

Self-evaluation form for children's centres

Name of children's centre: Clyst Vale 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*¹ 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*² 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

¹ Available on www.ofsted.gov.uk

² Available on www.ofsted.gov.uk

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.

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

<p>Please provide information below</p> <p>Clyst Vale Children’s Centre is a phase 3 centre that has been operating since April 2009. It is part of a cluster model of 4 centres; the other 3 are in Exeter at Beacon Heath, Whipton and Heavitree and Polsloe. Clyst Vale covers a rural area consisting of 8 main villages, plus another 8 or 9 smaller villages and hamlets. It serves 557 children under 5 year olds and their families. The largest population is in Broadclyst, central to the geographical area and the location of the High School, followed by Silverton to the North West and the other 6 being of similar size.</p> <p>This presents a geographical challenge as the area covers approximately a 20 mile radius, with very few public transport links between the villages and no central hub, such as a main town. We have one temporary office base in Broadclyst and are currently awaiting a new build in Clyst St. Mary, which also includes a delivery space. Most services are delivered in community halls in the villages. Recruitment to the COMG has been difficult as the villages do not naturally identify themselves as one area; part of the community is under East Devon County Council and part is under Mid Devon. This presents a challenge when liaising with partner agencies as some areas are served by Exeter, some Mid Devon and some East Devon.</p> <p>The main villages all have a primary school, pre-school and all but one has a toddler group. There are 3 full day care nurseries and some registered childminders, scattered across the community.</p> <p>Clyst Vale is predominately a prosperous community with few social problems; however the area contains small pockets of deprivation. Our experience has been that families who are experiencing difficulties often feel isolated and marginalised.</p> <p>Breast feeding rates are high in the area, at around 86%, however many mothers do not sustain breast feeding beyond 6 months. Just under 6% of children are obese, which is below both the Devon and National average. Just under 10 % of mothers are known to be smokers at the time of delivery.</p> <p>Child Protection figures are extremely low in the Clyst Vale area and the number of emergency admissions to hospital runs at just over 2 %. Reported Domestic Violence incidents with a child present is above the Devon average at just over 50%.</p> <p>98% of children in Clyst Vale have English as a first language and around 48% of children achieve at least 78 points across the Foundation Stage Profile (2009), which is fractionally above the Devon average, with a % gap of 32% between the average score and the lowest 20% and median score. This is below the Devon and English average.</p> <p>Approx. 8% of Clyst Vale children live in workless households (2007), well below the Devon and national average and less than 2% are eligible for free school meals (2009).</p>

Births to teenage mothers is low at 3 % (2007-08) and approx 11% of children live in 1 parent households, however this figure is based on the 2001 census.

0.5 % of children under 5 years old are registered with JAT/Special Needs Team allocation in 2009.

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.			✓	

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.

Being Healthy is high on our agenda we work closely with our health colleagues. We hold regular monthly meetings with our health colleagues and co-work some services, such as Baby Buddies. The health team supply us with information, such as which villages have new births. The Children's Centre uses LA data to analyse and understand community profile. We have sought to impact on improving outcomes for children through the development of services particularly that promote an understanding of early infant attachment and bonding, speech and language development and the improvement of emotional well-being. Children and families enjoy various activities to raise awareness and impact on healthy lifestyles, courses and groups are well attended.

Clyst Vale has a high percentage of mothers initiating breastfeeding, but lower numbers of mothers who are sustaining breastfeeding. We are currently developing our Breastfeeding Peer support services and have training for volunteer breast feeding peer supporters planned for the new year. We have one member of staff who is a fully trained peer supporter and other staff who have attend the Baby Friendly Breastfeeding Awareness Training. We also hire breast pumps in order to support breast feeding mums to continue breastfeeding throughout the babies first year.

Children's Centre Promotes Healthy Lifestyles including healthy eating, good hygiene and participation in sport or other activities and children have a good age-related understanding of how to live healthily

Strengths

- Change4Life Activity (in partnership with PCT)
- Centre Cookery/Recipe Folder
- Baby massage courses
- Counselling
- Here's Looking at You Baby/Little One groups
- Healthy eating (snacks in the centres)
- Newsletter promoting health eating, promotion Healthy Start Scheme
- Parents Forum Healthy Eating, Sun Safe and Home Safety 'Roadshows'
- Breast feeding peer supporter training for community mothers
- Baby Buddies
- Child Health Clinics
- Specialised Stay and Plays which have include Speech and Language sessions with advice available from a Speech and language Therapist
- Early years Lead has completed ICAN Training
- Links with local GP surgeries

Future plans include HENRY Training for families; staff currently booked in to train as trainers.

Evidence:

Local Data (Children's Centre Profiles, Reach and participation rates (E-start data) and outcomes E-Aspire and evaluations, Counselling Data, Family support and intervention)

Case Studies

Evaluation of Counselling Service Outcomes

Evaluation of Let's Talk Campaign

Annual Conversation Paperwork

Promotion of Healthy Lifestyles evaluations

Keep Children Healthy: immunisation rates, under 18 conception rate

Impact on obesity

Impact on child and family health services i.e. sustaining breastfeeding NIS 53, antenatal, postnatal

Impact of learning difficulties or disability and long-term conditions (NIS 54)

Impact of Specialist service SLT

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.		✓		

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 Children’s Centre engages fully with the Common Assessment Framework. All relevant staff are trained in the CAF and all staff have received training on the AxS Pathway. Family worker and early years staff work both as Lead Professional or as part of the Team Around the Child.

The Children’s Centre is invited to and attends all initial Child Protection Conferences for all under 5 year olds that live in the area. The 2009 profile of the Children’s Centre area did not identify any children who were subject to a Child Protection Plan living in the area

The Children’s Centre provides the Here’s Looking at You series (Baby, Little One) which are evidenced based programmes to promote bonding, attachment and the parent infant relationship.

Parents, who are experiencing change, challenge or difficulties in their lives show improvement in their confidence and parenting skills. Parenting support is improving skills and reducing harm and injury in children. Knowledge and involvement with the most vulnerable families contributes to improving safety.

Evidence

This can be evidenced through case studies, family support evaluation, Child Protection referrals, attendance at child protection meetings, reviews, Core Groups, and Child in Need, Number of TAC meetings attended, Lead Professional, numbers of children using the centre on CP plans, CIN.

Parent Satisfaction Survey

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.			✓	

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 Children’s Centre serves 8 Primary schools, which feed into the main High School – Clyst Vale. These main villages are all served by Pre-Schools and all but one have a toddler group running in their community. 96% of 3 and 4 year olds access their 15 hours of nursery funding. 48% of children are achieving at least 78 points across the Foundation Stage Profile (with a minimum 6pts in PSED and CLL), which is just above the Devon average, but below the national average (figures based on 2009). There is a 31% gap between the average score lowest 20% and median point score across Foundation Stage Profile, which is below the Devon and National Average.

- The children centre provides a wide variety of groups both targeted and universal aimed at supporting and educating children and parents from birth to 5 yrs old. These groups are

tailored to suit different stages of development, offering support, guidance and information to parents, whilst providing enjoyable space for children to play, explore and learn with their parents/carers.

- Staff are well qualified and trained to support the parents/carers to develop their skills.
- Evaluations from the parents demonstrate that these services are valued and effective. We are currently revising the way we evaluate to demonstrate more effectively how services improve outcomes for children and families and also incorporate the views of the children.
- The Children’s Centre staff work closely with Trio to provide support, training and recourses for childminders.
- Resource Boxes available for settings, including childminders, to access EYFS materials
- Outreach workers regularly visit early years community settings, such as toddler groups to provide additional information for parents, activities and resources.
- Specialised Stay and Plays, on a rolling programme, visit the villages to provide more specialised information on Speech and Language, Home Learning, Health, Adult Education and Training and Parent Participation.

Parents Involved in their Children’s Learning

We are committed to promoting parents understanding their children’s learning providing easy to understand materials for parents that explain schemas and pedagogic strategies

Evidence

- Foundation Profile Scores
- Group Evaluations

Action

- Further work is needed to improve our reach target in the community.
- Further development of Total Communication/Makaton
- Further development of translation of literature and information for EAL parents / children
- Further and ongoing training for equality/diversity/multi-cultural education etc
- Development of spreadsheets to track advice/support and guidance given to individual families within universal services and groups

A2.4: Making a positive contribution

	1	2	3	4
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.			✓	

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.

Parents are at the heart of the governance of the centre and take a central part in the groups listed below:
 Partnership and Monitoring Board (COMG)
 Service Development Groups
 Operations Group
 Senior Management and Leadership Team

Team Day

The children's centre has a Participation Team which consists of a (volunteer co-ordinator, parent forum co-ordinator and marketing and publicity co-ordinator).

The participation team are responsible for:

Parent Forum Membership, Website, newsletters, Outreach and Events, Child Safety Week, Parent Satisfaction Survey, Money Skills Workshops, volunteer programme.

The children's centre has developed a Volunteer programme across our 4 Children's Centres. We encourage people from the local community to complete our volunteer training and then support them to provide volunteer services for local groups. This is very important to small community groups to support the parents who run the groups. This also maintains a link between the children's centre and the community group.

Parent Forum Coordinator has been working with Dawlish and Teignmouth Children's Centre to develop a participation network, this is to facilitate meeting with other participation workers to share good practice and ideas on this area of work.

Community Outreach

The participation team work with all the outreach workers and Centre staff to give parents an opportunity to comment/feedback on services in the area. We also attend events in the community.

Staff support parents via the CAF process and other methods and especially those who are less confident in communicating their views to make their voices heard.

Families can access support for themselves and their children through the Nurture Group and 2gether pilot run at Beacon Heath and Whipton children's centres.

Evidence:

Minutes for: Core Offer Monitoring Group, SDG, SMT, Operation Group and Parent Forum.

Partnership working with local primary schools, evaluations including volunteers, Case Studies, Counselling, Family Support, Group evaluations for Baby Buddies and children's and parents groups, Parents Progression (into volunteering paid work or study).

Action:

The COMG has been a challenge – we still do not have a chair or sufficient parent participation members. 2011 will see a drive to provide consultations within individual villages and community groups as a way of gathering parental feedback and input as the present COMG model is not working as well as it does in our other areas.

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.			✓	

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.

Volunteering Programme at the Children’s Centre.

The volunteer coordinators role is to support and enable potential volunteers to become active volunteers. Support is prioritised to local people and those with additional needs and people who lack the skills and confidence to progress further. Volunteering is promoted by website, newsletter, A boards, display boards, open sessions, local media, outreach, and Centre staff.

The Volunteer Coordinator facilitates a 12 week volunteer preparation course, with centre staff and partners such as Speech and language therapist and occupational therapist delivering the training. 11 volunteers completed the course that ended in February 2010 and there are currently 17 learners on the current course.

Volunteers have taken up further training opportunities such as:

• Food hygiene	• Additional Safeguarding training
• Paediatric First Aid	• NVQ’s
• Money Skills	• Here’s looking at you
• BME/Migrant CAB training	• Breastfeeding Peer Support training
• Fire awareness training	• Speaking up

The coordinator ensures inductions and ongoing supervision of the volunteers. A lot of work goes into finding suitable placements within the Children’s Centre or with local settings for the volunteers. Volunteers are invited to participate in team days.

Our service users have up to date information on volunteering opportunities across the whole of the Children’s Centres area with the “Exeter Volunteering Opportunities” sheet displayed and updated weekly in our reception area. Job centre plus and Exeter CVS have referred people to the volunteer coordinator.

We currently have 5 volunteers that live in the Clyst Vale area and over the past year 9 volunteers have been active at Clyst Vale Children’s Centre. There have been 87 hours contributed by volunteers from April to December 2010 at Clyst Vale. Volunteers have included young parents, parents of disabled children, parents in workless households, lone parents and volunteers from various ethnic backgrounds and volunteers with disabilities.

We have had volunteers in various roles including Publicity and Events coordinator, community fun day events, Silverton, Stoke Canon and Broadclyst toddler groups.

There is an annual celebration of volunteers in the children’s centre with certificates presented. We encourage volunteers to include this certificate along with their volunteer course certificate in their CV and include in their record of achievement file in readiness for job applications.

Monitoring of volunteer hours has been developed over the last year and records have been kept since April 2010.

Our volunteer programme helps participants develop economic stability through giving them support to access training which helps them gain confidence, independence and skills to go onto further training and/or employment.

The volunteer recruitment and selection process can develop employability skills and prepare volunteers for applying for jobs. As part of this process we interview potential volunteers, ask them to fill out application packs, CRB forms and provide references as they would do when applying for another position.

Having a cleared CRB can appeal to future employers and is another point to include on their CV's. Volunteers are provided with a role description which helps them to fill out job application forms in the future. We have an in depth induction which is particularly useful for a volunteer that has either never experienced employment or has had a poor experience. It can introduce them to a positive working environment and because they undertake regular supervisions it can support them to achieve the standards expected as set out in the volunteer agreement. This results in the Children's Centre having good retention of volunteers and a number of volunteers returning to the centre.

Once volunteering with us our volunteers often express an interest in finding employment and we will sign post them to Jobcentre Plus, our display boards and Job Club. Several volunteers have become members of staff and references are given to most volunteers for further learning, university entrance and employment.

We have a Jobcentre Plus board with various information on benefits, training, adult education and employment opportunities.

Leaflets and information for parents include;

• Exeter College courses	• Next step (organisation)
• Advice for lone parents	• Overcoming barriers to work and training
• New deal for young people	• Free IT workshops at St James school
• New deal for disabled people	• DISC Plus childcare information
• Leading, learning and skills	• FSA parents guide to money
• Financial advice from Devon Home Choice	• Plough and Share

We also have DISC, Learn Direct, Next Steps information in our newsletter and on our website.

Evidence

Volunteer coordinator reports

Volunteer hour's records

Volunteer course outline, reflective diaries and course evaluations

Volunteer newsletter articles and information
 Volunteer website information
 Volunteer display board
 Volunteer course certificates
 Certificate for volunteering activities
 Progression reports
 Volunteer personnel files
 Job Centre Plus board
 Leaflet displays

Further Action

Improvement in the monitoring of volunteer hours
 Increase the number of volunteers coming from our children’s centre area.
 Improve the links between the East Devon CVS and our volunteer programme.

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.		✓		

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 believe that we have good assessment procedures in place and staff that are well trained in safeguarding issues especially for those that require targeted services.

 We frequently use the CAF process to assess families’ needs and workers undertake the Lead Professional role. Where the lead professional role is taken by another agency, workers attend TAC meetings and carry out actions that are relevant to the children’s centre. The services that we provide to meet families needs are well co-ordinated.

 Action for Children provides the E-Aspire model (CAF centric) for assessment and outcomes. We are continually developing the potential of this programme to evidence the detail of our involvement with families – assessment is used well to ensure services meet

individual user's needs. Action for Children use their own Outcomes Framework to collect outcomes for each child where the family receives one to one support.

The LA E-Start data allows us to interrogate information on families' usage of centre services and provides the COMG with the detail to scrutinise centre monitoring.

A monitoring officer (working closely with LA) interrogates the data and presents to SLT once a month.

The LA CC Profile Data along with local knowledge (some staff and volunteers live within the community) and good partnership working ensures that we have a good understanding of our local data. This is used to produce the Service Plan, Review and Annual Conversation, Action for Children Business Plan and to drill down into the needs of our community. We know our users well and most make demonstrable improvements across some if not all of the five outcome areas.

We hold regular joint meetings we our local health visitors. Through the CAF process we evaluate with families the impact of interventions – all these ensure that assessment is robust.

All of our groups are evaluated both from the service user perspective and practitioner self reflection.

In individual work service users' needs are sensitively and appropriately assessed to ensure services can be tailored to suit the individual child and family needs. A children's centre representative attends every initial Child Protection Meeting for children under the age of 5 years and a bridging plan into children's centre services is put in place for the family if appropriate.

Family Project workers are part of Safeguarding meetings and core group meetings for families, contributing to assessment and review processes. Our own Safeguarding Group (key leads from Children' Centres services, Safeguarding lead and Children's centre manager) meet regularly to review processes, policy and local intelligence.

Evidence

- Number of CAFS undertaken
- Number staff CAF trained
- Assessments undertaken
- Other Assessment (e.g. Home Safety, Home Inventory etc)
- Case studies
- E-Aspire
- E-Start
- Children's Files
- Minutes of meetings
- One of the centres in the cluster is open 6 days a week

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.			✓	
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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.

We provide a range of evidence based approaches to our work across the centre provision and these are detailed on our website, newsletter, poster and flyers and provide information about other agencies services as well as our own.

The Centre promotes purposeful learning and activities are of good quality and this is evidenced by evaluations and case studies alongside Take Part evaluation, Devon’s Learning, Parent Satisfaction Questionnaire and the experiences of students, parents, staff and children alike. Our volunteer’s personal development and achievement are celebrated; volunteers have an annual appreciation day when they are rewarded with certificates of achievement and flowers.

Clyst Vale has a relatively low number of children living in workless households (7-8%), well below the Devon and national average, however approximately 17% are eligible for Working Tax Credit, which is above the Devon average and just below the national average. Therefore the Children’s Centre needs to improve links with Job Centre Plus and Adult Education services to increase parental career prospects.

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.		✓		

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 delivered 5 days a week during term time and the Centre is open for 50 weeks of the year. The quality of services is good meeting the needs of most service users as evidenced by E-Start and the review of services through the COMG and the Senior Leadership team, and the Local Authority Annual reviews.

A wide range of practitioners support children and families through integrated and cohesive services planned via multi-agency involvement (Operations Group).

Our Participation Team through outreach to other settings and within the centre discuss and consider changes to the programme and bring feedback into the SMT meetings.

Participation and attendance rates are good as evidence by E-start monitoring and local authority reach figures.

The Children’s Centre attends many of the villages’ community events throughout the year in order to publicise our services to ensure that families have regular opportunities to meet with the team. This is particularly relevant in this rural area where many of the families live along way from our base. We have two children’s centre vehicles to aid our mobility and transport our services throughout the community. Good links with the wider learning community and health providers has also been an effective way of publicising our services.

Families who require more specialised, targeted services are often isolated in their communities and close working with the health visitors has been essential for ensuring these families are able to access the support they require.

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.		✓		

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.

Outreach workers are in regular contact with Early Years community settings offering support in activities provided for the children and resources. The Children Centre has set up a resource library open to all Early Years settings, including childminders, free of charge. Resource boxes cover all areas of the EYFS and contain information on how the resources could be used and how they link to the EYFS outcomes. In addition the centre offers a range of groups for parent/carers and children, which focus on the children’s developmental needs such as the research based Here’s Looking at You Baby/Little One, Specialised, themed Stay and Plays and Baby Buddies. These groups are designed to provide developmentally appropriate activities for the children, whilst providing their parent/carers with information on child development, additional support services covering a wide range of family needs such as health, housing and finance, training and education, childcare and employment opportunities. All staff have a wide range of training and experience in order to provide families with quality guidance and support. Training needs are regularly monitored through staff supervisions, staff meetings, annual appraisals, Action For Children’s Learning Needs Analysis and COMG.

We are forming links with health, the wider learning community, a range of local support services, GP surgeries, CYPS, neighbouring Children’s Centre in order to improve the range of information support and guidance available to offer families. We have particularly good links with the Silverton GPs who have been very supportive.

More complex family issues are supported on an individual basis by the Family Support and Outreach Workers, usually on an individual basis as the family home, following a CAF assessment or statutory LA assessment.

96% of 3 and 4 year olds access their 15 hours of nursery funding. 48% of children are achieving at least 78 points across the Foundation Stage Profile (with a minimum 6pts in PSED and CLL), which is just above the Devon average, but below the national average (figures based on 2009). There is a 31% gap between the average score lowest 20% and median point score across Foundation Stage Profile, which is below the Devon and National Average. By supporting early years experiences for the 0-3 year olds we are hoping to increase the Foundation Stage Profile scores.

Evidence

- Group evaluations
- Family Support evaluations
- Case Studies

Action

- To continue improving our links with other agencies and services / signposting families

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.			✓	

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.

Governance and Accountability is satisfactory with good features

Governance Arrangements

Action For Children Managers county and national meetings

LA meetings local and county wide

Children's Centre Learning Network Meetings

COMG

Lead across cluster for Educare and Family support and Safeguarding with cross agency working groups

Senior Leadership Group (inc partners)

Centre Meetings

Whole Team Meetings

Termly Operational Group – Service Planning meeting

Evidence

Agendas/minutes/actions

Activities related to service planning based on local data sets/Operations Group

Service Development Group Minutes

Minutes of other cross professional meetings e.g. antenatal development group and breast-feeding support

Accountability Arrangements

Clear links between strategic planning and service provision. Service plan is linked to ECM/SSCC Core Offer and local data sets these are moderated by LA with PCT and other partners and monitored by Partnership Board / Action for Children/ Local Authority with Annual Reviews

Evidence

Service Plan

Service Plan Review

Management Team minutes

Action for Children Line Management supervision minutes

Professional supervision arrangements

Regular supervision and appraisal of all staff (generally monthly but more frequently if working with CP case) inc external supervision for particular professional groups e.g. counselling

Evidence

Action for Children Performance Management Polices, procedures, training (recruitment, supervision, appraisal)

Induction

Regular Team Meetings

Supervision notes
 Appraisal recording
 Learning Needs Analysis
 E-Aspire Case file quarterly monitoring
 Action for Children Quarterly monitoring of outcomes

Action

To develop the COMG – this may mean that we have to do things quite differently – following consultation in the community e.g. COMG in each village in rotation

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.			✓	

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 Children’s Centre leadership (partnership board/parents and team) are focussed on promoting a good range of relevant services that are matched to the wants and needs of the users in our community

Development Plan

Priorities and challenging targets for improvement

Service Plan – targets determined by LA and Data sets from various partners

Parental expectations

Children’s Centre Manager speaks at conferences (C4EO) for promising practice etc
 Volunteer programme and Parent Participation seen as excellent practice and often cited as such

Evidence

FSP – Let’s Talk

Community involved in identifying priorities via the Parent Participation Team
 Moving into the new Centre will mean looking at a strategy for bases throughout the community / keeping services going throughout the area without additional bases.

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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.		✓		

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.

<p>Resources are well managed across the cluster and the impact on outcomes for children and families generally good, Clyst Vale particularly benefits from this.</p> <p>Alongside these more specialist approach to targeted costing the Children’s Centre has</p> <ul style="list-style-type: none"> • Service plan • Action for Children Business Plan • COMG scrutiny of finance quarterly returns provided by Finance Officer • Action for Children scrutiny re: Financial Requirements • DCC Financial Requirements • LA Annual Conversation • Risk Assessments <p>Provision is well used by service users and engages vulnerable groups e.g. specialist services, counselling etc</p> <p>The progress of users is monitored through evaluations and progression Data (for community members returning to work via volunteering etc; E-Start Data (use made of Centre by communities), E-Aspire tracking on individual families and vulnerable children, counselling outcomes tracking data etc</p> <p>Users state that provision and support are generally will aligned to their needs and make an effective contribution to improving outcomes. The Participation Team Outreach notes, Parent Satisfaction Survey, Parent Forum minutes and SMT minutes will support this statement.</p> <p>The environment is conducive to learning for both parents and children and is welcoming and safe.</p> <p>Resource Planning takes into account the skills and training needs of staff and the deployment of staff across the Children’s centre cluster and sustainability of services. Centre records of training and development, the Children’s Centre also run Devon wide training for LA in Here’s Looking at You Baby and Post-natal depression etc</p>	
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Evidence

Value for Money Pilot and individual service/unit costing
 Minutes of COMG and Quarterly returns
 Progression and tracking Data
 Profiling Reports
 E-Start Data on users
 E-Aspire data on users
 Counselling Tracking Data
 Individual Staff learning and skills analysis

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.		✓		

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.

Promotion of Equality and Diversity

The Centre promotes Equality and celebrates diversity through all children and families being central to centre’s vision (audit of each service/evaluation/Parent Participation/COMG)

The diversity of users reflects the community and this is shown by the link between LA/ECC data on the groups of potential users and Centres’ E-Start Data. All staff participate in Action for Children Equality and Diversity Training, there is an Equality and Diversity Plan and an EINA Action Plan. The Centre also regularly holds additional Diversity training at full Team Days. Diversity is celebrated via groups and services acknowledging key festivals

Centres/ Multi-disciplinary Leadership team have a good knowledge of our most vulnerable groups and take steps to engage them – increasing contact with hard to reach through outreach and family support programmes, etc The SLT and staff monitor outcomes for it’s key target groups and takes steps to narrow the gap. For example we offer support to enable users with English not their first language and those with poor literacy skills.

Equality Impact Assessments and actions
 Equality and Disability legislation implemented / accessibility of services / adults with disabilities

Range and coordination and accessibility of services for children or adults with learning difficulties or disabilities e.g. deployment of family support worker lead working with existing external services will increase the numbers of adults with learning difficulties /disabilities attending services and being supported. We acknowledge the tension between being inclusive within existing centre services and providing targeted services.

ACTION:

Audit of services for children and adults with learning difficulties and disabilities 2010
 Appointment of Lead for Children and Adults' with disabilities
 Development plan to address gaps and improve
 Traveller Education is likely not to be continuing so develop a strategy to bridge the gap for traveller/gypsy/Roma families in the area

Evidence

Service Plans and range of services to meet community need
 Action for Children Policies and procedures
 Strategy for Reaching those with needs less than EINA and Action Plan
 Supervision files /Quarterly Returns
 Mandatory Training
 Lead worker on disability
 Makaton Training
 Case Histories highlighting inclusive practice
 Language Services
 Multicultural Training

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.		✓		

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 believe that we are *Good* with outstanding features in safeguarding. We have a Senior Designated Person for safeguarding Janine Broomes who is a qualified and registered social worker. In her absence Christine Cottle or the Educare Lead Ann Brandrick are available. In the unlikely event that any of these managers are unavailable then there is a protocol for contacting Action for Children and the Local Authority (threshold unit) line management and out of hours contact.

The DSL and the Children's Centre Manager have received Safeguarding in Recruitment Training. The DSL has also received the ADVA Marac training. All Children's Centre workers have received mandatory one day Safeguarding Training

provided through Action for Children and a mandatory 2 hour Safeguarding training in their centres. All family support and Early Years leads have received Level 2 ADVA, CAF AxS Pathway training and some have also received Marac and Level 3 Safeguarding training.

There are proven outcomes that demonstrate that children are encouraged to talk about feelings to deal assertively with pressures, are listened to, and know to whom they can turn for help and advice if necessary. Children develop an excellent understanding of dangers and how to keep themselves safe especially the direction travelled from initial engagement. For example, all children who use the centre are encouraged and supported to wash their hands before they sit down for snack.

Action for Children has a comprehensive Safer Recruitment Policy and Procedure which operates nationally. All interview panels have a member of staff who has completed the Safer Recruitment training. A Single Central Register is kept of all CRB checks. All adverts include a Safeguarding statement and all new staff are provided with an induction which includes copies of our Code of Conduct which includes staff's individual responsibilities for safeguarding. All staff, visitors and volunteers are given a copy of the Code of Conduct and staff have signed to say that they have received it. Procedures for the management of allegations are carried out by Senior Staff who have received training and are reported to the LADO and clear reports are kept.

Action for Children has a robust recording and record keeping policy and procedure and all family support and early years leads and outreach workers are trained in its use. All other staff are supported to ensure that they adhere to the recording policy when necessary. Children's files are audited on a 6 monthly basis by senior management and 3 monthly by the DSL to ensure that record keeping is kept up to date. All staff follow policy and procedures for recording concerns for children and records are kept in the children's files.

All staff comply with Action for Children Confidentiality and Information Sharing procedures which are compliant with the Devon Local Safeguarding Children's Board 'The Golden Rules'.

Evidence

Children's Centre policies/procedures/ training/signage/cleaning maintenance/Health and Safety/Fire Drills
 Action for Children Safeguarding Policy and Procedure, Code of Conduct, Whistle blowing, lone working
 Newsletter – advertising PCSO, Fire Officer, NHS Direct, Parentline Plus, No Smoking Promotion
 Information and Advice
 Domestic Violence referrals, Marac, other domestic violence services
 Children's Records
 Established Links with other agencies – Home Start
 Single Central Record CRB
 Recruitment and Selection
 Supervision and Appraisal
 Training and Qualifications regularly updated
 Consistent referral process for family support, counselling and 2gether pilot.
 Accident Forms – reviewed termly in centre and nationally through Action for Children.

Use of Language interpreters to ensure that EAL families can communicate their needs
 Minutes of Safeguarding Team meetings
 Photo board identifying staff and ID cards
 All group and family support evaluations
 Centre meetings, family support meetings with health, Senior Leadership meetings with health
 Policy Board
 Adult Learning – Paediatric First Aid courses and volunteer training
 Annual Child Safety Week Event

Action Points/additional evidence

- Level 4 Safeguarding Training /Manager &Level 2 ADVA (Safeguarding lead and CC Manager)
- Case-studies of children on or those who have been on CP plan
- Evaluation and case-study of children who do not settle
- Family Support annual evaluation
- Outcomes from Nurture Group and 2Gether plus observation that children developing excellent understanding of danger and keeping themselves safe
- Multi -lingual and interpreter service to ensure that EAL families can communicate their needs - quantative and qualitative evaluation and case-study
- Cross-site policy re: hot drinks in the centres
- Annual Child Safety Week Event (before and after knowledge evaluation)
- Update website with Keeping children Safe and Policies Pages

A4.6: Evaluation

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

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.

All children’s centre services are evaluated termly and this information is used to plan the following terms programme and services. Therefore parents are influencing the decisions made for planning. The participation team facilitate parents COMG. The participation team are also on the SMT representing parents’ views.

The children’s centre plans all its services in partnership with the health team who attend our COMG and monthly update meetings. The overall effectiveness of the centre services are discussed through the Service Plan and the Service Plan review at the COMG, staff meetings and individual staff supervisions. The Service Plan and Service Plan review has

now been replaced by the SEF and Development Plan.

Staff are thorough in their regular evaluations of all services.

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.			✓	

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 developing with our partner agencies. Our biggest strength is with our partnership with our health visitors. We jointly run the ‘Baby Buddies’ sessions and meet monthly for planning. Health visitors are our main referrer of families for our services and provide us with information on family needs to support our planning our services. This is especially important in this rural area which comprises solely of villages.

We have also made good links with all the schools in the learning community, by individual visits and attendance at a Learning Community Meeting. We have also made links with all pre-schools, nurseries and community toddler groups. The Outreach team regularly visit these groups and offer additional activities and resources.

User involvement is firmly established through our Participation Team who contribute at all levels of our programme.

Actions

- To develop wider relationships with health, including the midwifery teams
- To develop partnerships with CYPS

Evidence

- SMT minutes
- Health meeting minutes
- COMG Minutes
- Newsletter and Centre programme
- Evaluation documents
- Estart data
- Display boards in the Children’s Centre
- Leaflets and Information from partner organisations available in the Children’s Centre

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.			✓	

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 Clyst Vale Children's Centre took part in the Parent Satisfaction Survey. 100% of parents using the centre services were either Satisfied or very satisfied with the activity or the service provided. This figure included community groups in the area, as well as services run directly by the centre.

Our Parent Participation Team regularly visit the groups and services in the area to gauge parents' opinions, ideas and feedback. This is proving to be an effective way of engaging parents in shaping services in a rural area, where group meetings are difficult to organise. It also ensures a greater and more diverse reach.

Parents are encouraged to participate in recruitment through the support of the participation team who have all received recruitment training and there is always a parent representative involved in recruitment.

The newsletter and website inform parents and carers on local services and opportunities available to them. We encourage parents to use the feedback forms on the website. The newsletter is produced termly and is sent to all families on our database and available in local settings, doctors' surgeries, and schools. It can also be downloaded from our website. Health Visitors and Midwives give out the newsletter at home visits. There are always articles about parental participation and articles that demonstrate parents and children's involvement in activities, groups and events.

Evidence

Summary results of Parent Satisfaction Survey
 Newsletters and website
 COMG minutes and reports
 Action for Children recruitment records

Actions

- Increase parental participation in COMG

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
Grade: How good are outcomes for users?			✓	

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.

Clyst Vale Children's Centre provides a range of support to families and contributes to improving outcomes in a number of different areas. We have made our judgement as satisfactory overall and we feel we have some good areas for outcomes, for example the support to individual families, but we also recognise the challenges for areas such as our health profile and being effective in our coverage of such a large rural area without a particular hub and bordering as it does on three other children's centres. We work hard with our partners to find ways to improve outcomes, i.e. health profile – obesity rates are moderate with trends getting worse, (this is a national problem), and the Centre has been proactive in getting staff trained to run HENRY training next term.

Hard to be precise in the year that we have been in the centre to say that we have made a positive impact on Early Years outcomes as we have been concentrating on the very youngest of the children in the area in a more targeted way (e.g. Baby Massage, Baby Buddies and Here's Looking You Baby and Little One).

A5.2: Provision

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

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 believe that our provision is satisfactory. The main reasons why we have chosen satisfactory is because we do make good use of data provided by health (very locally individualised) and the Local Authority to understand and meet the needs of our community through the provision of a range of relevant services. However, although our services are integrated and we deliver cohesively our relationship with some statutory partners i.e. Health is much stronger than it is with others - CYPS for example. One of the challenges of this area is that it does not have one hub or one district council and is bordered by more established children's centres.

We have an established use of the CAF process with a team of staff who can provide the Lead Professional Role and complete CAF assessments for families with additional needs. We also attend and contribute to all CP meetings and Core Groups and provide a bridging role to the children's centre services for families at Level 3.

We have the start of Parent Participation but also appreciate that the villages are very scattered which makes it hard to form a sustainable parent forum core group.

A5.3: Leadership and management

	1	2	3	4
Grade: How good are the leadership and management?		✓		

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 believe that our leadership and management are good because the Senior Management Team are extremely committed and passionate about the Children's Centres. The Children's Centre vision is 'to build future generations of happy, healthy confident children' and staff and parents are reminded about this daily as the Mission Statement is clearly displayed. All groups that are run at the centre are evaluated regularly and planning for Early Years groups is undertaken through the Early Years Foundation Stage. Personal, social and emotional development is measured for all children attending our child care sessions and plotted on the Devon Learning Journey.

Clyst Vale is part of a cluster model of 4 Children's Centres in Exeter and East Devon

which are managed through the SMT. The SMT is made of up of Leads with specialist skills in all the different areas of the Core Offer. The SMT meet on a weekly basis to ensure the smooth running of the Centres.

The recent Ofsted Report (Nov 2010) at Beacon Heath Children’s Centre stated about our leadership and management “They inspire all they work with to improve outcomes, including staff, partners and users. Clear line management arrangements and effective supervision mean that staff are well supported. This includes clear governance arrangements provided by Action for Children”.

The Children’s Centre is developing a good working relationships with our partners and services.

Evidence

Beacon Heath Ofsted Report Nov 2010

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.			✓	

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.

Clyst Vale is a relatively new phase 3 Children’s Centre that is still developing services through identifying need in the community. Since we opened in April 2009 we have focussed on becoming part of the community by getting to know and building good relationships with families and other community service providers. We have had to find suitable venues to deliver services, resource ourselves and develop effective mobile services. This is helping us shape our services to meet the needs of this community. We are learning all the time, and our biggest challenge has been working in such a geographically large rural area, with poor transport links between villages and no larger central hub.

We need to sustain good links with our health partners and Learning Community, in order to identify need and target and plan our services accordingly. We feel that we have completed much of the initial ground work and can now focus on improving the provision to improve outcomes for the children and their families.

We will be m moving into our new purpose built centres on the Clyst St Mary Primary School site in the south of the area – which in itself will bringing with it challenges re: travelling but will also provide stability and much needed storage.

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.			✓	

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 believe that we are *satisfactory* in this area because:

The children's centre provides good care, guidance and support to parents and their families, building trusting relationships and engaging well with targeted families and those with additional needs. Staff are well trained in Safeguarding and in supporting parents. The children's centre has set actions for the next year to promote further inclusive working, particularly in the areas of parents who are travellers and those isolated, vulnerable families.

The profiles for the Clyst Vale area demonstrate that there are not high levels of deprivation here. However, there are small numbers of families who do have additional and complex needs who are able to access a much wider range of services to meet these needs (although travel is very much an issue) due to the established Children's Centres surrounding the area.

We are also working with our health partners to develop new initiatives to reach more parents through our HENRY scheme. The children's centre also only promotes breast feeding with supporting literature available throughout the children's centre and peer support schemes.

There are lots of good examples of Partnership working with our community health team and neighbouring children's centres. Parents are quite able to develop groups for themselves but are always appreciative of the support provided by the children's centre.

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

Clyst Vale Children's Centre

B1.2: Address (main site)

Jubilee Room, Victory Hall, Broadclyst, Devon EX5 3EE

B1.3: Local authority

Devon County Council

B1.4: Name of centre leader

Christine Cottle, Children's Centre Service Manager

B1.5: Telephone

01392 469774

B1.6: Email

Christine.cottle@actionforchildren.org.uk

B1.7: Website

www.surestartexeter.org.uk

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

Ann Brandrick, Early Years Lead – ann.brandrick@actionforchildren.org.uk

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

1 office base plus the use of numerous community halls for service delivery.

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

Sub-section B2: Organisation and services

B2.1: Date of designation

January 2011

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.

<p><u>Universal Services</u> (primary level intervention):</p> <p>Stay & Play Specialised Stay and Plays Baby Buddies Baby Oasis Baby Massage Parent Participation Resource Boxes Breast Pump hire</p> <p><u>Targeted Services</u> (secondary level intervention): Here's Looking at You Baby and Little One Treasure Baskets Heuristic Play Outreach (Outreach workers)</p> <p><u>Targeted Services</u> (tertiary level intervention)</p> <p>Individual Work (Family Support Workers and Outreach) Counselling Service</p>	
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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.

Community Health Clinic

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

Universal Services (primary level intervention):

Stay & Play
Specialised Stay and Plays
Baby Buddies
Baby Oasis
Baby Massage
Parent Participation
Resource Boxes
Breast Pump hire

Targeted Services (secondary level intervention):

Here's Looking at You Baby and Little One
Treasure Baskets
Heuristic Play
Outreach (Outreach workers)

Targeted Services (tertiary level intervention)

Individual Work (Family Support Workers and Outreach)
Counselling Service

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)

Managed by Action For Children (Children's Charity) on behalf of the Local Authority under commissioning arrangements.

Core Offer Monitoring Group (multi-agency group) independent chair by Chief Executive CVS (termly)

Senior Leadership Team (weekly) meetings composed of Manger and Centre Leads, Volunteer Coordinator, Parent Forum Coordinator and Publicity/Marketing Coordinator as a core with Health Visitor and Midwifery Lead once a month and Finance and Monitoring Officers once a month

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?

No

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

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

Ofsted URN

Setting name

Clyst Vale Children's Centre

Setting address

Telephone

01392 469774

Email

Registered person's name (organisation or individual)

Christine Cottle

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

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

<ul style="list-style-type: none"> 1 Children's Centre Manager 1 Finance Manager 1 Early Years Lead 1 Safeguarding Lead 1 Administrator 3 Outreach Workers 1 Early Years Worker 1 Family Support Worker 1 Counsellor 1 Parent participation Worker 1 Volunteer Co-ordinator
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B5.2: Where applicable, the number of staff delivering childcare or the Early Years Foundation Stage

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.

2 Health Visitors 1 Community Police Officer
