

Self-evaluation form for children's centres January 2011

Name of children's centre: Sidmouth 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

Please provide information below

The centre has an office base in central Sidmouth and a Children’s Centre is currently being constructed in Stowford, in the meantime all provision is carried out in the form of outreach. Sidmouth Children’s Centre serves a reach area of 517 children. The Learning Community consists of two infants’ school, three primary schools, one junior school and one secondary school.

The families in the area are predominantly white and of British origin with over 95% of children having English as a first language, however Sidmouth is ranked 11th out of the 43 towns/districts in Devon for percentage of Children with English as a second language. This reflects that in Sidmouth there are a growing number of children and families who are not white British.

In addition, 13.39% of Children in Sidmouth live in a workless household. Sidmouth also has one of the highest numbers of Children eligible for free school meals in Devon , Sidmouth is ranked 11th out of 43 for this category.

The centre was designated in December 2009 and a Centre Manager has been in post since April 2009. There is a full compliment of staff at the centre, the majority of who have been in post since January 2010.

There is a Core Offer Monitoring Group who acts as an advisory board to the centre, attendance at this is consistent, but we are looking to recruit further members to this group from the local community, both from other organisations, agencies and encouraging parent involvement.

It is planned that with the completion of the Children’s Centre in Sidmouth that there will be co-location with the Health Team. This will facilitate a more integrated provision of services for families in the area.

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.

**Being healthy outcomes for children are beginning to improve.
More families are engaging with universal or targeted services as appropriate.**

- Many parents accessing services show that they are developing a greater understanding of how to keep themselves and their children healthy.
- Weekly stay & play & Young Parents Group – Promotion of healthy lifestyles – healthy snack is provided information provided through leaflets posters literature etc,
- Children's centre staff have been involved in supporting women to Breastfeed in the Sidmouth area.

Evidence can be found in group files; Registers; evaluation sheets, case files.

Centre provides support in improving all areas of health

- Users have good access to wider services and good take-up rates are leading to improved outcomes.
- Effective links with other service providers in universal as well as targeted services, ; Health Visitor team involvement in referrals for and delivery of targeted services.
- Counselling sessions run by qualified counsellor at Sidmouth.
- Emotional and mental support for Post natal depression/bonding through Baby Massage groups and individual support.
- Speech and Language training for staff and use of singing and sign groups as outreach across the Sidmouth area.
- Links with Portage for Step by Step group.
- Links with Health team for groups, Child Health Clinic.
- Outreach link workers visiting outlying toddler groups and preschools.

- Good working relationships between Children’s Centre and Health teams, recognised in evaluation project by Dfes

Evidence: can be found group files, certificates, notice board.

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.

Children feel safe and protected and their welfare concerns are identified and appropriate steps taken to address them.

- The Centre's provision conforms to Action for Children’s Health and Safety policies, with Risk Assessments in all settings.
- Safeguarding referrals to Social Care
- The Sidmouth Children's Centre has liaised with Devon County Council Safe At Home who have provided free home check (stair gates and fire guards) for families in offering a comprehensive home safety check.
- Children learn to assess and manage risk through diverse play opportunities.
- Use of CAFs by Children's Centre staff the centre and training of all core staff on CAF process.
- AXo1 awareness training provided for all early years providers in area. Run by Children Centre staff

- Support for Child Protection plans and attendance at meetings.
- Family File Records and referral system for families.
- Sidmouth Children's Staff are all First Aid qualified.

Evidence: Risk assessments paperwork, family Case files, CP1 referral paperwork for CYPS, Evaluation notes, AX01 training paperwork. Training certificates.

Children and others using Sidmouth Children's Centre Provision are well safeguarded through understanding of good safeguarding practice.

- Safeguarding item on team meeting agenda and as a set section on all supervision.
- Safeguarding Training DCC and AFC for all staff.
- Level 4 Safeguarding Lead trained.
- Risk assessments at centre and in all venues used.
- Outdoor safety awareness within sessions.
- Parents and their families are referred to Pattern Changing - Sidmouth Children's Centre liaises with and works alongside Devon Women's Aid.

Evidence: Centre safeguarding statement; Action for Children policies and procedures: Examples of CP1 form; regular training for all staff including volunteers. Training certificates. Team meeting minutes, supervision notes.

Children and their parents and carers feel safe in the Centre and share their concerns with staff.

- Solihull Approach techniques used in 1:1 work and Solihull Parenting Programme to run from September
- Children learn to assess and manage risk through diverse play opportunities. Accident book and accident forms completed at sessions whenever necessary.

Evidence: Accident book, accident forms evaluation forms. Family/case files. Feedback questionnaires/surveys.

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.

Children make progress from their starting points in developing skills that will help them in the future.

- Both Stay and Play & young parents groups are run to provide a carefully planned and evaluated, enjoyable, nurturing play time for children and their parents/carers to play and learn together.
- Focus of Outreach worker in toddler groups and preschools in the reach area to offer activities to develop skills and knowledge of children.
- Development of substantial resource library for use by all Early years providers in the area, so that increased opportunities for learning and educational stimulation are provided for Children in Sidmouth.
- Weaning, speech and toileting all covered within groups.
- All preschools and toddler groups visited at least termly by Children's Centre worker.
- Regular contact made with schools attending Learning Community Head teachers meeting.

Evidence: evaluation sheets; Early Years Visits evaluation sheets session; plans/planning paperwork, Group folders; EFYSP at 55% in 2008-09 for children who achieve a total of at least 78 points across the Early Years Foundation Stage Profile (EYFSP) with at least 6 points scored in each of the personal, social and emotional development (PSED) and communication; language and literacy (CLL) scales, Evaluation from Stay & play sessions, Movement play group.

Users develop their skills, including parenting skills, well, and users demonstrate improvement in educational and/or personal development.

- Volunteering opportunities at the centre. Following recent successful recruitment of Volunteer co-ordinator.
- Work experience placement provided and supported by Sidmouth Children's Centre.
- Joint session run with Sidmouth Library during national literacy week to promote reading and enjoyment of books.
- Referrals made to other agencies Women's Aid Health, Devon Women's Aid. Connexions, Devon and Cornwall housing, Homestart are valued and specifically carried out to empower families.

Evidence: Evidence from parenting course (Solihull) training folder, and evaluation other parent courses such as (Young Parents); Training 2010 folder and Group folders; Family/case files.

Users, including those who may previously have been hard to engage, report that their engagement with the Children's Centre is enjoyable.

- Observations carried out of children and families during Children's Centre sessions including group and individual support.
- Service user evaluations completed in the form of questionnaires asking what people think of the service.
- Targeted groups who can be difficult to reach such as Young Parents have attended Young Parents Group and other provision such as Movement Play Group & Stay & Play and have provided positive feedback.
- Service users with English as second language regularly attend sessions and have provided positive feedback.

Evidence: Evaluations from Stay & Play & Movement Play; Young Parent groups in Group files; family/case files.

The Centre can demonstrate improvement in users' achievement and how this impacts on outcomes for young children.

Grandparent carer to attend and become member of COMG to provide positive influence on the type of services provided by Sidmouth Children's Centre. This will ensure that service-users voice is heard at the COMG which should lead to services more closely

reflecting children and family's needs.

Planning, assessment, Observations and evaluations completed in Young Parent's Group, Movement play group & step by step group.

Evidence: Young parents group folder; Movement evaluations; paperwork and group folder; Step by Step group observations in group folder ;COMG minutes .

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.			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.

Children demonstrate positive behaviour and are developing sound relationships.

- Attendance at Children's Centre groups promotes children's development of age-appropriate decision-making through the carefully planned environment. This enhances positive sound relationships for children and adults.
- Children are forming good friendships
- Children appear to be relaxed, happy and content; any disagreements are quickly resolved with minimal adult intervention required.

Evidence: Stay and Play groups files; targeted services files; Planning and Evaluation forms.

The Centre is beginning to establish it's role in the life of the community

- Parent-led groups supported especially in rural area such as Branscombe, Children's Centre working closely with other agencies active in the community, Health, Schools, Youth Service.
- Have been a part of evaluation project for Dfess looking at Children's Centre working with Health leading to improved working relationships, communication and more seamless services.

- Fun days in the community have taken place recently at St Nicholas School, Sidmouth, Fun In the field Sidmouth, which was featured in the Sidmouth Herald Honiton Show, Escot Family Fun Day
- Sidmouth Children's Centre have taken part in publicity and fund raising events for Stowford Rise Community Association such as quiz nights and cutting of the turf for the new building.
- Regular publicising of Children's Centre events in Sidmouth area such as Movement Play, Here's Looking at You Baby, Branscombe baby & toddler group Fun in the field also Children's Centre featured in the local press including Sidmouth Herald.
- Centre attendance at DCC Manager meeting, AXS Cluster, East Devon Community Safety Partnership meetings all add to other agencies seeing the centre as visible and accessible.
- Support for all parents in the reach area; 1:1 Family Support, Step by Step, Outreach work and visits, specific groups such as Young Parents, Multiple Birth, Baby Massage and Here's looking at you Baby.
- Increase in numbers registered at the centre and accessing services.

Evidence – evaluation of St Nicholas Fun Day; Evaluation Fun In The Field Press/Publicity Honiton Country Show Sidmouth Herald Newspaper, publicity, flyers etc. Community partner meeting minutes. Timetables. Newsletters. Team meeting minutes, Children's Centre and Health team meeting minutes. Individual family/case files.

Some users are able to communicate their views and contribute to decision-making leading to improvement in their personal development.

- Informal feedback to staff; parent satisfaction surveys, and in the future through parent forum and group representatives.
- Users feel involved as their views are listened to and used to shape services. Services have been set up/modified following representation from users.
- Users contribute to development of services, request for ideas and feedback in evaluations

Requests for ideas and feedback via newsletter to all groups in reach area and all registered families

Some users have expressed an interest engaged in the governance of the Centre by being on the COMG, Parent Forum, or volunteering.

- DCC annual survey
- Volunteering at the centre. Volunteer co-ordinator in post 2010, already 20 individuals wanting to volunteer across range of Children's Centre services

Evidence: Volunteer recruitment paperwork. Parent Satisfaction survey paperwork/file, group planning and evaluation paperwork, in group file, newsletter, DCC annual survey file. COMG meeting minutes, newsletter.

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.

Outcomes for users, including the most vulnerable, are improving, due to information, advice and guidance and support provided by the Centre.

- links with Job Centre Plus , Next Steps and Connexions, ensuring that appropriate information and learning opportunities are available.
- Job Centre Plus attend COMG.
- Jobcentre Plus weekly vacancies list to be in a file and taken to all outreach sessions.
- Jobcentre Plus notice boards planned at centre.
- Individual support has assisted parents in looking for work getting advice from organisations such as CAB, attending return to work interviews, local charities have also been approached to help pay for specific items such as Childcare and white goods items.
- Funding for next years Movement play group has been sought and obtained from Sidmouth Lions who have stated that it is conditional that the groups consists of vulnerable families.
- Children's Centre have supported and taken part in Positive Parenting Group run by Sidmouth Youth Centre, this course specifically provides practical support, advice and information for Young parents and those at risk of becoming Young Parents.
- Children develop skills within all groups as they are all focused and planned using the EYFS framework and work towards the Areas of Learning and Development

Evidence: Young parents' evaluations; group files; job advertisements; case files;

Training Course file.

Some users are engaged in training and adult education programmes and participation rates are satisfactory or increasing.

- Positive parenting course supported by Sidmouth Children's accredited by Exeter College. Aims to develop specific parenting skills for service-users.
- Next steps adviser to provide day of appointments and interviews (initially monthly), in Sidmouth Children's Centre office. The specific role is search for adult education courses, job vacancies and provides career advice.

Evidence: Training File; Next Steps File.

Some parents have been supported in finding suitable employment and the centre can demonstrated some success in this area.

Childcare Referrals Service administered by the Children's Centre , identifying appropriate childcare has assisted parents to return to work.

- Increased number of Parents volunteer or undertake work experience while training, and subsequently secure permanent employment elsewhere in the community.

Parents will have opportunities for volunteering at the centre which includes undergoing training and developing skills

Evidence DISC Referral file; Volunteer file; Training/employment file.

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.

Assessment is used well to ensure services meet most individual user’s needs.

- AX01 training delivered in Sidmouth on CAF & TAC meetings and the importance of closer inter-agency working , greater communication and information sharing and will lead to improved assessment skills.
- Majority of team in Sidmouth are CAF trained & able to deliver CAF assessments & chair TAC meetings. The Centre supports partner providers in undertaking CAF assessments, and takes the lead professional role in many cases. This partnership work ensures that these assessments are thorough and robust and avoid repetition for families.

Evidence Family files; Regular review meetings ;Children’s Centre Profile analysis document; .CAF assessment paperwork, Training records & certificates.

The Centre knows its users well and can demonstrate some improvements in outcome areas.

- 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.
- In all groups run by Sidmouth Children's Centre, assessment, observation and post-group evaluation are used to ensure that services meet the needs of families who attend.
- Parents needs are conveyed verbally to staff and through the regular use of specific evaluation tools and assessments. Children Centre staff have built excellent working relationships with the families who use the services which enables and facilitates the opportunity for feedback from the service users.

Evidence Family files; Regular review meetings case discussion minutes with Health; Step by Step file; Children’s Centre Profile analysis document; Parent Annual Survey DCC file;CAF assessment paperwork; suggestion box file.

Good partnership working ensures that accurate assessments are completed.

- AX01 training delivered in Sidmouth on CAF & TAC meetings and the importance of closer inter-agency working , greater communication and information sharing and will lead to improved assessment skills.
- Majority of team in Sidmouth are CAF trained & able to deliver CAF assessments &

chair TAC meetings. The Centre supports partner providers in undertaking CAF assessments, and takes the lead professional role in many cases. This partnership work ensures that these assessments are thorough and robust and avoid repetition for families.

- Good partnership working with Health, education, Children & Young People's Services ensures that assessments are accurate, comprehensive and holistic. Leading to improved assessments and identification of need.
- A case discussion meeting is held monthly with the Health Visitors to facilitate effective communication and information sharing. This results in CC assessments being more accurate and effective.

Evidence Family files; Regular review meetings case discussion minutes with Health; Step by Step file; Children's Centre Profile analysis document; Research and Evaluation project file_Parent Annual Survey DCC file. CAF assessment paperwork, Training records

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.

Provision to help children to learn and develop is satisfactory.

- Sessions are all planned and designed so that they meet Early Years Foundation Stage and maximise potential opportunities for learning creativity, intellectual stimulation, and enjoyment.
- Resource story sacks have been actively promoted through open days etc. and distributed to several Early years providers in the Sidmouth Learning Community district.
- Sidmouth Children's Centre & Sidmouth Library services and are carrying out joint activities during national story-telling week to promote and encourage literacy.
- 1:1 referral system in place for agencies and self-referrals.
- Support to all Early Years provision regular visits carried out, advice and resources provided

Evidence – Family/case files; group evaluation sheets; planning paperwork; Resource catalogue and distribution list.

The centre promotes learning well and activities are of a good quality.

- The Centre promotes good quality purposeful learning and activities for adults including 'soft skills', parenting programmes and certificated courses.
- Volunteers, work experience students, are all supported to improve their educational and/or personal development, preparing for or enhancing education, training or employment.
- Work in encouraging literacy, through individual home visits, prominent positioning of books in Stay & play and other Children's Centre run sessions.
- Children's Centre workers have also done a Story time at Stay & play session etc. to encourage reading and enthusiasm for books.

Evidence – Family/case files; group evaluation sheets; planning paperwork; Resource catalogue and distribution list.

Personal development and achievement are noted but targets for improvement are not sufficiently challenging.

- Volunteers will all participate in an induction programme, receive 1:1 support and will be encouraged to develop their skills and undertake training as appropriate.
- Within the positive parenting course the Children's Centre has taken part in and supported, young adult learners, the course participants were awarded with attendance certificates the course has now been formally certificated by Exeter College of Further Education. The Children's Centre were also invited to the Positive Parents award giving ceremony.
- Individual work has taken place with parents to look at ways of reaching their educational potential through College Courses, return to work schemes.
- Robust planning and development, thorough review & evaluations of all services to ensure that any future sessions take into progress and provision is designed so that it at the right level to encourage maximum potential learning opportunities.
- Opportunities for parental feedback via DCC satisfaction surveys, session evaluation, suggestion box.

Evidence – Family/case files; group evaluation sheets; planning paperwork; Resource catalogue and distribution list, volunteer file DCC satisfaction survey file, suggestion box file.

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.

Although the range of services/activities are good, the Centre is not yet at the stage where participation rates have reached a high level, although certain groups such as universal Stay & Play often have high numbers of service-users.

The quality and range of services offered are good, meeting the needs of most service users.

- Regular review of the Service Plan in relation to evidence of local need ensure that service planning reflects local need.
- There is a comprehensive range of integrated services that impact positively on people’s lives.
- The range of services reflect a balance of targeted and universal provision in different locations maximising accessibility. Universal stay and play groups run in 2 venues in Sidmouth & Newton Poppleford respectively , on different days a parent-lead groups in Branscombe is supported, all groups in the reach area are advertised in the timetable which is updated regularly throughout the year.
- The Young parents group was set up as a result of the need being engage with a young group of parents who are may well face different challenges compared to other parents.
- Here's Looking At You Baby group – is to be run in 2011 by Sidmouth Children's Centre , provides support and advice on all aspects of parenting a young baby, with particular emphasis on child development and communication.
- Individual support to families. To provide service to families who require additional support such as parenting issues, behavioural problems etc
- Movement play group is group for young children and their carers to develop positive relationships between children and their carers in a fun and creative way.
- Baby Massage & Sing and sign outreach courses.

- Post natal depression group to be supported by Sidmouth Children's Centre will be up and running in Sidmouth in 2011.
- Counselling service is available to all in the area, is free and confidential and has operated with a very short or no waiting list.
- Step by Step supports children with special needs or with a parent with special needs in conjunction with Honiton Children Centre.
- Referrals to Homestart to provide practical support to families in need.
- Robust staff and volunteer development and training including the Reggio training.

Evidence - Training file; Volunteer File; Homestart DCC returns; group files/folders; service plan.

Participation rates, although satisfactory, may be variable or not increasing.

- Use of Children's Centre Profile Data to influence activities/services at the centre
- Increase in E-Start figures over the past year
- Promotion of Sidmouth Children's centre to increase awareness and numbers of families using our services + attendance at Health/Baby clinics.

Evidence: See registration file; Estart ; group files/registers; Press/Promotion file, Sidmouth Herald, Health/Baby clinics file.

Services provided by the Children's Centre are sometimes adapted to meet need.

- Services are evaluated and reviewed (see group files)
- Services are adapted to meet the needs of service users, with service users actively participating in the review and development of services.
- Individual support to families. To provide service to families who require additional support such as parenting issues, behavioural problems etc.
- Teenage mothers and pregnant teenagers , provision for this group is met through Young Parents Group, and Positive Parenting group, teenage mother regularly attend stay and play provision.
- Lone parents attend Stay & Play and Young Parents groups.
- Families in work-less households attend Sty & Play group and Young Parents group and professional have attended who have been request by group members support such as Connexions, Next Steps etc.

- Young parents and parents in work-less households have been critical and very involved in the creation and setting up of Young Parents Group

Evidence: Individual family files, group files, planning files, evaluation forms.

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.

The quality of care through all children's centre provision is good and the children's centre is good at providing additional support to all families in times of crisis.– what is required to reach a grade 2 is higher reach figures & higher attendance of some groups, and more engagement with harder to reach groups in the community.

The quality of care, guidance and support offered for young children, parents and other users provided by the centre is good.

- Information advice and guidance is provided to parents at all groups , through staff advice and support, but written information provided on stop-smoking breast feeding promotion, alcohol and drug misuse, sexual health and domestic violence at Sidmouth Stay and Play and Young Parents.
- Children's Centre staff signpost service user to other specialist services such as women's aid, counselling, health services, CAB, CYPS etc.
- Children's centre provision often work alongside other professionals , Youth Workers, Health Visitors, Connexions.
- Next steps advisers to provide day long interviews in January, February and March to look at getting additional qualifications returning to work, interview and CV advice etc.

Evidence: service evaluation, family/case files, CP1. CAF assessments paperwork, counselling referral folder. Group planning and evaluation folders.

The support for users is good but may be variable across services or outcome areas.

More referrals needed from CYPS, Joint Agency team.

- Higher reach figures required so that larger numbers of the community take part in service provision.
- Good support provided to Children and families through universal and targeted groups.
- Good support provided to Children and families through 1;1 support and outreach work.

Evidence: – reach figures; group files; family/case files, referral figures,

There is evidence that care, guidance and support is making discernible difference for some families and some families feel the centre has helped them in times of crisis.

- There is effective, tailored provision for service -users to develop the well-being of their families. In times of crisis, families feel well supported by the Centre. Families have been referred to CYPS including child protection referrals which have resulted in Initial Case Conferences, Child Protection Reviews etc.
- CAF support for families
- Targeted and coordinated guidance (often in partnership with other agencies) enables parents and their children to improve individual and family outcomes. Referrals for individual support have been made from other agencies such as Health, CYPS and Parenting Support Adviser. Families with additional need have been identified and monitored and have also been referrals to other agencies, the Counsellor, Women's Aid, CYPS etc and to specific groups run by the Children's Centre such as the Young Parents group and Movement Play Group.
- Counselling and mediation
 - Referrals to Homestart

Evidence: service evaluation, family/case files, CP1. CAF assessments paperwork, counselling referral folder. Group planning and evaluation folders. Homestart folder.

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"> Governance and accountability arrangements are clear; all members of the COMG are aware of the roles of Action for Children and Devon County Council in their support for Children Centre provision, as well as their reporting requirements of the Centre. Evidence: COMG minutes. There are clear links between strategic planning and service provision. Service Plan is linked to ECM and Sure Start Children's Centre Core Offer. Moderated by DCC and monitored by Core Offer Monitoring Group <p>Evidence: Service Plan, Service Plan review, COMG minutes. Service Plan influenced by Children's Centre Profile and created in partnership with other agencies</p> <ul style="list-style-type: none"> Some of the key partners for example Health are engaged in supporting and developing integrated provision <p>Evidence: attendance at all clinics in the area joint working with another C.C to deliver Step-by-Step (Portage) Group. Job Centre Plus liaise through attendance at the COMG</p> <ul style="list-style-type: none"> Professional supervision and management arrangements at the centre are aligned
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and relevant information is shared.

Evidence: Action for Children performance management structure is implemented. Senior Management Team meets monthly to agree and review services and strategic and internal priorities, monthly meetings with Health

- All senior workers attend and contribute to COMG

Evidence; minutes of COMG

- Attendance at CC Manager’s meetings locality and Devon-wide

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	

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 team is strongly focused on promoting a wide range of services which are matched to the wants and needs of the users.

Evidence: Use of Children’s Centre Profile Data and local data and community awareness to develop and deliver services which will meet the needs of service users. Team meeting, SMT and COMG minutes.

Most partners are involved in planning and some services are integrated.

Evidence: COMG minutes; Planning and review services

The Senior Management team (SMT) communicate high expectations to staff about securing improvement.

Evidence: Team meeting minutes and action plans and business plans, training of staff to meet service outcomes

The SMT know the centre’s major strengths and areas for development, including who their key target groups are, and the factors influencing outcomes.

Evidence: Use of data and local knowledge including parental feedback noted in Minutes as above. Research and Evaluation reports.

Planning involves all relevant partners, and is founded on sound evidence.

Evidence: Annual service plan review attended by partner agencies. Annual Conversation. Link worker to all early years providers

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		
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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.

Regular finance reports to COMG, DCC and AFC Resources are managed well and the impact on outcomes for users is generally good.
Evidence: Monthly budget meetings admin and centre manager

A record of all staff qualifications and training attended is kept within the Centre. The Finance Officer regularly provides the COMG with a financial report on various aspects of the Centre’s spend. Quarterly returns on spend are sent to Devon County Council.

Provision or services offered by the centre are well used and engage vulnerable groups in the community.
Evidence: Monitoring data

Users state that provision and support are generally well aligned to their needs and make an effective contribution to improving outcomes.
Evidence: Service user evaluation;.

The environment is welcoming and safe.
Evidence: Service user evaluation

Resource planning, which includes effective deployment of staff, is effective and takes account of the need to develop sustainable services. Including joint facilitating of targeted service i.e. Step by Step and parenting courses with colleagues from another C.C. Staff knowledge and expertise is reviewed in the annual appraisals and any development issues identified. Staff’s skills are maximised by attendance at both internal and external training and by working in mixed teams in some services.
Evidence: Annual appraisals, Training Needs Analysis conducted annually. Shared groups with East Devon CC Step by Step and Parenting programme.

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.

<p>Robust complaints procedure promoted at all services The inclusion of all children and their families is central to the centre’s vision.</p> <p>Evidence: All staff participates in the Action for Children Equality and Diversity training and demonstrates an awareness of the need to provide a fully inclusive service. Equality and Diversity Action Plan.</p> <p>The centre aims to meet the needs of all the families, by being aware of discrimination and working in to remove barriers to access.</p> <p>Delivery of targeted services: We deliver the service where it is required, within the community both from the centre and as outreach. Young Parents, disabled children, rural community linked into services through Children’s Centre workers outreach and word of mouth by ensuring services delivered are of a high quality. We have specialist services for target groups to reflect the community, these include, young parents, Step by Step (for children with disabilities). The Children’s Centre has worked with, Travellers Education Race Equality Service, and the District Council to develop a local protocol for working with Travellers</p> <p>Concerted action to promote greater equality has resulted in sustained and significant improvement in the engagement of these groups.</p> <p>Evidence: Visitors to the Centre and all groups are treated with respect, and any additional needs are catered for.</p> <p>The centre continues to identify where further improvements can be made to overcome any remaining barriers to participation Range of users does reflect the local community</p> <p>Evidence: Monitoring data and planning -</p>

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.

High standard of report writing for CP conferences and reviews The centre adopts recommended good practice across all areas of its work

Clear Safeguarding guidelines throughout the Centre; Safeguarding Action Plan in place Safeguarding standing item for supervision and Team Meetings. Safeguarding prioritised within daily structure and supported by team Case File Reviews by Centre lead and Project Manager

Good Recording Training for core staff working directly with families, core training DCC and AFC Level 4 trained CP lead in centre. All staff CRB checked and 5 year references. CRB records kept of all staff accessing the building when children are present

Good safeguarding arrangements are in place and there is a system to maintain and update them.
Evidence: Action for Children safeguarding policies and procedures; Centre based processes e.g. 'Can we help?' and 'Bumps and bruises' records to identify concerns and record relevant information. 1:1 Family Support records held securely and staff supported through supervision

Training of all staff, particularly in relation to child protection.
Evidence: All staff and volunteers attend Safeguarding training. Manager attends both AFC safeguarding regional meetings and local safeguarding forum.

Protocols and practice for making referrals and sharing information between the relevant agencies working within and outside the centre are very effective.

Staff trained and supported in national and organisational expectations re information sharing. Staff offering individual support to families uses the Action for Children recording system. Clear process for response to referrals, including information sharing. AFC and DCC policies and procedure followed. Safeguarding concerns and referrals all recorded. Use of Referral and Threshold Consultation Unit

The centre is pro-active and collaborates effectively with other key agencies to reduce the risk of harm to children.

The staff team is experienced in completing CAFs and Child Protection reports. AXS Trained core staff use CAF. Monthly Health Review Meetings

All agencies working in the centre understand the implications of the wider safeguarding agenda. all provide evidence of CRB's. CYP's representative on COMG
 Regular joint working and reviews with CYP's

The centre's well-developed quality assurance and risk assessment systems take account of the views of users.
 Risk assessments of 1:1 work and group work

Evidence: supervision records, family files, staff appraisals

A4.6: Evaluation

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

This is an area that we recognise needs further development

Evaluation of all services Self-evaluation is generally systematic and is supported by some evidence of impact on outcomes for users.

Evidence: Post group evaluation by delivery team following every service. The Centre participates in the annual parent satisfaction survey that is lead by Devon County Council.

There are links between the centre's evaluation of its services and the priorities set out in the centre development plan.

Evidence: Research and Evaluation project, SEF, Annual Conversation, E-Start, AFC Tracker completion. Parents take an active part in the end of service evaluation but the parent forum is in its early development stage and has yet to make recommendations to the COMG.

There is some evidence that evaluation has resulted in changes to provision in order to meet needs more effectively.

Evidence: Evaluation projects for DCC. Step by Step evaluation meeting

Evaluation of services and rational for change following evaluation is shared and discussed with the COMG

Evidence; COMG minutes

Systems to evaluate the longer-term impact of the provision on improving outcomes for children and adults using the centre are not yet in place, these needs to be developed.

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.

Referrals from other agencies and learning community to the centre for family support Services are integrated and deliver cohesive provision for users which impacts positively on their lives.

Evidence: All targeted services and some others are integrated with other providers.

Relationships between statutory partners are clear, understood and effectively managed.

Evidence: COMG minutes COMG inc JCP and CYPs

The centre takes an active role in developing and implementing a variety of partnership activities which include statutory, private, voluntary and independent providers.

Evidence: The Centre is well used by various agencies including; child protection meetings, local Contact Centre, review meeting with Health, CC Manager's Meetings, CC Manager's Meetings and AXS cluster meetings. Staff attend LAG Group East and Mid Devon Community Partnership

These activities make an identifiable contribution to meeting a wider range of needs in the community.

Evidence: Childminders hold a monthly group within the Centre. Parents and others in the community are supported in the delivery of local play activities for children and families, key workers attend all local toddler groups, pre-school and nurseries termly to provide support, advise and resources.

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.

DCC Parent Survey Users have regular opportunities to be involved in shaping services and evaluating the effectiveness of provision.

Evidence: The Centre participates in the annual parent satisfaction survey that is lead by Devon County Council

There is a developing partnership with users, with the parent forum in its infancy.

Evidence: Parents will take an active role within the Centre by being members of their forum. Children's Centre workers links with all early years providers

Services regularly ask users for parents' and carers' views and ensure that these are used to inform important decisions.

Evidence: Photos taken at the groups and are displayed within services. Service evaluations

The centre is increasingly effective in reaching out to engage with members of the

community who are not accessing services in order to identify and meet their needs, for example individual 1:1 referrals have increased, and rural areas are supporting services in their own locality and feeding back positively.

Evidence: Monitoring data. Research and Evaluation project

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?			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.

Evidence shows outcomes recorded are good, however we need to develop a more robust and systematic approach to gathering evidence to show outcomes i.e. before and after questionnaires, outcome stars.

A5.2: Provision

	1	2	3	4

Grade: How good is the provision?		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.

Provision is good, meeting local needs, providing high quality services by experienced staff
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A5.3: Leadership and management

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

There is a rigorous staff structure with clear guidelines and guidance for all staff around evidence collection

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		

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.

As a staff team we aim for improved outcomes for children and families by ensuring sustainability we will gain confidence from our partner agencies to belief in being innovative and able to meet individual needs

A5.5 Overall effectiveness

	1	2	3	4
Grade: The effectiveness of the children's centre in meeting			x	

the needs of and improving outcomes for users and the wider community.				
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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.

As we have been active for less than a year, and have now a full compliment of staff we feel we are ready to strive to ensure our overall effectiveness of our core offer in raising standards and meeting individual needs

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

Sidmouth Children's Centre

B1.2: Address (main site)

128B High Street, Sidmouth EX10 8EE

B1.3: Local authority

Devon County Council

B1.4: Name of centre leader

Paul Bennett

B1.5: Telephone

01395579557

B1.6: Email

Paul.bennett@actionforchildren.org.uk

B1.7: Website

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

Fran Drayton fran.drayton@actionforchildren.org.uk

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

1 office base, all work in the form of outreach

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

09 December 2009

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.

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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.

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

Individual Family Support – 1:1 family support tailored to meet the specific needs of the family following a referral from another agency, Children’s centre staff or a self-referral to the centre.

Childminders Stay and Play monthly sessions – peer to peer support learning to take place during sessions with guests invited into and specific themes explored in sessions such as messy play, AXS Pathway Awareness and first aid.

Step by Step – invite only play session for families who would benefit from a supportive environment. Themed weekly sessions to learn about how to cope with a child with additional needs. Supported by Portage, Speech and language therapists and other professionals.

Stay and Play – a weekly group that provides all sorts of different play activities in 2 locations across the area. Staff are on hand throughout the session to give support and advice

Baby Massage – a 5 week course that follows the Institute of International Massage curriculum. The course covers the theory behind the massage as well as the massage strokes. It gives an opportunity to meet other parents socially and gives them time to

bond with their babies in a calm and relaxing environment.
Child health clinic – Health and children's centre workers are available during these sessions to support families with any questions concerning their child/baby. These have included in the past developmental questions, eating and sleeping queries.
 Public access weighing for parents/carers to access during opening times.
 Sign and Sing
 Young Parents Group
 Movement Play Group
 Here's Looking At You Baby
 Solihull Parenting Group.

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)

The centre is managed by Action For Children on behalf of the local authority. There is a Core Offer Monitoring Group who meet termly in the capacity of an advisory board. This group is made up of agencies involved with the centre and local councillors and parents.

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

Setting address

Telephone

Email

Registered person's name (organisation or individual)

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.

Fran Drayton - Project Manager
Paul Bennett– Centre lead
Dawn Squire – BSO3
Anna Vine– BSO1
Nicola Wheatley– Children’s Centre worker
Alison Chapman– Children’s Centre worker
Claire Botham – Volunteer Co-ordinator

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.