

Boxgrove Children's Centre

Boxgrove Primary School, Boxgrove Lane, Guildford, Surrey, GU1 2TD

Inspection dates	1–3 July 2014
Previous inspection date	4–5 July 2013

Overall effectiveness	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Access to services by young children and families		Good	2
The quality of practice and services		Good	2
The effectiveness of leadership, governance and management		Good	2

Summary of key findings for children and families

This is a good centre.

- The centre has improved significantly since the last inspection. A highly capable school senior leadership team, along with intensive support from the local authority, ensures rigorous checking of the impact of actions taken. As a result, the centre has made rapid progress in resolving previous issues.
- The registration and engagement rates of most priority groups have improved significantly over the last year, so that the large majority of those in most need are now accessing centre services. Centre staff and partners know the area well and work together to ensure families who would benefit from attending centre services are identified and supported.
- A range of good quality activities, some open to all and some aimed at specific groups, is helping parents to develop their parenting skills and makes a significant contribution to the development and well-being of families.
- The centre manager uses information well to identify priority groups and to inform targets for improvement. The advisory board and governors are fully involved, regularly review progress and provide good levels of challenge to drive improvement.

It is not outstanding because:

- The participation of families in the Ripley Estate area is not yet good enough.
- The centre is not yet effective enough at ensuring parents who are not in work have a range of opportunities to develop skills that will help them gain employment. When staff signpost adults to external organisations they do not always record if training is taken up or leads to work. The tracking of children's progress is not yet established across all schools in the area.
- Local authority information on priority groups does not always contain sufficient detail to provide centre leaders with a clear picture of the impact of services on families in most need.

What does the centre need to do to improve further?

- Improve systems for tracking adults' and children's progress so that:
 - leaders are able to track children's progress across all schools in the area
 - systems for measuring the long term impact of the centre's work show whether adults benefit from training courses in preparing them for employment.
- Increase the registration rate of all families and the engagement of families who live in the Ripley Estate area so that, as a minimum, the large majority (65%) of families in this area regularly access services.
- Work with the local authority to ensure that information on all priority groups is up to date, timely and easily accessible.
- Ensure information is analysed in sufficient detail, in order to give centre leaders, governors and the advisory board a clear picture of the impact of services on families in most need.

Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

The inspectors held meetings with the centre manager; four of the five centre managers that form part of the collaboration; outreach workers; the information, advice and guidance worker; local authority representatives; a health representative; the headteacher and deputy headteacher of Boxgrove Primary School; children's social care; an adult and community learning representative; Jobcentre Plus; The Ethos Project; governor and parent advisory board members; volunteers and parents.

The inspectors visited The Spinney Children's Centre; Ash Grange Children's Centre and Bushey Hill Community Centre.

They observed the centre's work, and looked at a range of relevant documentation.

Inspection team

Denise Blackwell Lead inspector

Her Majesty's Inspector

Graham Saltmarsh

Additional inspector

Full report

Information about the centre

Boxgrove Children's Centre is a stand-alone centre that works within a cluster of five Guildford Borough Children's Centres. There is no shared management or leadership responsibility within this arrangement. The centre is managed by the school governing body of Boxgrove Primary School. The advisory board has representation from partners, centre and school staff, governors, and parents. The centre covers a large geographic area, including both urban and rural areas, with around 1,400 children under five years of age living in the area. The centre has its own allocated space within the school that it shares with wraparound childcare provision for children from the primary school. They also take activities and services out to local community venues. The school is inspected under other arrangements. Their report can be found at www.ofsted.gov.uk.

Most of the area is perceived as affluent, with the majority of the rural area consisting of large privately-owned homes. However, there are pockets of deprivation such as the Bushy Hill Estate and adjoining area. These have the greatest proportion of low income families and social housing. None of the areas within the centre's reach are in the most deprived areas in England. There is a large majority of White British families in the area, primarily professional working parents, with low rates of families in receipt of out of work benefits. The centre offers access to postnatal health services, parenting programmes, outreach support, information, advice and guidance, and a range of play and learn sessions. Children's levels on entry to Early Years Foundation Stage provision are generally in line with those expected for their age. The main priority groups for the centre are families who live in the three least advantaged areas, adults with mental health issues and children who are involved with social care.

Inspection judgements

Access to services by young children and families Good

- Registration and engagement of families in the least advantaged area have improved significantly. The large majority of most priority groups are now registered with the centre and accessing centre services.
- The participation of families who live on the Ripley Estate is not as good as it could be. Centre leaders are fully aware of the difficulties of gaining the trust of families in the area. They are working closely with health partners to develop provision on the estate in order to improve registration and engagement rates.
- The introduction of a short registration form, along with work with health partners, is helping to improve registration rates. Health partners share information about families in need, including those expecting children, and encourage families to attend centre services. They make suggestions for services based on community feedback and their knowledge of health needs in the area, ensuring services meet the needs of families.
- The provision of information, advice and guidance (IAG) is a strength of the centre. Some requests are simple and resolved quickly; however, some lead to further intensive work with families or referrals to specialist services. All requests are noted and analysed to help the centre understand trends in the kind of information, advice and guidance parents and children need. This, in turn, informs the programme of activities and services offered.
- There are quite low numbers of two-year-old children entitled to funded early education in

the area. The centre is aware of those who are entitled to funding and staff work closely with early years settings to monitor the take-up of funded places. As a result, 70% of funded two-year-olds are known to the centre and have been placed in good quality settings.

The quality of practice and services

Good

- A significant number of adults benefit from attending parenting courses that help them to improve their confidence and manage their children's behaviour. Good partnership working with The Ethos Project empowers parents, providing advice and information about opportunities for training that will help them back into work. The well-managed volunteer programme has resulted in a small number of adults gaining employment.
- Adults with mental health issues and families involved with social care are well supported by centre staff. Case files are maintained to a high standard and demonstrate good outcomes for families, especially those with child protection plans and children in need. Parents praise the support they receive to confront serious issues. One parent commented, 'I am truly a different person from the woman who walked through the children's centre doors for the first time.'
- A range of good quality activities, some open to all and some aimed at specific groups, helps parents to support their children's development and learning. Staff are good role models, ensure parents and children are welcomed, and ably answer any questions that arise. Sessions for new parents, for example on dental health issues, help to ensure health targets are met.
- Parents and staff regularly evaluate services and activities. Parents' responses clearly show high levels of satisfaction with the quality of provision. Staff carry out regular observations of children and use these to inform the planning for activities. Tracking of children who attend Boxgrove Primary School shows that they make good progress in their learning. However, the tracking of children's progress when they attend other schools in the area is still being developed.
- Parents who are not in employment have too few training opportunities to develop skills that will help them into work. The initiative to provide on-site Jobcentre Plus advice is at an early stage. Although staff signpost parents to external adult learning provision, they have only recently started to track whether they take this up or successfully gain work or qualifications.

The effectiveness of leadership, governance and management

Good

- Self-evaluation and analysis of data are used well to identify registration and engagement rates, inform priorities and set realistic, but challenging, targets for improvement. The advisory board, school leaders and governors are fully involved in driving improvement and regularly review progress. Resources are managed effectively and parents, staff and partners all comment that they have seen changes for the better.
- Systems to support staff performance have improved since the last inspection. Staff files show clear evidence of discussions and action planning that ensure leaders are aware of staff's strengths and development needs. Staff have good opportunities to improve and develop their skills through regular team meetings, supervision and training. They have a good awareness of the target groups and priorities for the centre and ably support parents and children through a range of good quality activities.

- Management capacity has been strengthened greatly through collaborative working between the five centres in Guildford. Managers have greater opportunities to share ideas and good practice. They offer a more coherent programme by sharing information about services and activities, preventing duplication. Centres share marketing costs and training for staff and volunteers, making best use of resources available.
- Safeguarding is embedded in all the centre does. Recruitment checks, policies, procedures and training ensure staff have a good understanding of safeguarding issues. Work with health and social care supports the assessment of children on child protection plans, children in need, looked after children, and families assessed through the Early Help Assessment. The centre puts children's welfare at the heart of all it does.
- The local authority has provided intensive support to the centre over the last year. It sets challenging, but realistic, targets and regularly monitors progress towards them, attending advisory board meetings to ensure all partners are well informed about what is happening. However, some of the data about priority groups is not always up to date, timely or easily accessible. As a result, data cannot always be analysed in sufficient detail, to give concise information about the impact of services or progress of individual priority groups.
- Parent voice is strong and given through a range of informal ways that encourage parents' involvement, such as suggestion boxes and discussions during activities. The enthusiastic parent representative has creative and innovative ideas for taking forward the parents' forums and getting more parents' views. As a result of ideas from parents, the programme is amended and changes are made to ensure families access services that will meet their needs.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Centre details

Unique reference number	20380
Local authority	Surrey County Council
Inspection number	444504
Managed by	The governing body of Boxgrove Primary School on behalf of the local authority

Approximate number of children under five in the reach area	1400
Centre leader	Liz Drain
Date of previous inspection	3–5 July 2013
Telephone number	01483 540818
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