

# **Self-evaluation form for children's centres January 2011**

Name of children's centre: Ottery St Mary Children's Centre

## Section A: Self-evaluation

### Introduction

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

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

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

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

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

### Completing the questions in section A

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

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

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

You should **refer closely to the grade descriptors and guidance for inspectors** when deciding on a grade. Briefly list your major reasons for deciding on this grade. You should include only the **minimum amount of detail** in support of your judgement; bullet points are quite acceptable. If you judge that the children's

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

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

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>The centre has one site in Ottery St Mary and serves a reach area of 574 children. The families live throughout the rural learning community covered by the Children’s centre, which compromises of five Primary Schools. The families in the area are predominantly white and of British origin with over 99% of children having English as a first language.</p> <p>“Every Child Matters” helps to shape our thinking and planning, together with the Devon County Council (DCC) Children and Young People’s Plan and the Service Level Agreement Action for Children have with DCC to meet the Children’s Centre Core Offer.</p> <p>The centre was designated in December 2009 and a Centre Manager has been in post since April 2009. There is now a full compliment of staff at the centre, comprising of one Senior Project worker, two Support Workers and one Business Support worker all working half time, with additional staff members from the wider East Devon Team, such as the Volunteer Co-ordinator. The majority of staff have been in post since January 2010.</p> <p>As a Phase 3 Children’s Centre The services are delivered from the main Centre and community venues due to the rural area and lack of public transport. Services are delivered flexibly in the small villages that lack services and have shown the need for further work with families.</p> <p>There is a Core Offer Monitoring Group that meet regularly who act as an advisory board to the centre, but we are looking to recruit further members to this group from the local community, other organisations, agencies and parent.</p> <p>The responsible body is Action for Children. All staff are employed by Action for Children and work to their organisational policies and procedures.</p> <p><b>‘Beef’ it out a bit</b>  <b>Hospital visits- 2<sup>nd</sup> highest- what are we doing about this?</b>  <b>Social Care</b>  <b>1 x to be linked with job centre ‘plus’- Claire/Axe Valley</b>  <b>What about Pre-schools?</b>  <b>Focus on toddler groups</b>  <b>What, why, when, next</b></p>
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## 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.

- Obesity rates well below national and Devon average, however increased therefore encouraging active activities delivered in partnership with Heath
- Healthy snacks in groups, healthy book, promoting healthy lifestyles \*See session plans/records and Centres
- Training in HENRY (Health Exercise Nutrition for the Really Young) \*See training file
- Counselling sessions \*See leaflets
- Postnatal Depression (PND) Awareness training \*See training file
- Emotional and mental support for PND and bonding through Baby Massage, Here's Looking at you Baby groups and individual support \*See timetables and records
- SLT training for staff and wider providers \*See training file
- Sing and sign groups \*See records
- Links with Portage for Step by Step group \*See Step by Step file
- Links with Health team for groups, Child Health Clinic, local Doctor Surgery (GP's) and Dentists \*See timetables and records
- Outreach link workers visiting outlying toddler groups and preschools \*See group files
- Links attempted with midwifery, basic links forged
- Member of staff started Breastfeeding training and breast pumps available to hire, breast feeding rates are good in this area

Breastfeeding

Snap shot on what things are, 'so what, where you are going to do, about it, what we are learning'

## 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.

<ul style="list-style-type: none"> <li>▪ Second highest rate of emergency hospital admissions caused by unintentional or deliberate injuries to under 5 years, work with parents in a non-challenging way to raise awareness, linking with health</li> <li>▪ Children feel safe and protected and their welfare concerns are identified and appropriate steps taken to address them *See session planning and evaluations</li> <li>▪ Use of CAFs in the centre and training of all core staff on CAF process *See training file</li> <li>▪ AX01 awareness training provided for all early years providers in area by Children's Centre staff *See records</li> <li>▪ Family File Records and referral system for families *See family files info</li> <li>▪ Safeguarding Training AFC for all staff *See training staff</li> <li>▪ Solihull Approach techniques used in 1:1 work and Solihull Parenting Programme running *See Parenting file</li> <li>▪ Outdoor safety awareness within sessions *See session records</li> <li>▪ Risk assessments at centre and in all venues used, conforms to Action for Children's Health and Safety policies *See risk assessment file</li> <li>▪ Safeguarding item on team meeting agenda and as a set section on all supervision *See team meeting file</li> <li>▪ Domestic Violence Awareness training *See training file</li> <li>▪ Paediatric First Aid Training for all staff *See training file</li> <li>▪ Outreach and home visiting</li> <li>▪ Use of E aspire</li> <li>▪ Relations and joint work with CYPSS</li> <li>▪ Part of safeguarding plans</li> <li>▪ Numbers of children using the Centres on CP Plan, centre staff attendance at initial CP meeting and reviews</li> <li>▪ Action For Children Safeguarding Policy and Procedure (whistle blowing, lone working, safeguarding, child protection)</li> </ul>
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### 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	x	

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

<ul style="list-style-type: none"> <li>• Universal and targeted groups all offer planned and evaluated opportunities for parents and children to play and learn together Parents Involved in their Children's Learning *See planning and evaluation records</li> <li>▪ I CAN training *See training file</li> <li>▪ Volunteering opportunities, following recent recruitment of Volunteer co-ordinator *See volunteering file</li> <li>▪ All preschools and toddler in the reach area visited at least termly by Children's Centre worker to offer activities to develop skills and knowledge of children, also increase numbers or simply support *See group files</li> <li>▪ Parent Satisfaction survey results, 100% satisfied</li> <li>▪ Links made with Learning Community, attend meetings</li> <li>▪ Work with Extended Schools Co-ordinator *See link on Ottery and Sidmouth website</li> <li>▪ Resource Boxes, used by toddler groups, pre-schools and childminders cover the EYFS *See resource file</li> <li>▪ Attend Devon Network meetings</li> <li>▪ Solihull Parenting Programme running *See Parenting file</li> <li>▪ Focused sessions offered to groups, aware not all schools have scores of 78 points or above 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</li> <li>▪ Sing and sign groups *See records</li> <li>▪ Links with Portage for Step by Step group *See Step by Step file</li> <li>▪ Community based work in holidays, events such as Escot National Family Week and Fun in the Field for Under 5s *See records</li> </ul> <p style="color: red;">Adult learning- look at data saying good from children prospective</p>
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### 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.

- Community based work in holidays, events such as Escot National Family Week and Fun in the Field for Under 5s \*See records
- Opportunities for parent to feed into COMG or services
- Volunteering opportunities \*See Volunteering file
- 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 \*See timetables and
- Users contribute to development of services, request for ideas and feedback in evaluations \*See evaluations
- Newsletter to inform users and other professionals in local area \*See Newsletters file
- Increase in numbers registered at the centre and accessing services \*See Estart
- Strong local teams and even stronger wider team, supporting and respecting each others roles, skills and knowledge \*See team meeting minutes and team building day
- Centre’s attendance at DCC Manager’s meeting, AXS Cluster, East Devon Community Safety Partnership, DV Action meetings with is all relevant for community cohesion and multi agencies working \*See meetings file
- Evaluation project \*See Evaluation file

## 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.

- Jobcentre Plus notice boards planned at centre
- Jobcentre Plus weekly vacancies list to be in a file and taken to all outreach sessions \*See Job’s file
- Presence at JCP on COMG \*See COMG minuets
- Parents will have opportunities for volunteering at the centre which includes undergoing training and developing skills \*See Volunteers file
- 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

- Childcare Referrals Service administered by the Children’s Centre \*See DISC Referral file
- Awareness of JAT/Special Needs Team allocation for children under 5 is the fifth highest in Devon and third highest percentage of children under 5 in care

Adult learning, how this effecting children and parents

## 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.

- CAF’s
- Newly developed referral forms due to feed back \*See referral forms
- Family files
- Regular review meetings with Health, lunch and munch
- Portage Evaluation termly \*See Step by Step file
- Children’s Centre Profile analysis \*See document
- Research and Evaluation project \*See file
- Parent Annual Survey DCC \*See file
- COMG info sharing with other agencies
- The LA CC Profile data along with local knowledge 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.
- 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.
- The LA E-Start data allows us to interrogate information on families’ usage of centre services and provides the COMG and with the detail to scrutinise centre monitoring.

### 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.

<ul style="list-style-type: none"> <li>▪ 1:1 referral system in place for agencies and self-referrals</li> <li>▪ Responsive to local needs, develop to meet needs in the area at present *See planning file and meeting notes</li> <li>▪ Evaluations of services *See session evaluations</li> <li>▪ Opportunities to feedback *See DCC satisfaction surveys, session evaluation, other notes in session files and Evaluation Report</li> <li>▪ Utilise local press</li> <li>▪ EYP support for groups</li> <li>▪ Robust planning and development *See planning file</li> <li>▪ Volunteer co-ordinating programme *See Volunteer file</li> </ul> <p>Work club Job Centre Next Step Job file</p>
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### 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.

<ul style="list-style-type: none"> <li>▪ Step by Step supports children with special needs or with a parent with special needs in conjunction with Honiton Children’s Centre</li> <li>▪ Children’s Centre worker in the community, out laying villages</li> <li>▪ Baby Massage &amp; Sing and sign courses</li> <li>▪ Robust staff and volunteer development and training including the Reggio training *See training and volunteer file</li> <li>▪ Referrals to Homestart *see Homestart DCC returns</li> <li>▪ Working with Clyst Children’s Centre to run a Here’s Looking at you Baby course *See timetable and planning file</li> <li>▪ Use of Children’s Centre Profile Data to influence activities/services at the centre</li> <li>▪ Increase in E-Start figures over the past year</li> <li>▪ Summer activities, Fun in the Field for Under 5’s *See file and EStart</li> </ul>
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### A3.4: Care, guidance and support

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

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

- Family Support team delivering effective 1:1 support and signposting
- CAF support for families
- Counselling and mediation
- Child Health Clinic
- Vast amount of information on a wider variety of subjects in Centre and taken to Community groups \*See Community group file
- Themed universal groups with visitors such as JCP, Dentist, Health Visitors and SLT \*See timetables and planning sheets
- Referrals to Homestart \*see Homestart DCC returns

### 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	

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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.

<p>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.  <b>Evidence:</b> COMG minutes.</p> <p>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  <b>Evidence:</b> Service Plan, Service Plan review, COMG minutes. Service Plan influenced by Children’s Centre Profile and created in partnership with other agencies</p> <p>Some of the key partners for example Health are engaged in supporting and developing integrated provision.  <b>Evidence:</b> 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> <p>Professional supervision and management arrangements at the centre are aligned and relevant information is shared.</p> <p>Action For Children Managers county and national meetings          LA meetings local and county wide</p> <p><b>Evidence:</b> 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</p> <p>All senior workers attend and contribute to COMG  <b>Evidence;</b> minutes of COMG</p> <p>Attendance at CC Manager’s meetings locality and Devon-wide</p>
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#### A4.2: Ambition and prioritisation

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

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>The team is strongly focused on promoting a wide range of services which are matched to the wants and needs of the users.  <b>Evidence:</b> 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</p>
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COMG minutes.

Most partners are involved in planning and some services are integrated.  
**Evidence:** COMG minutes; Planning and review services

The senior Management team 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		

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.

Robust complaints procedure promoted at all services The inclusion of all children and their families is central to the centre's vision.

**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.

The centre aims to meet the needs of all the families, by being aware of discrimination and working in to remove barriers to access.

**Evidence:** 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

Concerted action to promote greater equality has resulted in sustained and significant improvement in the engagement of these groups.

**Evidence:** Visitors to the Centre and all groups are treated with respect, and any additional needs are catered for.

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

**Evidence:** Monitoring data and planning -

#### 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,		x		

where applicable, vulnerable adults.				
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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.

<p>High standard of report writing for CP conferences and reviews The centre adopts recommended good practice across all areas of its work.  <b>Evidence:</b> 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</p> <p>Good safeguarding arrangements are in place and there is a system to maintain and update them.  <b>Evidence:</b> Action for Children safeguarding policies and procedures; Centre based processes eg ‘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</p> <p>Training of all staff, particularly in relation to child protection.  <b>Evidence:</b> All staff and volunteers attend Safeguarding training. Manager attends both AFC safeguarding regional meetings and local safeguarding forum.</p> <p>Protocols and practice for making referrals and sharing information between the relevant agencies working within and outside the centre are very effective.  <b>Evidence:</b> 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</p> <p>The centre is pro-active and collaborates effectively with other key agencies to reduce the risk of harm to children.  <b>Evidence:</b> The staff team is experienced in completing CAFs and Child Protection reports. AXS Trained core staff use CAF. Monthly Health Review Meetings</p> <p>All agencies working in the centre understand the implications of the wider safeguarding agenda.  <b>Evidence:</b> all provide evidence of CRB’s. CYP’s representative on COMG Regular joint working and reviews with CYP’s</p> <p>The centre’s well-developed quality assurance and risk assessment systems take account of the views of users.  <b>Evidence</b> Risk assessments of 1:1 work and group work</p>
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#### A4.6: Evaluation

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

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 systematic and is supported by 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, this 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.		<b>x</b>		

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, 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.
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### A5.2: Provision

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

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

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

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

As we have been active for less than a year, have been without a building until recently, 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

Ottery St Mary Children's Centre

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

Ottery St Mary Children's Centre, Tip Hill, Ottery St Mary, Devon EX11 1BE

#### B1.3: Local authority

Devon County Council

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

Sally Hammond

#### B1.5: Telephone

01404 813642

#### B1.6: Email

sally.hammond@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 and appropriate community buildings i.e. village halls, youth centre and health buildings

**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
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**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><b>Individual Family Support</b> – 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.</p> <p><b>Childminders Stay and Play monthly sessions</b> – 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.</p> <p><b>Step by Step</b> – 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.</p> <p><b>Stay and Play</b> – 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</p> <p><b>Baby Massage</b> – 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.</p> <p><b>Child health clinic</b> – 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.</p> <p>Public access weighing for parents/carers to access during opening times.</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.

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

Stay and play, baby massage and sing and sign

**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.

**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 Sally Hammond – Centre lead Dawn Squire – BSO3 Jan Hill – BSO1 Amy Philips – Children's Centre worker Marian Parker- Children's Centre worker
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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.

**2010 Annual Conversation**

Focus of toddler group  
Kerry take lead on Pre-schools  
Midwives  
Social Care  
Communities  
Buildings/Halls  
Park time hours  
OP's manager, Carol Rouse  
Volunteering  
Grandparents= Obesity (Childcare)  
Individual work  
Breastfeeding 6-12 months  
COMG's

Priorities for next year:

Midwife  
Isolation  
HL@UB  
Evaluation  
Under 2's