

Self-evaluation form for children's centres

**Name of children's centre: Beacon Heath Children's Centre
part of the Beacon Cluster including
Whipton Children's Centre
and Heavitree & Polsloe 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

Action for Children (the national Children’s Charity, previously NCH) is awarded the contract to deliver the cluster model of children’s centres in the Beacon AxS Pathway (Beacon Heath, Whipton and Heavitree & Polsloe Children’s Centres) to March 2012.

Originally part of the Exeter Local Sure Start Local Programme (Round 4, 2002) the area was selected following detailed discussion by the main agencies providing city-wide services. It was centred on the Beacon Heath and Whipton areas of Exeter City and included the wards of Mincinglake and Whipton Barton and the eastern part of Pinhoe Ward. Now, in 2011, the Beacon Heath Children’s Centre includes not only Beacon Heath and all of Pinhoe but also Pennsylvania and Stoke Hill. The addition of these wards has elevated the Children’s Centre out of the original 20% area of deprivation and into a 70% area.

The Children’s Centre area encompasses the north-eastern outskirts of Exeter, a Cathedral, University and economically vibrant County town with a population of 123,500. The Beacon Heath Children’s Centres reach area is **1163 children** between 0-5 years old. The area of most deprivation (within the original 20% area) has one large and two smaller Council estates, privately owned housing and two housing association estates. The bulk of the accommodation provides two and three bedroom houses and one and two bedroom flats and some bedsits. There are few four bedroom properties and families living in flats have limited access to gardens. The bulk of the rest of the area is mixed tenure accommodation but over half is owner-occupied.

The population is predominantly white which reflects the overall ethnic mix in Exeter City (2.38% BME population which compares with 1.24% for the rest of Devon). The local High School, St James, has 9.85% EAL students and with the newly arrived communities languages the most popular include Arabic, Dari and Pashto (Afghan), Polish, Tagalog (Filipino) and a more vibrant and ethnically diverse community is developing. The local primary, Willowbrook has 15% EAL students and the Children’s Centres are registering at 15% too.

There is evidence to suggest that part-time shift work in the care and retail sectors provide work opportunities for local residents, particularly women. This pattern of others providing the main care for children and working part-time is reflected in the use of before and after school provision and the requirement for childcare is for part time childcare (this is borne out by the Cedars Nursery a 36 place nursery with over 100 children on role).

Whilst many of the residents speak positively about the area, there are significant pockets of vulnerability and poverty and outsiders can have a poor image. There are a number of pressures facing people who live in the area:

- Mincinglake, Pinhoe and Whipton Barton have 2 SOAs each with substantial levels

of deprivation – children and the elderly are most at risk here while education and skills remain major issues to be overcome. The Mincinglake Ward includes the areas of Lancelot Road and Beacon Heath (within the worst 20%– 5% nationally) and in Whipton Barton Ward Leypark Road, Bramley Avenue and Hillyfield Road (SOA within the worst 10% -20% nationally).

- Whipton Barton has at least a quarter of the population living in households with an income of £15k or less and 12% with £10k or less; Mincinglake and Pinhoe have 22% with an income of £15k or less and 10% with an income of £10k or less.
- The Overall Child Wellbeing Index (CWI 2009) ranked Mincinglake and Whipton amongst the worst 10% nationally. The CWI composes eight indices: the Material Wellbeing Index (similar to IDACI) rated Mincinglake amongst the worst 10% nationally and Whipton amongst the worst 30%. The Health Index rated Mincinglake, Beacon Heath area, amongst the worst 5% nationally and Whipton (Hillyfield) and Pinhoe (Summerway) amongst the worst 10% nationally; the Education Index rated Mincinglake, Lancelot and Beacon Heath (ranked within worst 5% nationally) and Whipton and Pinhoe, Hillyfield, Leypark and Summerway (10% worst nationally). The Crime index puts the same areas within the worst 20% nationally; the Housing Index rates a lot of our area within the worst 5% nationally. The Children (at risk of being) in Need Index rates Mincinglake amongst the worst 10% nationally. In contrast the Environment Index rates a lot of the area within the best 5%/10% and 20% nationally.
- Significant numbers of children under 5 have Speech and Language delay which is reflected in the (now improving) low Foundation Stage Profile. Prior to the FSP (2005) we estimated that about 70% of children entering nursery had Speech and Language delay – and this from a predominately white, English speaking community. Now the FSP is beginning to improve but there is the increasing issue of English as an additional language.
- Although births to Teenage Mothers in Devon are on the England average Exeter (an in particular the Beacon Heath area) is significantly above average.
- Figures from the national childhood height and weight measuring figures are high for Exeter compared to England and Devon average for both overweight and obese children in reception class and particularly high in the Children’s Centre area (obese: Exeter 14.2%, England 9.6%, Devon 9.8%)
- Our registration is high 91.3% but we have had two recent area additions which has lowered both the registration and reach (35%) figures from the original SSLP area.
- With our excellent facilities there are increasing numbers of parents attending universal services who live outside the CC reach area (about 10%) However as a cluster model we can demonstrate the synergy of cross-site working is beneficial to families in the cluster area.
- There are high levels of substance misuse, domestic violence and mental health issues and reduced emotional well being for parents and their children in the area. Research suggests that 20% of women and at least 10% of men suffer perinatal depression and anxiety, anecdotally staff report this figure is much higher.
- Previously a Level 3 Contract with the Local Authority Children and Young Peoples service (March 2009) has ensured that staff have excellent skills/training in working with vulnerable groups

However, in spite of the pockets of deprivation reciprocity is endemic and continues to grow alongside the strong children's centres leadership and partnerships with the community and other statutory colleagues.

As a Sure Start Local Programme and now a Children's Centre in an area of deprivation we attract both national and local opportunities to pilot programmes where our experiences have contributed to examples of good practice and recommendation for future developments; for example the first area to implement the CAF pilot; the development Parent-Infant Mental Health Model in Exeter CAMHS, the only Centre to develop an integrated childcare setting for the Two Year Old Pilot; a counselling service used by other Children's Centres, Synergy Research & Consulting evaluation for the Delivery of Targeted Family Support in Children's Centres and have developed a training programme series *Here's Looking at You Bump, Baby and Little One* which we are commissioned to deliver to all Children's Centre and Early Years settings in Devon. A relatively newly commissioned antenatal programme by the Children's Centre for all first time parent-to-be in partnership with the NCT, midwifery, health visiting and Children's centre workers. We have also introduced financial literacy programmes with a leading national bank Barclays Money Skills and community development programmes including Making Your Voice Heard and Speaking Up with CVS and a growing Volunteer Programme. This has led to a partnership with the YMCA in a Community Job's Club.

Since our early beginnings we have been involved in changing the way services are delivered in both the Children's centre area and the wider Devon area and developing a range of skills and experience which has included identifying areas for improvement and increasing our responsiveness to the needs and priorities of our local community and improving outcomes for those who use our services. We achieved the Pen Green Parents Involved in the Children's Learning (PICL) Quality Assurance in 2008.

As a Centre and Community we have taken the opportunity to use not only the Sure Start funding but have raised additional funding from the Business Community to work collaboratively to provide additional services (Centre Buildings, the Let's Talk Whole Community Campaign). We have also been fortunate to have been chosen by Action for Children to take part in a year long external National Evaluation of Targeted Family Support which is now on the EC4EO website for promising practice and being looked at by the Department of Education. The Children's Centre Manager is a member of the Beacon Learning Community and a Governor (with responsibility for safeguarding) of St James Challenge Trust School and also a voting member of the Local Exeter Children's Trust. The Beacon Heath Centre and cluster Educare Lead is a Governor of Willowbrook Primary School (and on the Learning Committee and Safeguarding Governor) and the cluster Safeguarding and Centre Lead at Whipton is a Governor of Whipton Infants School with responsibility for safeguarding. Other staff members are Governors of other schools within our cluster area. Four members of staff have successfully completed the NPQICL and several have completed the EYP status.

Our buildings are well used by other agencies and organisations supporting our local families and communities (Job Centre Plus, Family Education Development Trust, Devon Family Learning, Exeter College, South West Dance, PCT, Partnership Trust, Connexions, RD&E Hospital Trust, FIP, Credit Union, St Luke's High School, local Dentist, Chiropractors, Childcare Daycare Nurseries, Joint Agencies Service, CVS, CYPS, St Loye's and Well UK. We deliver services six days a week.

Our leadership team is drawn from key staff within the cluster centres, the Parent Forum and our health partners.

Our employed staff team includes 22 members of staff across four centres. We also have staff from other agencies including, a Speech and Language Therapist, Dentist, two Young People from the Future Jobs Fund, 30 trained and supported Children’s Centre volunteers, and a number of students (Social Work, Erasmus Teachers from Germany), Portage Staff, Exeter College Tutors, Connexions, Health Visiting, Midwifery, NCT, Exeter Credit Union, CVS Tutor, YMCA, Carousel project staff etc

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

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

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

A2.1: Being healthy

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

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

Good

Being Healthy is high on our agenda working as closely as we do with our health colleagues and a prominent part of our improvement plan.

The Children’s Centre uses LA and City Council data to analyse and understand community profile. This data is considered by the Senior Management Team (Health Visitor Lead and Midwifery Lead invited to attend once a month), the Be Healthy Service Development Group, Partnership Board and during the Annual Conversation which in turn influence priorities and action planning.

From our earliest origins as a SSLP and with the influence of research and evidence based outcomes we have sought to impact on improving outcomes for children through the development of services particularly that promote an understanding of early infant attachment and bonding,

speech and language development and the improvement of emotional well-being.

Children and families enjoy various activities to raise awareness and impact on healthy lifestyles, courses and groups are well attended. We have developed close links with our local greengrocer and families order and purchase their vegetable bags through the children's centre on a weekly basis. This is a popular service and parents are also provided with a different recipe each week.

Children and their families attending our 2gether pilot take part in the Love Local Food programme. This involves children and their families visiting a local farm and then participating in cooking and eating locally grown food during their group. Parents can choose from 12 hours of care per week all year round at a number of settings including the Cedars Neighbourhood Nursery or 15 hours per week term time only at Whipton Children's Centre

The Beacon Project (ECI) and our new Horticultural Project with St James School and Carousel workers encourage our parents' positive shift to healthy lifestyles including positive shopping and eating habits and activity.

We have also sent three Outreach workers who have completed the HENRY training and we have three organised HENRY courses for parents, one in each of the clusters.

We have recently trained our family support worker in Smoking Cessation and have placed Smoking Cessation clinics on our programme for the Spring Term.

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

Strengths

- Change4Life Activity (in partnership with PCT)
- Centre Cookery/Recipe Folder
- Love Local Food
- Veg Bags with recipe
- Horticultural Project – Grow Your Own
- Young Parents cookery skills training (Well UK)- evaluation
- Healthy eating (snacks in the centres)
- Newsletter promoting health eating, promotion Healthy Start Scheme
- Vitamins available from Centre
- Parents Forum Healthy Eating, Sun Safe and Home Safety 'Road shows'
- Breast feeding peer supporter training for community mothers
- Love Local Food year long promotion (2Gether Pilot parents and children farm visits)
- Child Health Clinics
- Sports Relief activity promotion in centre and in groups
- Outside/inside spaces designed to promote physical activity
- Let's Dance Partnership and Video with Change for Life

Good Child and Family Health Services and child health promotion in the centres, women in transition, teenage mothers, breastfeeding, weaning, support groups for teenage parents, family and parenting support

- Access to maternity services
- Understanding the emotional needs of children
- Young Parent and Young Parents to Be Groups (85 young parents aged between 13 – 21 registered or affiliated to settings)
- Evening midwifery antenatal groups in centre alongside Here's Looking at You Bump and NCT expectant parent group.
- Baby Oasis Group (alongside Child Health Clinic) promoting breast feeding and annual Breast Feeding Peer Supporter training and updates – Baby Friendly status for RD& E and

PCT and link to BF Breast Feeding Promotion HV. Breast pump hire via Health Team across all centres in cluster

- Child Health Clinic
- New Baby Group (parenting support)
- Here's Looking at You Baby group
- Baby Massage
- Staff trained in supporting families with difficulties in eating/sleeping/weaning/toilet training/support with behaviour issues alongside health colleagues

There are services for *children with learning difficulties*

- Step-by-Step group
- Portage 'training' for parents
- Nurture Group
- Links to Honeylands toy library and Children's Centre Resource Boxes
- Links to Honeylands Specialist Child Development Centre

Speech and Language development is at the heart of the programme

- Speech and Language Therapist assessment in children centre
- Let's Talk Campaign
- Manager part of Local Authority 'Better Communication' Implementation Group
- ICAN setting in Cedars Nursery
- 2gether integrated childcare pilot promotes language development alongside home learning (excellent evaluation of outcomes)

Links to other services, GP's CAMHS, Portage, SEN, community mental health teams

- Own Counselling service and promotion of emotional well-being (outcome evaluation)
- Links to Adult Psychology Service (PND Groups)
- Links to Perinatal Mental Health Clinic (antenatal hospital service)
- Health Visiting Lead on SMT

Evidence:

Local Data (Children's Centre Profiles, Reach and participation rates (E-start data) and outcomes E-Aspire and evaluations, Counselling Data, 2Gether, Family support and intervention)

Case Studies

Evaluation of Counselling Service Outcomes

Evaluation of Let's Talk Campaign

2Gether Evaluation of children's learning journeys (language acquisition)

Annual Conversation Paperwork

Promotion of Healthy Lifestyles evaluations

Keep Children Healthy: immunisation rates, under 18 conception rate

Impact on obesity smoking cessation

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

Impact of learning difficulties or disability and long-term conditions

Impact of Specialist service SLT

Centre links with other services CAMHS, Portage, GP's

Action Points:

Analysis of LA Data and health data show a conflicting picture with on the one hand concerning trends e.g. breast feeding data, smoking in pregnancy data and obesity data but on the other our health colleagues say that we are above average if you make allowances for the vulnerability of the population. Meeting of strategic health leads and health promotion leads in PCT to challenge

commissioned service specification/ delivery in the light of this.

Challenge CYPP via Exeter Local Children's Trust because of cessation of parent-infant mental health service that Children's Centre championed and part funded until 2009

A2.2: Staying safe

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

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

Good with outstanding features

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

The children's centre has taken part in the 2gether pilot child care and provided the family support element which has enabled hard to engage families who would otherwise not engage with the Children's Centre to access services for themselves and their children.

The Children's Centre is invited to and attends all initial Child Protection Conferences for all under 5 year olds that live in the area. Staff knowledge does identify that the number of children subject to a CP plan fluctuates regularly and in addition, many families with children on a CP plan from bordering children's centres also use the Beacon Heath Centre. Where children/parents with a CP plan are attending a targeted group in the centre, family workers will attend all the Core Group and CP Reviews for the child and bridge the family into the centre.

The Children's Centre profile identifies higher than average accident and emergency admissions. The children's centre has worked hard to try to address this by taking part in a Devon prevention strategy through the Homes Safety Visits.

In addition, the Children's Centre provided a Paediatric First Aid course for parents, which was highly successful in improving parents' confidence in dealing with accidents.

The Children's Centre runs an Incredible Years course which is a 16 week structured programme on positive behavioural strategies for parents. Parents who are experiencing difficulties in managing their children's behaviour are referred into this group. Child care is also provided for parents so that they are able to attend.

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

Children with disabilities and their parents are supported through the Step by Step programme and are kept safe and their concerns and those of their parents are listened to and acted upon.

Parents, who are experiencing change, challenge or difficulties in their lives show improvement in

their confidence and parenting skills. Parenting support is improving skills and reducing harm and injury in children. Knowledge and involvement with the most vulnerable families contributes to improving safety.

Evidence

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

- Parent Satisfaction Survey
- Home Safety Visits
- 2gether evaluation
- Step by Step evaluation

A2.3: Enjoying and achieving

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

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

The Children Centre serves 3 main primary schools and 4 pre-schools 2 school nurseries and 1 day-care nursery within this area, although some parents choose nurseries and schools further a field. Until 2009 a couple of the infant / primary schools had the worst Foundation Scores in Devon for PSE and CLL and the secondary school was at one time one of the worst performing schools in Devon and in Special Measures. This year it is one of the most improves schools in the country and is a new Challenge Trust

Children’s Achievement

- 2 of the schools have above average Foundation Stage Profile Scores,
- 1 school is below average. This reflects the levels of deprivation in their catchment areas. The children centre and this school have a nursery project to improve these scales, which entails linking staff across sites to improve transitions and a particular focus on communication, language and literacy and personal, social and emotional development.
- Educare Lead and QT meet regularly (monthly supervision) and with LA Advisor to support settings
- Transition documentation and managed transition unpick the issues around transition for school reception staff/parent and child – children are identified who need additional support
- Resource Boxes available for settings including childminders to access he EYFS materials
- Centre leads Governors of local infant/Junior schools
- Children’s centre host regular training and support for Childminders support alongside the QT and Trio. Individual support for implementing EYFS by QT
- Family support workers undertake home visits to parents to help ‘bridge’ them into the centres
- Children with additional needs are welcomed into all services and there are more targeted

- services if they wish
- Our qualified teacher and educate lead have been with the programme from the start

Parents Involved in their Children's Learning

We are committed to promoting parents understanding their children's learning. We achieved the Pen Green PICL 3/7/10 and we provide easy to understand materials for parents that explain schemas and pedagogic strategies

- The Children Centre is part of the 2gether pilot and is providing the option of childcare within the centre as well as the family support element.
- Devon Learning Journey Evaluations show that our Nurture Group children (part of the nursery project) and the 2gether pilot childcare make good progress.
- The 2gether pilot has reached many children and families who previously had not engaged with the centre.
- Key workers from the centre liaise with the child's next settings, completing transition documents and supporting this process. Practitioners from other settings are invited to observe children and meet with the parents and key workers prior to transition to new setting.
- Home learning packs are available for the two year olds and their parents which are supported by coffee morning type implementation
- The children centre provides a wide variety of groups both targeted and universal aimed at supporting and educating children and parents from birth to 5 yrs old. These groups are tailored to suit different stages of development, offering support, guidance and information to parents, whilst providing enjoyable space for children to play, explore and learn with their parents/carers.
- Staff are well qualified and trained to support the parents/carers to develop their skills.
- Evaluations from the parents demonstrate that these services are valued and effective. We are currently revising the way we evaluate to demonstrate more effectively how services improve outcomes for children and families and also incorporate the views of the children.

Improvements in adult users achievements

- Over the last few years we have worked with several organisations to provide basic skills and adult education. These have been difficult to sustain as the immediate targets in the timescales allowed have not given enough time for these services to develop. We do however provide some adult education and family learning in house which has far greater success. Currently we are running a speaking up course level 3, most of these learners completed their level 2 last term. Other courses have been provided in the past to promote confidence and build self esteem, often the first steps to make life changes. These have ranged from art groups, paediatric first aid, Skills for Health to a volunteers course. These services are part of an integrated approach to improve lifestyles and outcomes for parents/carers and children. Evaluation demonstrate these courses have been a valuable learning experience, often progressing onto further learning and development.

Evidence

- FSP those achieving 78% increase from 2008 (33.8%) to 2009 (45.2%) and 2010 (52.3%) and therefore improving.
- Children's profiles and Devon Learning Journeys for 2gether Pilot childcare and Nurture Group
- Nursery Project
- Group Evaluations

Action

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

A2.4: Making a positive contribution

	1	2	3	4
Grade: The extent to which children engage in positive behaviour and develop positive relationships and users contribute to decision-making and governance of the centre.		✓		

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

Parental Involvement

Parents are at the heart of the governance of the centre and take a central part in the groups listed below:

- Partnership and Advisory Board
- Service Development Groups
- Operations Group
- Senior Management and Leadership Team
- Team Day
- Parent Forum committee and working groups

Our buildings were designed with families and the environment has been positively praised via PICL quality Assurance and ECCRS and we are influenced by the philosophy of Reggio Emilia (Educare Lead has been to Italy and currently trying to organise for Early Years Leads and Nursery Manager to visit for CPD).

Let’s Talk Community Campaign

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

The participation team are responsible for:

Parent Forum Membership, Website, newsletters, Outreach and Events, Child Safety Week, Parent Satisfaction Survey and City Play Events, Money Skills Workshops, volunteer programme, additional training for parent forum.

The children’s centre has developed a Volunteer programme which has trained 11 volunteers over the past year and is currently training another 17. We encourage people from the local community to complete our volunteer training and then support them to provide volunteer services for local groups. This is very important to small community groups to support the parents who run the groups. This also maintains a link between the children’s centre and the community group.

Parent Forum members have been involved in the Take Part initiative to promote active citizenship in the community. In addition, parents including some Parent Forum members have attended the Speaking Up programme which is an accredited course run by Exeter CVS which promotes parents getting involved and having a say.

Parent Forum members participated in a consultation for the Select Committee for the Sure Start programme, which promoted interest within the parent forum about how parliament works. This led to Parent Forum having a learning session with a parliamentary outreach worker which then resulted in Parent Forum and Speaking Up parents visiting the Houses of Parliament and taking part in questions and answer session with the then Cabinet member Ben Bradshaw. The impact of this is to build parents self confidence and ability to engage in and play an active role in their community. This raises not only parents but also their children's aspirations about what they can achieve.

Parent Forum have been actively involved in a campaign to get a doctor's surgery for Beacon Heath area. This involved working with local City Councillors and included press coverage.

Parent forum undertook a consultation to improve the snack time at the stay and play session. This involved visiting another Children's Centre and a questionnaire with other parents. The changes were made and re-evaluated. Parents, children and staff are all much happier with how this session works. This demonstrates how the Children's Centre values parents' views to help shape services. The participation team take this approach with all of our work and value every contribution parents and children make to the development of our services.

Parent Forum also took part in a Devon wide participation project which resulted in a piece of work called the Participation Ladder which is now used as a model Devon wide for anyone working with parents.

Health visitors also did a consultation with Parent Forum looking at the possibility of providing self weigh clinic facilities. Health took on board all the parent's comments, for and against this idea and as yet health have not taken this idea forward.

Parent Forum worked with the Children's centre safeguarding lead on developing a more user friendly Safeguarding Leaflet for Parents.

Initially we were asked to provide a Father's Group in the Heavitree area. However Fathers who attended this group were unhappy with the facilities available and wanted the group to continue within the Whipton and Beacon Heath children's centres.

The Parent Forum has now become a constituted group with the hope of fundraising as community group. To support this we have had training from SPAN (the Single Parent Action Network), to provide workshops on fundraising. There are plans to maybe join with other Parent Forums across the city to benefit the wider community of families with young children.

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

Community Outreach

The children's centre provides outreach workers in the following groups:
(termly visits – unless more requested)

Tiddlywinks Toddler Group

Pinhoe Parent and Toddler Group

Pinn Lane Parent and Carer Group

Sylvania Hall Parent and Toddler Group

Tadpoles Toddler and Baby Group
Sing and Play session at Willowbrook School (weekly outreach)

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

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

Future Jobs Fund (local young people)

Job Centre Plus and links to Devon Family Learning, Exeter College (parents improving skills and achievement and first steps into volunteering or work)

Staff support parents via the CAF and other methods and especially those who are less confident in communicating their views to make their voices heard (Manager part of original CAF pilot steering group)

Young Parents

The centre's Young Parents have been actively involved in the Childcare Sufficiency Questionnaire and attend groups for young parents to be and young parents to increase literacy and numeracy skills as well as parenting and life-skills (cooking etc)

Evidence:

- Partnership working with local secondary schools (St James and St Luke's) and Infant/Primary Schools inc student placement and Modern Apprentice placements
- Evaluations: Financial Futures, Volunteers Programme, Let's Talk, Speaking Up and all services evidence of improvement in skills knowledge and confidence
- Parent Satisfaction Survey
- Case Studies and counselling outcomes
- Outcomes Star evaluation
- Devon's Learning Journey (2gether pilot showing evidence of improvement in children's outcomes)
- Parents of children in 2ether show improvement in parenting and supporting home learning evaluation in progress)
- Step by Step folders
- Children's evaluations of their setting
- Parent's Progression (into volunteering/paid work or study
- Impact of QT and EYP in supporting settings to improve ECCRS and practice
- PICL and ECCRS documentation
- COMG, SDG, SLT, Operation Group and Parent Forum minutes
- Newsletter 3 per year
- Website www.surestartexeter.org.uk

A2.5: Economic and social well-being

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

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

Our Adult Education (literacy and numeracy) is the most tenuous of provision depending as it does on funding for the delivery organisations. We have now replaced previous delivery with a partnership with Exeter College for English and Maths and a comprehensive timetable with Devon Family Learning over the year to engage new and returning learners.

Parents

Centre provides both universal service as well as additional services to those families who face additional challenges and run services for groups that are identified as hard to reach e.g. Young Parents and Young Parents to Be (educational programme) parents with EAL (provide interpreting) and childcare support to allow parents to attend English Lessons

Extensive Volunteer Programme

Job Centre Plus Lone Parent advisor based at Centre

Vacancies bulletins updated weekly and on notice boards

Supporting parents via support letters, signposting, referrals

Devon Welfare Rights

Citizen Advice Bureau

CVS

Monthly Jobs Club (?)

Support Future Jobs Fund young workers

Employ local community in part-time and sessional roles within Centres

Children

I do feel that children achieve good social well-being – anecdotal evidence from the local infant schools show that the children who have attended the setting settle well in nursery and are ready to learn and access education as a pathway out of poverty – this contrasts with those children who have not attended the centre.

Those children attending the centre make good progress in developing skills for the future

Universal groups (Stay & Play) support socialisation as does more targeted groups such as Nurture Group and 2Gether childcare pilot

Evidence

CC profile data is comprehensive (but dated in parts) and is used along with Exeter City Councils Child Well-Being Index to plan service and is referenced in our planning and in the review at the Annual Conversation where we were seen as very comprehensive and with good examples of joint work and profile information relating well to activities with well-defined outcomes.

Evidence of progression for both parents and children (Devon's learning journey) improving FSPs in schools and individual children

Nos of parents accessing basic skills and family learning opportunities including young parents-to-be accessing training and qualifications

Staff Trained in providing support e.g. Parent's Guide to Money and Devon Welfare Rights
Financial Futures group support parents change towards economic well-being

Further Action

Further development with Job /centre plus manager for adult education in centre
 Further development with Exeter College of Basic Skills courses
 Further development with users to negotiate how best to meet their needs
 Consider in planning changing job roles to focus on developing this area for centre activity in the light of the current economic climate and potential further impact of poverty on our children
 Develop with Volunteer Coordinator progression data to support ongoing learning /return to work

Volunteering Programme at the Children's Centre.

The volunteer coordinators role is to support and enable potential volunteers to become active volunteers. Support is prioritised to local people and those with additional needs and people who lack the skills and confidence to progress further. As well as the management of volunteers the volunteer coordinator is involved with the team that organise the adult learning courses that take place within the centres. This often leads to parents/carers to then think about volunteering. Volunteering and adult education is promoted by website, newsletter, A boards, display boards, Exeter CVS, open sessions, local media, outreach, flyers given to local schools and nurseries and through centre staff.

The Volunteer Coordinator facilitates a 12 week volunteer preparation course, with centre staff and partners such as Speech and language therapist and occupational therapist delivering the training. There are currently 30 volunteers across the centres.

Volunteers have taken up further training opportunities such as:

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

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

The parent forum members are also recruited as volunteers but the Parent Forum Coordinator is then responsible for their participation in the centres.

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

We currently have 12 volunteers that live in the Beacon Heath area and over the past year 30 volunteers have been active across the Children's Centre cluster. Volunteers have included young parents, parents of disabled children, parents in workless households, lone parents, and volunteers from various ethnic backgrounds and volunteers with disabilities.

We have had volunteers in various roles including Parent Forum, child care, publicity and events coordinator, breastfeeding peer supporters and groups such as Stay and Play, Nurture Group, Young Parents, New Baby group, Speech and Language support, Child Health Clinic, Rhyme Time, Here's looking at you little one, dads group, dance sessions and Cedars Neighbourhood Nursery.

We have an annual celebration of volunteers in the children's centre with certificates presented. We encourage volunteers to include this certificate along with their volunteer course certificate in

their CV and include in their record of achievement file in readiness for job applications. Monitoring of volunteer hours has been developed over the last year and records have been kept since April 2010.

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

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

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

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

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

Leaflets and information for parents include;

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

We also have DISC, Learn Direct, Next Steps information in our newsletter and on our website. We have a public access computer available for service users.

Families who are vulnerable due to low income (including some families with additional needs as identified through the CAF process and some families at level 3, child in need or child protection) access 2gether childcare which enables them to attend adult education sessions.

Adult education sessions that we have had in the centre include;

- First Aid Training
- Speaking Up
- Funding workshops
- Skilled for health
- Parents with prospects
- Adult literacy
- Adult numeracy
- Money Skills
- Incredible years

We promote the YMCA Community Job Club which aims to help people who are looking for employment, voluntary work or training by assisting them in searching for a job, creating a CV/cover letter, completing applications etc.

The Job Club is currently held at a local community venue, however we are hoping to run this session in our building to make it easier for our service users to access these sessions. This may also have the effect of encouraging people to take part in our volunteer programme.

Evidence

- Volunteer coordinator reports
- Volunteer hour's records
- Volunteer course outline, reflective diaries and course evaluations
- Volunteer newsletter articles and information
- Volunteer website information
- Volunteer display board
- Volunteer course certificates
- Certificate for volunteering activities
- Progression reports
- Volunteer personnel files
- Job Centre Plus board
- Leaflet displays

Further Action

- Improvement in the monitoring of volunteer hours
- Increase the number of volunteers coming from our children's centre area.
- Improve the links between the community job club and our volunteer programme.

Sub-section A3: How good is the provision?

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

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

A3.1: Assessing needs

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

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

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

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

Action for Children provides the E-Aspire model (CAF centric) for assessment and outcomes. We are continually developing the potential of this programme to evidence the detail of our involvement with families – assessment is used well to ensure services meet individual user's needs. Action for Children use their own Outcomes Framework to collect outcomes for each child where the family receives one to one support.

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

A monitoring officer (working closely with LA) interrogates the data and presents to SL&M team once a month.

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

Our Health Visitor Lead and Midwifery lead are part of the Senior Leadership team and we hold regular joint meetings (Family Workers and Health meetings/ twice termly operational meetings where progress of families and use of centre timetable is discussed. Through the CAF process we evaluate with families the impact of interventions – all these ensure that assessment is robust.

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

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

Qualified Teacher and staff assess children's outcomes and development using Devon's Learning Journey for the most vulnerable.

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

Evidence

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

A3.2: Learning and development

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

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

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

Provision to help children learn and develop is good with outstanding features as evidenced by Devon's Learning journey for the most vulnerable children and slowly improving EYFS scores. However it is the nature of Exeter City Councils housing stock in the area of one bed and two roomed flats that, as families need larger accommodation, they are moved out of area and their places taken by incomers and so we are raising standards across the city!

The Centre promotes purposeful learning and activities are of good quality and this is evidenced by evaluations and case studies alongside Take Part evaluation, PICL portfolios, Devon's Learning Journey, Parent Satisfaction Questionnaire and the experiences of students, parents, staff and children alike. Our local Modern Apprentices progression from work experience to level 2, 3, Foundation Degree, to Honours Degree, EYP qualification and one of our MAs is in the final of the national Student of the Year award. Our volunteers' progress from volunteering into training, paid work, being governors of local school, sitting on the Partnership and Advisory Board and working for the Children's centre and personal development generally.

Personal development and achievement are celebrated; volunteers have an annual appreciation day when they are rewarded with certificates of achievement and flowers; young parents receive certificates of attendance and more formal certification for learning; the local press help us in celebrating centre and learner's achievements (see press cuttings folder).

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.				
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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>Services are delivered 6 days a week during term time and the Centre is open for about 50 weeks of the year. The quality of services is good meeting the needs of most service users as evidenced by E-Start and the review of services through the Service development Groups, the Partnership and Monitoring Board and the Senior Leadership and Management team, and the Local Authority Annual reviews.</p> <p>A wide range of practitioners support children and families through integrated and cohesive services planned via multi-agency involvement (Operations Group) e.g. Young Parents and Young Parents to Be are able to access education, health advice, parenting support, housing advice and the support of Connexions at a one-stop multi-agency supported twice weekly group;</p> <p>Children and parents from minority ethnic groups are supported by the 2Gether pilot and nurture group via translator services and where necessary links to Romany and Gypsy Traveller Services. Disabled children are supported through Step– by- Step and access to Honeylands and Fairbanks Toy Library and their parents via Portage training. There are weekly Father’s Stay and Play sessions on Saturdays.</p> <p>Our Participation Team through outreach to other settings and within the centre discuss and consider changes to the programme and bring feedback into the SMT meetings.</p> <p>Participation and attendance rates are good as evidence by E-start monitoring and local authority reach figures.</p>
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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.		✓		

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>Quality of early years childcare EVIDENCE EYFS inspections LA Quality Assurance Visits to NNI Ofsted visit reports on full day-care in Centres Ofsted report on Beacon Heath Children’s Centre highlighted this section as Outstanding PICL QA in Centres and Cedars Nursery Impact on FSP scores in local schools and sensitive approach to work in all settings to raise standards including childminders and Foundation Stage ‘classes’ via QT and staff team</p>

Staff training – mandatory and opportunities
 Feedback from parents (evaluations)
 Parent Satisfaction Questionnaire (LA),
 Service evaluations

Information advice and Guidance

Quality of above re: smoking. Drug & alcohol misuse and sexual health programmes (take-up increasing)

EVIDENCE

Children’s Centre workers trained in Smoking Cessation etc
 Public Health Team support
 Skilled for Health (support)
 Counselling

Care & Support

EVIDENCE

Staff in the children’s centre are trained to support and listen to parents using the centre and work with the parents to empower them and improve their confidence. Beacon Heath staff have made 117 home visits and have provided 53 one to one support sessions for families in the centre.

In times of crisis families report feeling well supported by the centre. Staff are particularly effective at empowering families and raising expectations for themselves and their children. (As evidenced in BHCC Ofsted Report Nov 2010)

Case studies, case-recording e-aspire and positive evaluations of support received by families

Staff training – mandatory and opportunities.

The Beacon Heath counsellor has provided 56 counselling sessions at Beacon Heath in the Apr-Dec 10 period. Child care is also offered to all parents accessing counselling at Beacon Heath.

Partnership working with Child Health Clinic/Breast-feeding peer support and antenatal support group

External Evaluation (Skilled for Health, Speaking Up Level 2 course)

Progression from crisis support to community based services

Adult & Community Learning Programmes

There are a wide variety of adult and community learning programmes to meet learners needs and staff promote take-up of these courses and adults returning to employment etc

EVIDENCE:

Case files
 Partnership Board
 Parent Forum
 Volunteers Files (progression data)
 Jobs Club
 Making Your Voice Heard/Speaking Up

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

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

Inspectors will always use their professional judgement when weighing up the evidence to determine the grades to be awarded. However, the judgements on

safeguarding and equality and diversity are significant. Where a judgement of inadequate is awarded for safeguarding or equality and diversity it is unlikely that the leadership and management judgement will be better than satisfactory.

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

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

A4.1: Governance and accountability

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

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

Governance and Accountability is good overall with outstanding features

Governance Arrangements
 Action For Children Managers county and national meetings
 LA meetings local and county wide
 Children’s Centre Learning Network Meetings
 Partnership and Advisory Board
 Service Development Groups
 Lead across cluster for Educare and Family support and Safeguarding with cross agency working groups
 Senior Leadership Group (inc partners)
 Centre Meetings
 Whole Team Meetings
 Termly Operational Group – Service Planning meeting

EVIDENCE
 Agendas/minutes/actions
 Activities related to service planning based on local data sets/Operations Group
 Service Development Group Minutes
 Minutes of other cross professional meetings e.g. antenatal development group and breast-feeding support

Accountability Arrangements

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

EVIDENCE
 Service Plan
 Service Plan Review

Management Team minutes
 Action for Children Line Management supervision minutes

Professional supervision arrangements

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

EVIDENCE

Action for Children Performance Management Polices, procedures, training (recruitment, supervision, appraisal)
 Induction
 Regular Team Meetings
 Supervision notes
 Appraisal recording
 Learning Needs Analysis
 E-Aspire Case file quarterly monitoring
 Action for Children Quarterly monitoring of outcomes

A4.2: Ambition and prioritisation

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

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

We feel that we are a *good grade*.
 The Children’s Centre leadership (partnership board/parents and team) are focussed on promoting a good range of relevant services that are matched to the wants and needs of the users in our community
 Development Plan
 Priorities and challenging targets for improvement
 Service Plan – targets determined by LA and Data sets from various partners
 Parental expectations
 Children’s Centre lead on a number of initiatives for Devon’s Children’s Centres (training)
 Children’s Centre Manager speaks at conferences (C4EO) for promising practice etc
 Volunteer programme and Parent Participation seen as excellent practice and often cited as such

EVIDENCE
 FSP – Let’s Talk
 Poor Baby room experience nationally – HLYB training
 Developing Partnership with Flying Start Children’s Centre re: Job’s Club /volunteering
 Developing Partnerships with CVS /Exeter College re: Learning Opportunities/ FJF and local community working in Centre

Tackling poor health outcomes (FJF Horticultural Project with St James/ Veg Bags and recipes with local greengrocer/ activity promotion via Let's Dance and St Luke's Skilled for Health SMT links with local schools as Governor's

Targeted at identified Priorities

Community involved in identifying priorities via the Parent Forum working groups

A4.3: Value for money

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

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

Resources are well managed across the cluster and the impact on outcomes for children and families generally good.

The Children's Centre has over the last three years carried out two separate unit costing exercises.

1. One of four projects for Action for Children (external national evaluation of targeted family support services) published
2. Together For Children costing pilot one of a few Devon CC to be involved in this pilot on the strength of the previous exercise

Alongside these more specialist approach to targeted costing the Children's Centre has

- Service plan
- Action for Children Business Plan
- COMG scrutiny of finance quarterly returns provided by Finance Officer
- Action for Children scrutiny re: Financial Requirements
- DCC Financial Requirements
- LA Annual Conversation
- Risk Assessments

Provision is well used by service users and engages vulnerable groups e.g. 2Gether Pilot, Incredible Years and other specialist services, counselling etc

The progress of users is recorded via Devon's Learning Journeys (for individual Children); Progression Data (for community members returning to work via volunteering etc; E-Start Data (use made of Centre by communities), E-Aspire tracking on individual families and vulnerable children, counselling outcomes tracking data etc

Users state that provision and support are generally well aligned to their needs and make an effective contribution to improving outcomes. The Participation Team Outreach notes, Parent Satisfaction Survey, Parent Forum minutes and SMT minutes will support this statement.

The environment is conducive to learning for both parents and children and is welcoming and safe (the ECRS rating scale), the Quarterly Risk Assessments, Ofsted Inspection of full day care, LA inspections etc

Resource Planning takes into account the skills and training needs of staff and the deployment of staff across the Children’s centre cluster and sustainability of services. The Centres are well used by other agencies and there is a lettings policy for out of hours lettings. Centre records of training and development, the Children’s Centre also run Devon wide training for LA in Here’s Looking at You Baby and Post-natal depression etc

Evidence

- Value for Money Pilot and individual service/unit costing
- Minutes of Partnership Board and Quarterly returns
- Progression and tracking Data
- Profiling Reports
- Learning Journeys
- E-Start Data on users
- E-Aspire data on users
- Counselling Tracking Data
- Ofsted
- ECRS
- Individual Staff learning and skills analysis
- Lettings Policy

A4.4: Equality and diversity

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

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

Narrowing the Gap

Promotion of Equality and Diversity

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

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

Centres/ Multi-disciplinary Management team have a good knowledge of our most vulnerable groups and take steps to engage them – increasing contact with hard to reach through outreach and family support programmes, the 2Gether Pilot etc. Two year old pilot particularly offers evidence of narrowing the gap and improving outcomes (Language and Social and Emotional

Development). The new antenatal programme provision pioneered by the Children's centres SMT in partnership with NCT, Midwifery, Health Visiting and the Children's centre will enable first time vulnerable parents to be identified and supported and all parents to have additional support in the transition to parenthood than has previously been available.

The SMT and staff monitors outcomes for its key target groups and takes steps to narrow the gap For example we offer support to enable users with English not their first language and those with poor literacy skills

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

Complaints
Working families /training with crèche facilities

Range and coordination and accessibility of services for children or adults with learning difficulties or disabilities e.g. deployment of family support worker lead working with existing external services will increase the numbers of adults with learning difficulties /disabilities attending services and being supported. We acknowledge the tension between being inclusive within existing centre services and providing targeted services. We provide advice and support for parents of disabled children and work effectively alongside other partners e.g. Step by Step

ACTION:
Audit of services for children and adults with learning difficulties and disabilities 2010
Appointment of Lead for Children and Adults' with disabilities
Development plan to address gaps and improve

Evidence

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

A4.5: Safeguarding

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

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

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

The DSL and the Children's Centre Manager have received Safeguarding in Recruitment Training. The DSL has also received the ADVA Marac training. All Children's Centre workers have received mandatory one day Safeguarding Training provided through Action for Children and a mandatory 2 hour Safeguarding training in their centres. All family support and Early Years leads have received Level 2 ADVA, CAF AxS Pathway training and some have also received Marac and Level 3 Safeguarding training.

There are proven outcomes that demonstrate that children are encouraged to talk about feelings to deal assertively with pressures, are listened to, and know to whom they can turn for help and advice if necessary. Children develop an excellent understanding of dangers and how to keep themselves safe especially the direction travelled from initial engagement. For example, all children who use the centre are encouraged and supported to wash their hands before they sit down for snack, this is often a new routine for the children but they quickly accept it and staff take the time to explain why we wash our hands before we eat.

Home safety visits with fire safety officers are offered to parents who meet the criteria and family and outreach workers conduct these visits. Parents complete a home safety questionnaire, watch a home safety video and have necessary home safety equipment fitted to their homes.

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

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

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

Evidence

Children's Centre policies/procedures/ training/signage/cleaning maintenance/Health and Safety/Fire Drills
 Action for Children Safeguarding Policy and Procedure, Code of Conduct, Whistle blowing, lone

working
 Newsletter – advertising PCSO, Fire Officer, NHS Direct, Parentline Plus, No Smoking Promotion Information and Advice
 Domestic Violence referrals, Marac, other domestic violence services
 Children’s Records
 Established Links with other agencies – Home Start
 Single Central Record CRB
 Recruitment and Selection
 Supervision and Appraisal
 Training and Qualifications regularly updated
 Consistent referral process for family support, counselling and 2gether pilot.
 Accident Forms – reviewed termly in centre and nationally through Action for Children.
 Use of Language interpreters to ensure that EAL families can communicate their needs
 Minutes of Safeguarding Team meetings
 Photo board identifying staff and ID cards
 All group and family support evaluations
 Centre meetings, family support meetings with health, Senior Leadership meetings with health
 Policy Board
 Adult Learning – Paediatric First Aid courses and volunteer training
 COMG provided with safeguarding pack 14.09.10
 2gether pilot evaluation integrated working and improvement in parenting skills as well as children’s development
 Annual Child Safety Week Event
 Case-studies of children on or those who have been on CP plan
 Evaluation and case-study of children who do not settle
 Family Support annual evaluation
 Outcomes from Nurture Group and 2Gether plus observation that children developing excellent understanding of danger and keeping themselves safe
 Cross-site policy re: hot drinks in the centres
 2Gether evaluation re: integrated working and improvement in parenting skills as well as children’s development
 Children’s Centre about average in terms of emergency hospital admissions (this has improved)

Action Points

- All Managers to have completed Level 4 Safeguarding Training /Manager & ADVA Managers training.
- Multi -lingual and interpreter service to ensure that EAL families can communicate their needs - quantative and qualitative evaluation and case-study
- Annual Child Safety Week Event (before and after knowledge evaluation)
- Update website with Keeping children Safe and Policies Pages
- Update 2Gether leaflet about Keeping children Safe and Safeguarding Statement

A4.6: Evaluation

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

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

We believe that we are *Good* because:

Some but not all other agencies evaluate the service that they provide, for example the Well Uk, Speaking Up, Skills for Health, Take Part all completed evaluations for their service. However Plough and Share and our Dentist are not currently evaluating their services.

All children's centre services are evaluated on a termly basis and this information is used to plan the following terms programme and services. Therefore parents are influencing the decisions made for planning. The participation team facilitate parents' involvement at Partnership Board (COMG), Operations Meetings and Service Development Groups. The participation team are also on the SMT representing parent's views.

The children's centre plans all services in partnership with the health team who attend our Partnership Board, (COMG) Service Development Groups, Operations Group (Planning) and SMT. The overall effectiveness of the centre services are discussed through the Service Plan and the Service Plan review at the Service Development and Partnership Board meetings. The Service Plan and Service Plan review has now been replaced by the SEF and Development Plan.

The Children's Centre are working in partnership with the NCT and midwifery team to provide ante-natal services to pregnant women and their partners. This is a new service and is being evaluated by our NCT and midwifery partners. The outcomes will determine how the service will be provided in the future.

The Children's Centre works in partnership with portage to provide the Step by Step group for children with disabilities. This service is jointly evaluated between the children's centre and portage workers and decisions about how the group is run in the future are made.

Systems for evaluating the longer term impact of our services are now in place. The Children's Centre has been working in partnership with the Nursery project. The emphasis of this work is now changing to focus on the transition of children from the Children's Centre 2gether pilot into the school Nursery.

An evaluation of all the children the 2gether pilot and the services that their parents have received and the outcomes of these are currently underway and will be completed in June 2011.

A4.7: Partnerships

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

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

We believe that we are Good with elements of Outstanding in this area.

Services are fully integrated with firm partnerships between the Children’s Centre and Midwifery, Health, Dentist, Chiropractors, Exeter CVS, Plough and Share, Whipton Infants School, St Luke’s College, City and County Councillors, Community Job Club, Police and Community Support Officers, Job Centre Plus, Early Birds, Portage, Exeter College, Beacon Learning Community, AxS Pathway, Devon Family Learning, Well Uk, Connexions, Trio, Early Years, Fire Officers, Local Press. These activities make a considerable contribution to meeting the widest needs of the community.

Our relationships with most of our Statutory Partners are firmly established but not so with Children and People’s Services at this point in time. Therefore we do not feel that we meet the Outstanding grade.

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

Evidence

- SMT minutes
- Partnership Board Minutes
- Service Development Group Minutes
- Newsletter and Centre programme
- Evaluation documents
- Estart data
- Display boards in the Children’s Centre
- Leaflets and Information from partner organisations available in the Children’s Centre

A4.8: User engagement

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

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

We believe that we are good with aspects of Outstanding because:

The Beacon Heath Children’s Centre took part in the Parent Satisfaction Survey. 95.4% of parents using the centre services were either Satisfied or very satisfied with the activity or the service provided. This figure included community groups in the area, as well as services run directly by the centre. The Children’s Centre are at the heart of our programme as we strive to have parents involved at every level of our programme and this is done through the comments books held at the centre, newsletter, termly evaluations of all of our groups, the Parent’s Forum involvement through the Partnership Board, SDG, Operations, SMT. The participation team also attend meetings for Exeter Play Association and this influences play provision across the city. They network with other Children’s Centres and their parent forums to share ideas, challenges, good practise and resources.

The centre Participation Team and family support and outreach staff are continually working towards reaching families who are not accessing services in the centre in order to identify and

meet their needs. The 2gether pilot has been very successful in reaching families that would not otherwise have engaged with the children's centre.

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

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

Our volunteering programme provides opportunities for local parents and other community members to gain new skills through volunteering in the Children's Centre. This is a successful programme and for many volunteers is part of their journey back to work.

We currently have 10 volunteers that live in the Beacon Heath area and over the past year 21 volunteers have been active at Beacon Heath Children's Centre.

Evidence

- Summary results of Parent Satisfaction Survey
- Parent Forum AGM report
- Parent Forum minutes
- Service Development Group minutes
- Newsletters and website
- Partnership Board minutes and reports
- Volunteer reports and records of hours
- Minutes from Exeter Play Association meetings
- 2gether evaluation
- Action for Children recruitment records

Sub-section A5: Summative judgements

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

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

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

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

A5.1: Outcomes

	1	2	3	4
Grade: How good are outcomes for users?		✓		

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

Beacon Heath Children's Centre provides a wide range of support to families and contributes to improving outcomes. We have made our judgement as good overall and we feel we have some outstanding areas for outcomes, for example the improvement of the foundation stage profile, but we also recognise the challenges for areas such as our health profile. We work hard with our partners to find ways to improve outcomes, i.e. health profile – obesity rates are poor with trends getting worse, (same as Devon Wide), the Centre has been proactive in getting staff trained to run HENRY training next term. Another example is where parents have been reporting on their concerns around the government spending review and the impact of that on families through increased costs on bills and potential cuts in benefits, possible redundancies and concerns of increased debts. We will be running Money Skills workshops next term and these can be offered on a one to one basis or in groups, to improve outcomes for achieve economic and social well

A5.2: Provision

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

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

We believe that our provision is Good but not quite Outstanding. The main reasons why we have chosen this is because although our services are integrated and we deliver cohesively our relationship with some statutory partners i.e. Health is much stronger than it is with CYPS for example.

We have very clear and well established user involvement through our Parent Forum who are involved with the programme at every level.

The centre is continuously developing services with a variety of different agencies for example, Plough and Share (Credit Union), Dentist, Early Birds to meet the needs of our community.

A5.3: Leadership and management

	1	2	3	4

Grade: How good are the leadership and management?		✓		
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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>We believe that our leadership and management are good because the Senior Management Team are extremely committed and passionate about the Children's Centres. The Children's Centre vision is 'to build future generations of happy, healthy confident children' and staff and parents are reminded about this daily as the Mission Statement is clearly displayed throughout the Children's Centre. All groups that are run at the centre are evaluated regularly and planning for Early Years groups is undertaken through the Early Years Foundation Stage. Personal, social and emotional development is measured for all children attending our child care sessions and plotted on the Devon Learning Journey.</p> <p>Beacon Heath is part of a cluster model of 4 Children's Centres in Exeter which are managed through the SMT. The SMT is made of up of Leads with specialist skills in all the different areas of the Core Offer. The SMT meet on a weekly basis to ensure the smooth running of the Centres.</p> <p>The recent Ofsted Report (Nov 2010) at Beacon Heath Children's Centre stated about our leadership and management " They inspire all they work with to improve outcomes, including staff, partners and users. Clear line management arrangements and effective supervision mean that staff are well supported. This includes clear governance arrangements provided by Action for Children".</p> <p>The Children's Centre has good working relationships with our partners and services are well integrated.</p> <p>Evidence Beacon Heath Ofsted Report Nov 2010</p>

A5.4: Capacity for improvement

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

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

<p>We believe our SEF is <i>good</i> because it identifies our strengths, our improvements in Enjoying and Achieving and the improvement in the FSP; our outstanding care, guidance and support given to families and our effective leadership and management team. It also identifies the areas where we need to concentrate to improve outcomes for example in reducing levels of obesity and increasing numbers of mothers who breast feed their babies.</p> <p>Our plans for the future include services to meet these health needs, through running the Henry courses for parents and working with midwifery and the NCT to promote breast feeding and support parents who do breast feed through peer support programmes and services. In addition, we need to make our services more inclusive through developing further services in particular for</p>

families with English as an additional language and for parents with learning disabilities.

A5.5 Overall effectiveness

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

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

We believe that our overall effectiveness is *Good*. The children's centre provides good opportunities for parents and children to be well informed about making healthy choices about food through our Love Local Food, Skilled for Health and Vegetable Bag projects. We are also working with our health partners to develop new initiatives to reach more parents through our Henry scheme. The children's centre also only promotes breast feeding with supporting literature available throughout the children's centre and peer support schemes.

The children's centre provides outstanding care, guidance and support to parents and their families, building trusting relationships and engaging well with targeted families and those with additional needs. Partnership working with the Local Authority and the Devon Fire Service has enabled us to help promote safety in the home through the home safety scheme. Staff are well trained in Safeguarding and in supporting parents through domestic violence. The children's centre has set actions for the next year to promote further inclusive working, particularly in the areas of parents with learning difficulties and families with English as an additional language.

The children's centre works hard to raise parents and children's aspirations by offering a wide range of adult learning opportunities and through the volunteer development programme. Parents are involved with the running of the children's centre at every level through the Parent Forum and parent's views are continually sought.

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

Beacon Heath Children's Centre

B1.2: Address (main site)

Pendragon House,

B1.3: Local authority

Devon County Council

B1.4: Name of centre leader

Christine Cottle, Children's Centre Service Manager

B1.5: Telephone

01392 204668

B1.6: Email

Christine.cottle@actionforchildren.org.uk

B1.7: Website

www.surestartexeter.org.uk

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

Ann Brandrick, Educare Lead; Janine Broomes, Safeguarding Lead

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

This is a cluster model Children's Centre and services are delivered from Beacon Heath Children's Centre, the Cedars Neighbourhood Nursery and Whipton Children's Centre and Little Ones Daycare and also into Heavitree & Polsloe Children's Centre

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

Wilmington Children's Centre, Hill Lane, Wilmington Exeter EX1 3JP

The Cedars Neighbourhood Nursery, Northbrook Close, Exeter EX4 8EZ

Little Ones, St Boniface Hall, Pinhoe Road, Exeter

Sub-section B2: Organisation and services

B2.1: Date of designation

March 2007

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.

Universal Services (primary level intervention):

- Stay & Play
- Dad's Group
- Community Health Clinic
- Midwifery antenatal clinic
- Baby Oasis
- Baby Massage
- New Baby Group
- Childcare Groups
- Parent Forum
- Adult Learning)
- Volunteer Training course
- Neighbourhood Nursery

Targeted Services (secondary level intervention):

- Nurture Group
- Here's Looking at You Baby, Bump and Little One
- Treasure Baskets
- Heuristic Play
- Movers and Shakers
- Young Parents Group
- Parents with Prospects Group (Young Parents to Be)
- Webster Stratton Incredible Years
- 2Gether Integrated Family support and Childcare for two year olds
- Step By Step (additional needs group)
- Rhyme time
- Outreach (Outreach workers

Targeted Services (tertiary level intervention)

- Individual Work (Family Support Workers and Outreach)
- Counselling Service

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.

Children’s Disability Service
 Conexions
 CVS (Adult Learning)
 Devon Family Learning
 Devon Pound
 Dentistry Services
 Exeter College (Adult Learning)
 Health Visitors (PCT)
 Job Centre Plus
 Midwives (Hospital Trust)
 Speech and Language Services
 St Luke’s High School
 Teenage Parents (Adult Learning)

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

Jobs Club St Sidwell’s (Flying Start Children’s Centre)
 Job’s Club Beacon Heath (YMCA)

Sub-section B3: Governance arrangements

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

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

Partnership and Advisory Board (multi-agency group) independent chair by Chief Executive CVS (termly)

Service Development Groups (Be Healthy/Stay Safe SDG, Making a Positive Contribution / Achieve Economic Wellbeing SDG and Enjoy & Achieve SDG chaired by Staff Leads with local practitioners and parents on group (termly)

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

Sub-section B4: Registered childcare/early years provision

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

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)

Ofsted URN

Setting name

The Cedars Neighbourhood Nursery

Setting address

Northbrook Close, Beacon Heath, Exeter. EX4 8LD

Telephone

01392 204660

Email

Registered person's name (organisation or individual)

Christine Cottle

B4.3 continued

Ofsted URN

Setting name

Whipton Children's Centre

Setting address

Hill Lane, Whipton, Exeter EX1 3JP

Telephone

01392 464754

Email

whiptoncc@actionforchildren.org.uk

Registered person's name

Christine Cottle

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

Exeter Children's Centres run a cluster model and many of the staff work at more than one centre.

Number of staff employed across the 4 centres = 22

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

Staff Title/Guide	Hours of Employment				
	Total	Whipton	Beacon Heath	Heavitree	Clyst vale
Business Support Officer Level 1	21				21
Business Support Officer Level 1	32	10	11	5	6
Business Support Officer Level 2	30	22		6	2
Business Support Officer Level 2	30		30		
Business Support Officer Level 3	21	6	8	4	3
Service Manager 2	37	8	14	7	8
Support Worker Level 4	37	9	14	6	8
Support Worker Level 1	16	4	6	2	3
Support Worker Level 1	16	4	6	2	3
Support Worker Level 1	17	17			
Support Worker Level 1	30	8	11	5	6
Support Worker Level 2	37	8	15	6	8
Support Worker Level 2	37	8	15	6	8
Support Worker Level 3	37	8	15	6	8
Support Worker Level 3	22.5	6	9	3	4.5
Support Worker Level 3	28	7	11	4	6
Support Worker Level 3	34	9	13	5	7
Support Worker Level 3	37	8	15	6	8
Support Worker Level 3	37	8	15	6	8
Support Worker Level 3	21	5	8	3	4
Support Worker Level 4	37	8	15	6	8
Volunteer Coordinator	16	4	6	2	3
		167	237	92	134

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

Number of staff delivering childcare or Early Years foundation Stage across the 4 centres = 13

Qualified Teacher
 Educare Lead
 Early Years Practitioner
 Outreach Worker (Early Years)
 Childcare Workers
 Modern Apprentices
 Future Jobs Fund childcare workers
 Volunteers (Early Years)

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

National Childbirth Trust
 Midwifery Service
 Health Visiting
 Speech and Language Therapist
 Dentist
 Dental Hygienist
 Step By Ste (inclusion worker)
 Exeter College
 St Luke’s High School – skilled for health
 Devon Family Learning
 Young Parent’s To be
 Connexions

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

NCY Antenatal Facilitator x 2
 Breast Feeding Coordinator x 1
 Breast Feeding Supporters x 2
 Midwives
 Midwifery Assistants
 Health Visitors
 Health Visitor Assistants
 Connexions Worker
 Devon Family Learning