serves and identify vulnerable groups experiencing discrimination or abuse.
- ✓ A database of cultural information including religious festivals, cultural practices and behaviours which could cause offence to particular groups is developed and up-dated.
- ✓ Targeted services aim to counteract inequalities.
- ✓ Young Parents Group
- ✓ The Equality and Diversity Policy is a ‘living document’ from recruitment of staff through to supervision, appraisal, and everyday practice. Staff challenge prejudice. Children, parents and carers are encouraged to consider equality and diversity issues within group activities. Parents and carers are encouraged to challenge prejudice.
- ✓ Examples of discrimination have been dealt with openly and effectively by staff.
- ✓ External agencies have sought advice from Children’s Centre Community Development Workers as to how to manage cultural differences and prejudices within their client group.
- ✓ This years Team Day focused on Cultural Diversity in Devon with a 2 hour session on Domestic Violence and abuse in BME families (this was offered in response to increasing disclosure to Family Support Workers from BME families).
- ✓ All staff have completed equality and diversity training and wider training and development opportunities in this area are offered widely e.g. Gypsy and Traveller Awareness sessions delivered by the Racial Equality Council with whom we are co-located.
- ✓ The range of users is reflective of the local community.
- ✓ Translations purchased throughout the year for written material and face-to-face meetings.

### A4.5: Safeguarding

	1	2	3	4
Grade: The effectiveness of the centre's policy, procedures and work with key agencies in safeguarding children and, where applicable, vulnerable adults.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children's centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ Children's Centre Manager and Family Support Work Manager are Qualified Social Workers.</li> <li>✓ Children's Centre Manager is Safeguarding Lead and has up-to-date level 4 Safeguarding.</li> <li>✓ There is a clear safeguarding policy and procedure in place.</li> <li>✓ The Safeguarding Policy is regularly reviewed</li> <li>✓ All staff have Safeguarding training: the safeguarding policy specifies training requirements for each job role.</li> <li>✓ Safeguarding policy and practice are known to and understood by all staff across ECI.</li> <li>✓ All Children's Centre staff are CRB checked on a 3 yearly basis.</li> <li>✓ A central record is held at the Children's Centre.</li> <li>✓ Visitors are required to sign in to sessions.</li> <li>✓ Individual case-by-case supervision provided on 6 weekly basis to all staff. Group supervision with a focus on safeguarding held every month. And in line with policy and practice guidance all staff report concerns to a manager the same day.</li> <li>✓ Consultation Unit and MASH (Multi Agency Safeguarding Hub) are used.</li> <li>✓ Case files are accurately maintained. Recording is audited by management.</li> <li>✓ Risk Assessment tools are used e.g. MARAC (Multi Agency Risk Assessment Checklist).</li> <li>✓ Information sharing protocols are understood by all staff and there is evidence of good practice within the integrated team and with external partners.</li> </ul>
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### A4.6: Evaluation

	1	2	3	4
Grade: The extent to which evaluation is used to shape and improve services and activities.	X			



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Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ The Annual Evaluation submitted to the Local Authority has received excellent feedback from the Research and Evaluation Team.</li> <li>✓ There is a planning and evaluation programme in place which scrutinises potential activities in terms of evidence base for the approach and the outcomes hoped to achieve.</li> <li>✓ Monitoring systems are integrated into this programme so that results are collected throughout the life of the activity. E.g. via weekly monitoring reports.</li> <li>✓ SEF and Annual Conversation</li> <li>✓ Regular analysis of E-start data within Team Meetings and COMG meetings.</li> <li>✓ Together for Children Tracker completed with Early Years Team District Coordinator.</li> <li>✓ Parents, COMG and numerous other parties relevant to the specific piece of research contribute to evaluation work.</li> <li>✓ Annual Local Authority Parent Satisfaction Survey.</li> <li>✓ Sharing of comments in feedback boxes and book. Arising action recorded in book.</li> </ul>
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#### A4.7: Partnerships

	1	2	3	4
Grade: The extent to which partnerships with other agencies ensure the integrated delivery of the range of services the centre has been commissioned to provide.	X			

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

<ul style="list-style-type: none"> <li>✓ Local Learning Community: all schools in reach area</li> <li>✓ Children’s Trust</li> <li>✓ Jobcentre +</li> <li>✓ Midwifery</li> <li>✓ Health Visiting</li> <li>✓ School Nurses</li> </ul>
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- ✓ Racial Equality Council
- ✓ Olive Tree Association
- ✓ St Sidwell Community Centre
- ✓ Citizen's Advice Bureau
- ✓ Other Children Centres
- ✓ One particular GP practice
- ✓ Homestart
- ✓ Westcountry Housing Association
- ✓ Grapevine Centre and Little House Contact Centre
- ✓ Gabriel House
- ✓ CYPS
- ✓ MASH
- ✓ AXS Pathway Team
- ✓ Connexions
- ✓ Jobcentre +
- ✓ Christians Against Poverty
- ✓ St David's Community Centre
- ✓ X Centre
- ✓ Housing Department, Move On Panel,
- ✓ Refugee Support Group
- ✓ Dads and Littluns
- ✓ Munchkins Day Nursery, Pipkins Day Nursery, St David's Play Group.
- ✓ Love Local Food
- ✓ String of Pearls
- ✓ Exeter Prison

The frequency we have worked with each of these is recorded within internal ECI outputs reports.

#### **A4.8: User engagement**

	1	2	3	4
Grade: The extent to which the centre supports and encourages the community to engage with services and uses their views to develop the range of provision.	X			

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Community Development Workers whose sole purpose is to outreach to underrepresented groups and individuals and engage with them.
- ✓ Self-referrals and word of mouth referrals to Family Support Work Service
- ✓ BME families using Family Support Service
- ✓ Take up of CAFs. Effectiveness of TAC Action Plans.
- ✓ World Cup Event for dads
- ✓ Parent Satisfaction Survey
- ✓ Consistent or increasing attendance at groups and services through the year.
- ✓ Membership of Parent Forum and / or willingness to get involved with specific activities.
- ✓ Community Groups willingness to engage and their trust in us to effectively support them to meet the needs of their users e.g. Dad and Littluns.
- ✓ Child Forum
- ✓ Parent Forum
- ✓ Counselling Service
- ✓ Exciting programme of events
- ✓ Universal services: easy access to non-stigmatised services.
- ✓ Good partnerships with professionals who relationship-build with 0 -5s and their families.
- ✓ Good local reputation

## Sub-section A5: Summative judgements

This final section draws together all the evidence and judgements made in the preceding sections of the evaluation schedule. There are three key judgements: *How good are outcomes for users? How good is the provision? and How effective are the leadership and management?*

The judgement on *The centre’s capacity for sustained improvement* draws on the quality of leadership and management in securing past improvement and ensuring the centre will continue to make progress.

All of these summative judgements inform the final judgement on *Overall effectiveness*.

Drawing on your judgements made in sections A2 – A4 above now make your summative judgements.

### A5.1: Outcomes

	1	2	3	4
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Grade: How good are outcomes for users?		X		
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Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Services are designed to achieve outcomes across the Every Child Matters Framework, the Early Years Foundation Stage Curriculum, and the Community Development Outcomes Framework.
- ✓ Outcomes for users are good and the majority of services have the monitoring and evaluation system developed by Flying Start in place. However there are a few services where outcomes are not yet being captured. Hence the 2 grade rather than the 1.
- ✓ Evaluation work is of a high standard.
- ✓ All new service ideas go through a planning process which carefully considers what outcomes will be achieved, how they will be monitored and when the service will be evaluated and by whom.
- ✓ Family Support case files show the outcomes achieved in each Family Support Work episode.

### A5.2: Provision

	1	2	3	4
Grade: How good is the provision?		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ Through consultation and evaluation we can report that parents, carers and children rate our services highly. We can also report that they are honest in their feedback as we also have a numbers of areas for improvement that they have highlighted for us! Areas for complaint have been about appropriate venues, unapproachable volunteers, and cuts to valued services e.g. free counselling crèche.
- ✓ Good outcomes are achieved and evidenced across the service.

### A5.3: Leadership and management

	1	2	3	4
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Grade: How good are the leadership and management?	X			
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Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ A direct link between management and service users is maintained.
- ✓ Up-to-date policy and practice are embedded into practice.
- ✓ There is a strong focus on outreach and community development
- ✓ Equality and diversity are at the forefront of strategic decisions and everyday practice.
- ✓ All levels of staff and COMG are actively involved in planning and policy, processes are in place for the Children’s Centre Manager to lead this process effectively.
- ✓ Similarly consultations with children, parents and carers are carefully planned so that the time they invest is valuable, meaningful and action arising is followed up.
- ✓ Development work has taken place in the COMG over the past year which has lead them to be an effective critical and supportive body in the development of the centre.
- ✓ Clear job descriptions are in place and monitored in supervision. Performance management and personal development are managed well.
- ✓ Volunteers (including Parent Forum and COMG) have role descriptions and supervision sessions to support them to contribute, learn and develop.
- ✓ Key partners are engaged and contributing to services.
- ✓ Integrated working practices and multi-agency working are successfully led by the Children’s Centre. Children’s Centre Workers very often coordinate collaborative methods of working.
- ✓ The centre is represented in children and family service forum across Devon e.g. Network Meetings.
- ✓ There is a culture of learning and development which service users share in.
- ✓ Planning, review and evaluation are core to all elements of service. The service is flexible and forward looking. The Qualified Teacher and Centre Manager support other staff to perform these functions.
- ✓ Rigorous safeguarding procedures are in place and adhered to.
- ✓ Best value is achieved through good budget planning and monitoring.
- ✓ The Centre Manager holds a NPQICL.

#### A5.4: Capacity for improvement

	1	2	3	4
Grade: The centre’s capacity for sustained improvement, including the quality of its leadership and management.		X		

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Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

Due to a predicted budget cut of up to 30% the staff team will reduce by up to 4 members and the service will be significantly reduced. Strong leadership and re-visioning involving all staff, COMG, and parents and carers is being shown during this difficult time.

If the 30% cut is realised; the Core Offer will not be sustainable at such staffing and resource levels and the centre will become Family Support Work Service only. Work will become more targeted and level 3 work will be considered. Increased joint working with level 3 services will be arranged. Inventive ways of supporting these services will be explored across ECI and additional funding streams explored.

Overall the service we are currently running is excellent and ongoing review and improvement mean that there are evaluations detailing suggested improvements or continuation for each service area. However it is unlikely that we will have the funds to realise much of these plans.

ECI will continue to respond to the current climate and offer a high quality service.

### A5.5 Overall effectiveness

	1	2	3	4
Grade: The effectiveness of the children’s centre in meeting the needs of and improving outcomes for users and the wider community.		X		

Briefly list your main reasons for deciding on this grade. If you judge that the children’s centre is close to a grade boundary, briefly say why you did not select the other grade.

- ✓ We offer a non-stigmatised universal service that it is ‘normal’ for all families to access.
- ✓ Within that service we target specific groups who are at risk of achieving poor outcomes.
- ✓ We aim to narrow the gap between the poorest achievers and the median point for average achievement in children nationally.
- ✓ Outcomes show progress toward the above aims.

- ✓ The centre has been running for 3  $\frac{3}{4}$  years and has learnt and developed the current model and structure which is proving very effective.
- ✓ The service is currently at its optimum in terms of range of services, reach, and demonstration of outcomes.
- ✓ Were funding to be maintained next year would be extremely productive across the whole Core Offer.

## Section B: Factual information about your children's centre

Section B is a record of statistical and other factual information about your children's centre.

### Sub-section B1: Information about your children's centre

#### B1.1: Name of children's centre

Flying Start Children's Centre

#### B1.2: Address (main site)

Kingfisher House, Western Way, Exeter, EX2 1DE.

#### B1.3: Local authority

Devon County Council

#### B1.4: Name of centre leader

Gentian Sheer

#### B1.5: Telephone

01392 666224 ext 213

#### B1.6: Email

gentian@eci.org.uk

#### B1.7: Website

www.eci.org.uk

#### B1.8: Alternative contact (name and contact details)

Matt Bell, Acting Director, Exeter Community Initiatives (ECI), 14 York Road, Exeter.

#### B1.9: Number of sites which form part of the children's centre

Two.





**Address(es) of other site(s) which form part of the children’s centre**

Kingfisher House, and, 14 York Road (addresses above).

**Sub-section B2: Organisation and services**

**B2.1: Date of designation**

April 2008

**B2.2: Services currently directly provided by the centre from the main centre site**

Please give brief details of the number and type of services provided, including any family support and outreach services, and any adult learning.

Family Support Service  
 0-5 Childcare Referral Service  
 Telephone support and advice to parents, carers, and professionals  
 Community Development Service provided to 10 community groups  
 Discovery Play  
 2gether Pilot  
 AXS01 training  
 Breast pump loan scheme  
 Bookstart administration  
 Healthy Start Vitamin administration  
 Administration of X card scheme  
 Volunteer programme  
 Toddler Group Leaders Network  
 Management, coordination, leadership, supervision, and Administration.

**B2.3: Services delivered from the main centre site but provided by another public sector organisation or third party through partnership or commissioned arrangements, including who manages and delivers these services**

Include any health services and adult learning classes.

Treasure Baskets – Health Visitors  
 Baby Massage – Health Visitors  
 Baby Club – Health Visitors  
 2-year-old Drop in Clinic – Health Visitors  
 Counselling – Self-employed individual  
 Play Therapy – Self-employed individual  
 Baby Sign – Self-employed individual  
 Smoking Cessation clinic – NHS Devon Health Trainers  
 Home Safety Visits – Fire Service  
 Basic skills courses – Exeter College and Devon Family Learning.  
 Housing Support and Advice – Housing Dept  
 Training and employment advice – Jobcentre

#### **B2.4: Services delivered by or on behalf of the centre but from another site**

Baby Start  
 Parenting Courses  
 Back To Work Club and related services  
 Pram Push  
 Baby Oasis breastfeeding support group  
 Qualified Teacher outreach support to childcare providers  
 Antenatal course  
 Parent Forum  
 Child Forum  
 Young Parents Group  
 Dads and Littluns, twins and multiple births group, plus 8 other toddler groups – various volunteers and community groups.  
 Creche provision  
 Translation services  
 Community Events  
 Love Local Food Farm Visits and education  
 Touring Health Topics  
 Step-by-step Group  
 Childminder network meeting  
 Breathing Space support group for families of offenders  
 Prison Visit Family Days  
 Legal surgeries

Free taster sessions of external services e.g. music.

### **Sub-section B3: Governance arrangements**

**B3.1: Please describe the governance arrangements for your children's centre** (for example managed directly by the local authority, managed by a school governing body on behalf of the local authority, managed by a charitable organisation on behalf of the local authority)

Flying Start Children's Centre is a project of Exeter Community Initiatives (ECI). ECI is a local charity delivering the children's centre contract on behalf of the Local Authority.

### **Sub-section B4: Registered childcare/early years provision**

**B4.1: Does the centre provide or commission childcare/early years provision which is registered by Ofsted?**

We commission the services of Munchkins Day Nursery to provide crèche for our parenting courses, Parents Forum, and training events.

**B4.2: If yes, on how many sites is registered childcare/early years provision provided?**

Just at the Munchkins Day Nursery Site in St Leonards, Exeter. EX2 4EN

**B4.3: Please complete the following for EACH registration that forms part of the centre's services**

Ofsted URN

EY397048

Setting name

Munchkins Day Nursery

Setting address

Munchkins Day Nursery  
1 Mount Radford Crescent  
Exeter

EX2 4EW

Telephone

01392 498814

Email

Kate@munchkinsdaynursery.com

Registered person's name (organisation or individual)

Chris and Paul Bryant

### **B4.3 continued**

Ofsted URN

Setting name

Setting address

Telephone

Email

Registered person's name

## Sub-section B5: Information about staffing

### B5.1: Number of staff employed directly by the children's centre who deliver services and activities for users

9

Briefly list their job titles and the numbers of staff in this role.

Children's Centre Manager x1

Family Support Work Manager x1

Family Support Worker x3

Community Development Worker x2

Administrator x1

Admin Assistant x1

(We also commission the following self-employed staff: Counsellor, Play Therapist, and Community Artist).

### B5.2: Where applicable, the number of staff delivering childcare or the Early Years Foundation Stage

N.a.

### B5.3: Number of staff employed by partnership agencies who deliver services and activities for users of the children's centre

Briefly list their job titles and the numbers of staff in this role.

Qualified Teacher x1

Health Visitor x 4

Public Health Nurse x2

School Nurse x 2

Speech Therapist x 2

Jobcentre + Lone Parent Advisor x 1