

# Canterbury Nursery School and Centre for Children & Families

Basil Street, Canterbury, Bradford, West Yorkshire, BD5 9HL

**Inspection date** 12–13 June 2013

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	<b>Previous inspection:</b>	Not previously inspected	
Access to services by young children and families		<b>Requires improvement</b>	<b>3</b>
The quality of practice and services		<b>Requires improvement</b>	<b>3</b>
The effectiveness of leadership, governance and management		<b>Requires improvement</b>	<b>3</b>

## Summary of key findings for children and families

### This is a centre that requires improvement. It is not good because:

- The large majority of children in the reach area are not yet fully engaged in the centre's services. Outreach support is limited, preventing some vulnerable families from accessing services.
- Data from some partners, such as health are not always accurate or timely enough, preventing families being seen sooner and hindering leaders from setting performance management targets.
- The quality of provision for children in their early years is not good enough. Children's starting points are not routinely used to measure their progress and not enough reach a good level of development by the time they start school.
- Governance arrangements have been weak preventing rigour in the way the centre's performance has been challenged over time. Safeguarding procedures are not yet robust and the centre's development plans lack performance measures to monitor quality and track the progress of all aspects of the centre's work stringently. Firm steps have been taken to improve quality, including systematic external support to all aspects of provision.

### This children's centre has the following strengths:

- Opportunities for parents to gain qualifications, improve their basic skills, language and employability skills are good, enabling their progress into employment and further education.
- Commitment and persistent work has built some parents' confidence in being involved fully with the centre. Parents say that the centre is 'like an extended family', and a place they 'feel safe and welcome'. In addition, their role in decision making processes is highly valued and encouraged.
- Support for disabled children and with complex health and learning needs is good. As a result, these children regularly access good provision which meets their needs and transitional arrangements for their move to school are well organised and smooth.

## 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 Inspector and two additional inspectors.

The inspectors held meetings with the head of centre, the deputy headteacher, centre staff, officers from the local authority and workers from the family support and community team. They also met with health, education and early years partners, representatives from local schools, representatives from the governing body and parents and volunteers. They looked at the centre's view of its own performance, the centre's development plans, a sample of the centre's policies and procedures, a selection of case studies and a range of other relevant documentation. Visits to activities were undertaken jointly with the head of centre, who also attended all team meetings along with representatives from the local authority.

## Inspection team

Gillian Bishop	Her Majesty's Inspector, Lead Inspector
Wendy Pawson	Additional Inspector
Jane Hughes	Additional Inspector

## Full report

### Information about the centre

Canterbury Nursery School and Centre for Young Children and Families received designation in 2004 and provides a range of services to meet the core purpose, including provision for disabled children and those with complex health needs due to the Children's Centre Plus status.

The centre is located in Little Horton on the edge of the Canterbury Estate in the East of Bradford and serves over 1300 children from birth to four years. Onsite provision includes the children's centre, nursery school, crèche and registered early years provision which provides places for children aged two to three years. The nursery school and registered nursery provision are subject to separate inspection arrangements and their reports can be found at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

Almost all the children in the reach area live in the 30% most deprived areas in the country. Families experience high levels of unemployment, social exclusion and poverty and 46% of children live in households dependent on workless benefits and 46% of adults have no qualifications.

The ethnicity of families residing in the reach area is very diverse with the large majority of families being of Pakistani heritage. Centre data indicate a relatively small but increasing number of children from refugee and asylum seeking families, Mirpuri Pakistani families and children from Eastern European countries now living in the area. Approximately 36% of all children who access their early education at the centre are at a very early stage of learning English and approximately 50% speak English as an additional language. Most children enter early years education with skills and knowledge below age-related expectations. The local authority commissions the Canterbury Nursery School and Centre for Children and Families to deliver the centre services. The registered early years provision is also managed by the governing body of the school. There is a head of centre who manages the day-day running of the centre.

### What does the centre need to do to improve further?

- Improve access to, and engagement with the centre by developing a robust strategy in conjunction with the children's centre partners, to improve further the participation of all target groups and Eastern European families in particular.
- Improve and monitor more closely, the quality and impact of provision for all children in the early years by improving the rigour with which children's progress is tracked from starting points, assessed and measured over time.
- Strengthen the work with health professionals to improve information sharing and strategies to reach families sooner and provide early help more swiftly.
- Review day-to-day safeguarding procedures to improve the protection and safety of families accessing the building.
- Work with the local authority and governing body to increase and sustain the rigour with which they challenge, monitor and quality assure the performance of the centre and its associated services.
- With the local authority, governing body and key partners improve the centre's development plan and the faster pace of improvement by setting challenging targets and success measures, particularly for health priorities, in order to track the impact of the centre's work more rigorously.

## Inspection judgements

### Access to services by young children and families

Requires improvement

- The collation and analysis of data is evolving well giving a more accurate picture of the reach area, families' particular needs and groups whose circumstances make them vulnerable. This is helping to monitor engagement levels across all user groups and identify more families who would otherwise be unlikely to access services.
- Good partnership working has helped the centre to register successfully most of the children aged nought to four years in the reach area. However, strategies to sustain their active engagement are not effective enough to ensure that a large majority continue to participate. The engagement of lone parents and European Union Migrant families is particularly low.
- A growing range of health provision is attracting more parents, including refugee families to the centre and providing a stepping stone into universal services and targeted family support.
- Data and information from partners is not always reliable and timely. For example, the centre does not receive information about the birth of new babies until a child is 12 weeks old. This prevents more families accessing early help and universal services more swiftly.
- The centre has established a good range of flexible onsite provision during the weekends and evenings enabling more fathers to participate in activities. Additionally, regular crèche support for adult education courses removes potential barriers to access.
- The Family Support and Community Team know their community well and work hard to assess needs and coordinate services which impact positively on families health, learning and financial stability in a seamless and accessible way. However, outreach services are under developed and tend to occur in the summer months and through large-scale events, such as the 'Canterbury Carnival'.
- Take up of free nursery entitlement for four-years -olds is generally good but the centre have rightly identified that some three -year- olds are not accessing their entitlement. The local authority and the centre are working together to monitoring and address this gap.
- A key strength is the assessment of children aged two years which successfully identifies children who are most in need of early intervention and who are likely to struggle at school if they do not receive early help.

### The quality of practice and services

Requires improvement

- Provision for male carers is particularly effective through the 'BD5' group and some unique training opportunities, such as 'Build your Own Computer' course. Bradford College and QED-UK provide a good range of adult learning programmes leading to improved employability skills and qualifications for those engaging in these services, including a small number of migrant fathers.
- Provision and access to ESOL (English for Speakers of Other Languages) and literacy courses are good. Adult learning is effectively tracked and demonstrates good progression into work or further training. The centre facilitates some varied opportunities for parents to volunteer and this has led in a small number of cases to part-time work, and full-time employment. However, this programme is currently on hold.
- The centre and its partners provide good levels of care, guidance and support due to carefully integrated services, such as the 'Carers Support Group' for children with disabilities, 'Stay and Play for Babies' and 'Debt Advice'. The 'Craft Store' is very popular and the 'Sew and Grow' introduces new practical skills and brings together woman from various social and cultural backgrounds.
- Health provision is improving with a baby clinic, antenatal and appointments with the community paediatrician now on site. Swimming lessons for dads and children and cook, grow and eat classes are helping families to be active and cook healthier food on a budget in place of cheap food from local take away vans.
- Despite current health provision, obesity levels remain high, smoking at delivery is higher than the district average and mothers do not have access to a local breastfeeding group to help them

sustain feeding for longer.

- Play and learning experiences for children accessing the crèche and centre activities are generally well planned and enjoyable due to the positive interaction between children, parents and staff.
- Newly formed partnerships with local schools are providing opportunities to share early years expertise, support school readiness more effectively and establish a smooth transition to school. However, systems to track children's progress from their starting points are not yet robust and not enough children achieve a good level of development by the time they go to school.
- Extended childcare provision for two year olds alongside the 'Imagination Library' and 'PACT' group (Parents and Children Together) are beginning to improve children's early social, communication and language skills. Additionally, these strategies are helping parents to recognise how to support their children's learning more effectively. Early signs indicate that the gap in key aspects of learning for some of the most disadvantaged children in the area is beginning to narrow.

### The effectiveness of leadership, governance and management

Requires improvement

- Although governance arrangements have improved following the inspection of the nursery school, the level of challenge by the local authority and the governing body has not been good enough preventing robust performance management of children's centre services.
- Improvement plans are focused on improving access and outcomes for the most vulnerable families and where targets have been set for reach and participation these have been met. However, existing targets have not been challenging and plans lack rigour because performance targets are not routinely set preventing a faster pace of improvement across the centre's work.
- Systems for monitoring the quality and impact of services, including those to which families are sign posted, are not systematic. As a result, leaders do not routinely test the quality of delivery and the difference the available resources and services make to families. Information sharing protocols are developing although some remain a challenge, this is particularly so with health where data is difficult to obtain and often out of date.
- The partnerships with parents is strong and a key strength of the centre. Parents are actively involved in the evaluation and planning of services. For example, four parents sit on the governing body and parents ideas and views gathered at the annual evaluation day are used to inform the centres self-evaluation.
- Arrangements for safeguarding are adequate and meet statutory requirements. There is an appropriate focus on preventive and early help services ensuring the centre responds swiftly to families in greatest need. Partnership working effectively identifies children at risk of harm and ensures good levels of support for children on child protection plans or who are looked after by the local authority. The Common Assessment Framework process helps the centre to provide services for the whole family.
- The implementation of some everyday safeguarding procedures are not consistently applied and the safety of families is compromised by poor car park management during busy times.
- A well-balanced programme of universal and targeted provision ensures those who are seen by the centre receive services which match their needs. Financial management is secure and staff are deployed well to all onsite activities. However, staffing has recently been over-stretched increasing roles for leaders and delaying the growth of services outside of the centre.
- Staff, leaders and governors work hard to improve life chances for families. Parents speak very highly of the centre and satisfaction rates are high. The centre is very inclusive engaging well with those children with disabilities and complex health needs and some Black and minority ethnic groups. The 'Canterbury Carnival' promotes inclusion, harmony and fun, and successfully brings families from different backgrounds together.

## 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.

**Children's centre details**

<b>Unique reference number</b>	20557
<b>Local authority</b>	Bradford
<b>Inspection number</b>	421322
<b>Managed by</b>	The Governing Body
<b>Approximate number of children under five in the reach area</b>	1419
<b>Centre leader</b>	Chris McKay
<b>Date of previous inspection</b>	Not previously inspected
<b>Telephone number</b>	01274 574539
<b>Email address</b>	office@canterbury.mgfl.ac.uk

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