

Perivale Children's Centre

Federal Road, Perivale, Middlesex, UB6 7AP

Inspection dates	21–22 May 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection:	Good	2
	Previous inspection:	Not previously inspected	
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.

- Virtually all the children living in the area are registered. The large majority of children and families from priority groups, such as those living in areas of disadvantage, make regular use of the centre.
- Health partnerships are good, and immunisation and breastfeeding rates are high.
- The centre's work to improve school readiness is strong. Schools value the centre's initiatives such as 'Getting ready for Nursery'. They say that children who attend these do well. Outcomes for children at the end of the Early Years Foundation Stage are improving and above national levels.
- The centre strategic lead has an excellent understanding of how to deliver high quality services. She has developed good practice across the centre. Staff have regular observations to ensure that the centre's work is of a good standard. Staff have regular supervision and training. They are highly committed and know how to support families.
- The local authority provides a good level of challenge and support. It gives the centre relevant information so that activities can be directed to where they are most needed.
- The quality of the centre's work with volunteers is good. They are well managed and well prepared for progression to education and employment.
- Leadership, governance and management are good. The centre's strategic lead knows what she needs to do next to make the centre even better. She has developed an effective team. As a result, the centre is in a good position to continue to improve its services and performance.

It is not outstanding because:

- One third of families with eligible two-year-olds do not take up their free early education places.
- The centre is not yet engaging effectively with most eligible two-year-olds, particularly in disadvantaged areas, to support them if families do not take up the offer of free early education.
- The centre does not yet fully support its early years partners who work with disadvantaged two-year-olds so that timely support is offered to their families if it is needed.
- The centre does not evaluate its work with adults who attend non-accredited adult training.

What does the centre/group need to do to improve further?

- Support the parents of eligible two-year-olds to take up their early education places, particularly in identified areas of disadvantage.
- Strengthen the centre's work with eligible two-year-olds so that most, particularly those who are in areas of least advantage, have sustained engagement with the centre.
- Strengthen and further develop the centre's work with early years partners who offer free early education to two-year-olds so that children's progress is regularly checked, and timely support is given if this is needed.
- Extend the monitoring of impact of adult learning and training to include all accredited and non-accredited courses and employability training.

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 three Additional Inspectors.

The inspectors held meetings with the locality strategic lead, local authority officers, centre staff, parents, volunteers and representatives from the advisory board.

The inspectors visited activities held in all four centres. Joint observations were made with locality strategic support officers at 'Talking Toddlers' at Wood End, and 'Stay and Play' at West Twyford. A joint observation was made with the locality strategic lead during a 'Little Explorers' session at Perivale. The lead inspector visited a 'Getting Ready for Nursery' session at Perivale with the locality strategic lead.

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

Inspection team

Teresa Kiely, Lead inspector	Additional inspector
Priscilla McGuire	Additional inspector
Marinette Bazin	Additional inspector

Full report

Information about the centre

Perivale Children's Centre is a stand-alone centre that provides services across North Greenford, Hanger Lane and Perivale. There are four centres in this locality: Perivale, West Twyford, Wood End and Horsenden. The locality's strategic lead is based in Perivale, which is the hub of the locality. Perivale centre and Wood End are managed by the local authority. Horsenden and West Twyford are managed by their respective schools with the support of the locality strategic lead. The 'hub' and 'spoke' form of management for Perivale Children's Centre, which opened in 2010, was implemented at the end of March 2014.

Perivale and Wood End have a children's centre coordinator and the others have part-time managers. Some centre staff work across the locality sites. Perivale and West Twyford centres are each co-located with nursery provision which is subject to separate inspection arrangements.. The inspection reports can be found at <http://reports.ofsted.gov.uk>. An advisory board for the locality is in place. Each centre has a management committee with parent representation. Services provided include activities to promote early learning and readiness for nursery, family support, adult learning and volunteering, and child and family health.

There are approximately 4,011 children under five years of age living in the locality. It includes 31 distinct areas. Two areas are ranked among the 20% most deprived in England, and six fall into the top 30%. The proportion of young children living in households where no-one is in work is 18%. The locality is home to increasingly diverse ethnic groups. The main groups are White Eastern European, Indian, Asian Other and White British. Children's skills and knowledge when they start school are generally below those typical for their age.

Priority target groups identified by the centre are: children living in the most deprived areas; two-year-olds, in particular those living in identified areas of deprivation, and vulnerable children and/or families.

Inspection judgements

Access to services by young children and families

Good

- Most families, including those expecting children, know of the centre's work, and a very large majority access its services. This is because of effective shared work between the centre and health partners. This partnership encourages families who move into the area to register with the children's centre.
- The centre works hard to ensure that priority families know how to access the support they need. The centre knows that some families experience isolation because of the geography of the area. Activities are placed in settings close to schools, in community halls and the library to attract those who live close by. The centre monitors attendance at its activities carefully to ensure that the right groups who need support have been identified and that they are getting the help they need.
- Most families take up the offer of free early education when children are three- and four-years-old. However, one third of families do not take up their entitlement to free early education for two-year-olds. This figure drops to less than half in areas of disadvantage. More needs to be done to encourage families to access their entitlement.
- The centre has worked hard to reach those who find it hard to participate in the centre's services by providing targeted activities such as 'Getting ready for Nursery'. However, more work needs to be done to engage most families with eligible two-year-olds in centre activities, especially if they do not take up their entitlement to free early education.

The quality of practice and services

Good

- The centre balances its work carefully so that families and children across the locality benefit from good quality activities. Families with identified needs receive the targeted help they need. They also benefit from activities that are designed to support everyone.
- The centre has good partnerships, particularly with health. This has contributed to the success of its work to promote children's healthy lifestyles. Childhood obesity rates are lower than levels seen nationally.
- Family support work is good. It is effectively managed through the 'Single Point of Entry' referral system. The outreach workers are carefully supervised. Case files are well managed, and show a good assessment of needs, with effective support for families. The centre regularly holds meetings to help all those who work with vulnerable families to provide the best support they can. The centre is improving life chances and reducing inequalities effectively.
- The centre has a positive impact on school readiness. The centre can show that children who attend the centre's activities have a flying start and do well. Staff carefully record and measure the progress of children from the priority groups who attend their activities. They use this information to set targets with parents. The proportion of children achieving a good level of development at the end of the Reception Year is good, including for those children who live in areas of disadvantage.
- Parents gain from targeted parenting sessions and say that these make a positive difference.
- Volunteers are well supervised and supported by centre. They gain confidence and improve their personal and language skills as a result of volunteering. They are also well prepared for progression to education and employment after volunteering.
- Eligible two-year-olds who take up the offer of free early education are in good or better early years provision in the area. This includes those two-year-olds who are in the two co-located nurseries. The centre works effectively with its early years partners who take two-year-olds, so that children's well-being is secure. It does not yet check their learning and development over time to provide extra help if this is needed.
- Parents from the priority group of adults who do not speak English as a first language participate well in accredited adult learning courses such as literacy. The quality of these courses is good and helps parents develop the skills they need to improve their confidence and independence. These courses also increase parents' employability. However, not enough is done to monitor adults' participation in non-accredited adult learning courses.

The effectiveness of leadership, governance and management

Good

- The centre is effectively led. Good management has continued during a period of reorganisation following the centre's change to a locality model. The centre strategic lead has developed a staff team who are committed to making a difference to the lives of the children and families they serve.
- There is a noticeable drive to continue to improve practice across the centre. The centre strategic lead sees this as a key element in improving outcomes for families. She knows that priority families will keep coming to the centre if the activities are consistently good quality. Her staff are well qualified and exceptionally well trained. They are managed very well.
- Leaders and managers know the centre's strengths, and what it needs to do next. The 'hub' and 'spoke' model for the locality has enabled the centre to distribute its resources more effectively to improve outcomes for children.
- The local authority provides a good level of support to the centre. It monitors the centre's work and sets targets to further improve the centre's performance. Everyone is aware of what needs to be done next to make the centre even better.
- Governance has developed significantly since the centre joined with other centres. The advisory board includes a range of relevant partners. They have an accurate understanding of the centre's work and how effectively it is reducing inequalities for priority children and their families. The Chair of the Advisory Board is a local parent.

- Governance is supplemented by advice from the four management committees, one for each of the local centres that make up the locality. These committees meet regularly, and provide support and challenge to the advisory board. They have good levels of parent representation.
- Parents also regularly share their views through a parents' forum and evaluations of the activities they attend. One parent spoke for many when she said, 'this place changed my life seriously, and now I have a place to go. It's like a family here.'
- Safeguarding policies and procedures are effective, and statutory requirements are met. There is a strong culture of safeguarding across the centre. Information sharing between the different agencies helps to keep children at risk safe. Children subject to a child protection plan, those in need and looked after children benefit from well-managed early help procedures. Parents are encouraged to keep their children safe. They benefit from advice and guidance, for example concerning how to keep children safe when using the internet.

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

Unique reference number	22366
Local authority	Ealing
Inspection number	455036
Managed by	The local authority

Approximate number of children under five in the reach area	4011
Centre leader	Sally Cave
Date of previous inspection	Not previously inspected
Telephone number	0208 9970619
Email address	scave@ealing.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

(Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

